

**College Curriculum Committee Meeting Agenda**  
**Tuesday, November 17, 2020**  
**2:00 p.m. – 3:30 p.m.**  
**Meeting will be held virtually via ConferZoom**

| <b>Item</b>   | <b>Time*</b> | <b>Action</b> | <b>Attachment(s)</b>                            | <b>Presenter(s)</b> |
|---|--------------|---------------|---|---------------------|
| 1. Minutes: November 3, 2020  | 5 min.       | Action        | #11/17/20-1                                     | Kuehnl              |
| 2. Report Out from Division Reps  | 5 min.       | Discussion    |   | All                 |
| 3. Public Comment on Items Not on Agenda<br>(CCC cannot discuss or take action)   | 5 min.       | Information   |   |                     |
| 4. Announcements<br>a. New Course Proposals<br>b. ASCCC Fall Plenary Update<br>c. CCC Website Changes<br>d. Communication Studies CA Approvals<br>e. CSU GE & IGETC Deadline<br>f. COR Exception Process (Fast-tracking)<br>Clarification | 10 min.      | Information   | #11/17/20-2-6<br>#11/17/20-7<br><br>#11/17/20-8 | CCC Team            |
| 5. New Subject Code: ETHN   | 5 min.       | Information   | #11/17/20-9                                     | Kuehnl              |
| 6. New Program Application: Basic<br>Pharmacy Technician CA   | 10 min.      | 1st Read      | #11/17/20-10                                    | Kuehnl              |
| 7. New Program Application: Pharmacy<br>Assistant (Aide/Clerk) CA   |              | 1st Read      | #11/17/20-11                                    | Kuehnl              |
| 8. New Program Application: Air<br>Conditioning Mechanic CA   |              | 1st Read      | #11/17/20-12                                    | Kuehnl              |
| 9. New Program Application: Test, Adjust<br>and Balancing (TAB) Technician CA   |              | 1st Read      | #11/17/20-13                                    | Kuehnl              |
| 10. Credit for Prior Learning   | 35 min.      | Discussion    | #11/17/20-14-<br>17                             | Kuehnl              |
| 11. Equity in our Curriculum  | 10 min.      | Discussion    |   | Kuehnl              |
| 12. Good of the Order   | 5 min.       |               |   | Kuehnl              |
| 13. Adjournment   |              |               |   | Kuehnl              |

*\*Times listed are approximate*

**Attachments:**

- #11/17/20-1 Draft Minutes: November 3, 2020
- #11/17/20-2-6 New Course Proposals: ETHN 51, 52, 53, 54, 55
- #11/17/20-7 ASCCC Fall 2020 Adopted Resolutions
- #11/17/20-8 Exception Process for Starting Courses Prior to Catalog Publication
- #11/17/20-9 New Subject Code: ETHN (Ethnic Studies)
- #11/17/20-10 New Program Application: Basic Pharmacy Technician Certificate of Achievement
- #11/17/20-11 New Program Application: Pharmacy Assistant (Aide/Clerk) Certificate of Achievement
- #11/17/20-12 New Program Application: Air Conditioning Mechanic Certificate of Achievement
- #11/17/20-13 New Program Application: Test, Adjust and Balancing (TAB) Technician Certificate of Achievement
- #11/17/20-14 CCCCO Memo—Credit for Prior Learning

**2020-2021 Curriculum Committee Meetings:**

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

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

**2020-2021 Curriculum Deadlines:**

|         |  |
|---------|--|
| 12/1/20 | Deadline to submit courses to CSU for CSU GE approval (Articulation Office).   |
| 12/1/20 | Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).   |
| TBD     | Deadline to submit local GE applications for 2021-22 catalog (Faculty/Divisions).  |
| TBD     | Curriculum Sheet updates for 2021-22 catalog (Faculty/Divisions).  |
| 6/1/21  | Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).   |
| TBD     | COR/Title 5 updates for 2022-23 catalog (Faculty/Divisions).   |
| Ongoing | Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office). |

**Distribution:**

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

**COLLEGE CURRICULUM COMMITTEE**

Committee Members – 2020-21

Meeting Date: 11/17/20Co-Chairs (2)

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

Voting Membership (1 vote per division)

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

Non-Voting Membership (4)

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

Visitors

Chris Allen, Anthony Cervantes, Michelle McNeary, Abhiraj Muhar, Teresa Ong

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

| Item   | Discussion  |
|--|---|
| 1. Minutes: October 20, 2020                         | <b>Approved by consensus.</b>   |
| 2. Report Out from Division Reps                     | <p><b>Speaker: All</b><br/>                     Apprenticeship: Two new certificates of achievement coming to CCC soon.</p> <p>Bio Health: No updates to report.</p> <p>BSS: Anthropology dept. creating new honors course.</p> <p>Counseling: No updates to report.</p> <p>Fine Arts: Received feedback regarding new Distance Learning Addendum and Ethnic Studies—will share during those discussions.</p> <p>Kinesiology: No updates to report.</p> <p>Language Arts: Update re: UC articulation issue with ENGL 1AH &amp; 1BH—resubmitted courses have been approved!</p> <p>Library: New trial of JoVE Education (Journal of Visualized Experiments); teaches lab fundamentals through video (chemistry, physics, psychology, engineering, etc.). Email rep with any questions.</p> <p>PSME: Getting prepared to submit new DL Addendum forms.</p> <p>SRC: No updates to report.</p> <p>Kuehnl noted changes to agenda: added time estimates to individual items, following Academic Senate's lead; added formal public comment period, which we should be doing under Brown Act. Cannot discuss comments or take related action—would need to be agendaized for future meeting. Provides opportunity for guests, such as students, to comment.</p> |
| 3. Public Comment on Items Not on Agenda             | No comments.  |
| 4. Announcements<br>a. Curriculum Sheets for 2021-22 | <p><b>Speakers: CCC Team</b><br/>                     Vanatta announced that next year's curriculum sheets will be updated in CourseLeaf, in the catalog system. Decided to incorporate full curriculum sheet in college catalog, so sheets moving over sooner than anticipated. Details about training and timeline for updates will be shared after the new year—in the meantime, good idea for depts. to discuss planned changes so they're ready to update sheets when the time comes.</p>  |
| 5. Update Distance Learning Addendum                 | <p><b>Speaker: Eric Kuehnl</b><br/>                     Second read of updated Distance Learning Addendum (online fillable form in Office 365) and Process to Implement New Distance Learning Addendum.</p> <p>Fine Arts rep shared feedback from faculty: concerns related to software changes which might need to be reflected on DL Addendum contact methods lists (e.g., recent change from Etudes to Canvas); question regarding if courses that are already approved for DL need to submit form; question of how adjuncts will be involved in decision-making around which</p>  |

|                                  |  |
|----------------------------------|--|
|                                  | <p>tools to use for courses. Kuehnl responded that CCC can choose to update form on regular basis; suggested doing so—could be annual or as needed. Encouraged reps to bring suggestions for changes to CCC for consideration, in the future. PSME rep mentioned opportunity for CCC to provide feedback for changes to CourseLeaf—Kuehnl noted that discussion is about DL Addendum, specifically, but agreed that this could be a good topic to agendize. Re: question about all courses needing to submit new form—yes, new form is much more detailed and plan is for all courses to eventually complete it. Fine Arts rep asked if a course that's currently approved for fully online can change to hybrid-only—yes. Vanatta noted that process being considered today will require all courses to eventually complete new form, with currently approved courses coming last. But if a division wishes to submit additional courses during the first batch, they may do so. Fine Arts rep asked about transparency of approved forms, and how faculty (incl. adjuncts) may view them. Vanatta responded that eventually new form will be incorporated into COR form in CourseLeaf (will need to request this change, which will take time), so anyone with access to CourseLeaf will be able to see it. In the meantime, Online Learning dept. keeps archive of all approved DL Addenda in OneDrive, not a perfect system but allows for access. Suggested contacting them to request OneDrive link. Re: question about adjunct faculty—Kuehnl suggested best to use collaborative process within divisions, to include adjunct faculty. Currently, each course has one DL Addendum, so all interested faculty should agree on the details entered on the form.</p> <p>Motion to approve <b>M/S</b> (Francisco, Venkataraman). <b>Approved.</b></p> <p>Vanatta has been working to create list to send to reps by Monday; some depts. have Independent Study scheduled—asked if should be required to submit as part of this first batch. Hueg noted that IS not scheduled as virtual, suggested to not include; group agreed. Vanatta will not include them on winter list.</p> |
| <p>6. Ethnic Studies Program</p> | <p><b>Speaker: Eric Kuehnl</b></p> <p>Continuation of discussion from previous meeting, regarding process for new course proposals in Ethnic Studies. D. Lee shared that Steering committee met Friday and determined Language Arts division will host curriculum for now, with Fong serving as administrator and proposals going through Language Arts CC. Temporary, until college determines where dept. will reside, whether in existing or new division. Faculty authors of proposals unable to attend CCC today. Language Arts rep at Friday's meeting, noted that LACC approved proposals and next step is COR development—Steering needs to discuss how to do so in an inclusive way, and none of the current faculty meets minimum qualifications for Ethnic Studies discipline.</p> <p>Kuehnl has been asked if CORs will be created in C3MS or CourseLeaf, given the urgency—Vanatta noted this is more of a logistical thing, heavily depends on CSU GE Areas the faculty want to apply for. Gilstrap mentioned too late to apply for IGETC; earliest will be for fall 2022 approval. Still time to apply for CSU GE Areas D &amp; F—Area D deadline in early Dec., so CORs will need to be ready then. Area F deadline in Feb., so if there's not enough time to apply for Area D, can start with just Area F (for fall 2021) and then apply for Area D next year (for fall 2022). Can apply for UC transferability for fall 2021, but won't know outcome until September.</p> <p>PSME rep asked about process, since Ethnic Studies dept. doesn't exist—Vanatta explained that Language Arts CC needs to approve subject code creation, noting that De Anza has decided to use ETHN (we share codes with De Anza and may use the same). Code must exist before CORs may be created; Gilstrap noted also needs code to exist in order to submit</p>   |

|                                     |  |
|-------------------------------------|--|
|                                     | <p>courses in ASSIST. PSME rep asked about state approval of code— Vanatta clarified that CCCCCO does not approve codes. Codes are local determination, including process to create one.</p> <p>Kuehnl shared question from Academic Senate of how consultation will happen with faculty (aside from Huerta, Marasco &amp; Villanueva) during this process. Language Arts rep responded that Steering wants collaborative process and needs to determine how to create meaningful forum for cross-campus collaboration. Steering has open meetings, to allow for others to be involved. ASFC rep added that Advisory committee also a place where other faculty can be involved, and people can feel free to contact members of both committees.</p> <p>Kuehnl shared current temporary program creation process steps, noting that Step 1 states interdisciplinary programs should include discussion with deans from associated divisions. Even though Ethnic Studies starting in Language Arts, other divisions could be involved; mentioned BSS's previous interest in Ethnic Studies. Language Arts rep noted faculty do want to involve others in a collaborative way to create CORs. When actual program begins development will also be good to include feedback and collaboration; pleased to see all of the opportunities for that, on program creation process. Noted that only course proposals have been created, at this time—CORs have not been developed. One suggestion has been to research existing courses at other colleges to develop our CORs.</p> <p>Kuehnl shared question from BSS of whether existing courses in BSS that overlap with some of these new courses will be deactivated, noting a SOC course with identical course description. Important to work with BSS if overlap exists. Language Arts rep unaware of any discussion of course deactivations, believes would be decision of Sociology dept. Noted we do offer courses in different disciplines that have related content, with the content taught in different ways (e.g., ENGL &amp; HUMN courses). Does not think there should be any concern about deactivations. D. Lee added example of MATH 10 and PSYC/SOC 7 similarities.</p> <p>Kuehnl noted concern that there hasn't yet been discussion between interested faculty and those creating these courses. Hueg believes that interdisciplinary curriculum development will include such discussions, and we need to create a channel for conversations to happen; has been a challenge with our division-centered processes. PSME rep asked if any discussions have occurred about cross-listing existing courses to use Ethnic Studies code, to hopefully have a better shot of offering courses in fall 2021, given impending deadlines, even just as a back-up plan. Gilstrap noted that when cross-listing, both depts. must agree on the CORs and to the cross-listing. Primary goal to develop courses to be approved for CSU GE Area F, as students need to meet that requirement starting fall 2021. CSU FAQ states that for Area F, course needs Ethnic Studies prefix, and Ethnic Studies dept. would need to approve any cross-listing.</p> <p>Other Language Arts rep shared viewpoint from faculty proposing courses of the need to make sure Ethnic Studies dept. will have autonomy and independence. Kuehnl noted that conversation will be ongoing, to ensure CCC discusses all aspects appropriate to curriculum. Current status is to create CORs, with Ethnic Studies discipline faculty hire at a later date. Thanked the group for the meaningful and productive discussion at the previous meeting.</p> |
| <p>7. Credit for Prior Learning</p> | <p><b>Speaker: Eric Kuehnl</b><br/>         Gilstrap provided background on recent CCCCCO mandate regarding awarding of credit for experience outside of the classroom. Attached memo</p>  |

includes Credit for Prior Learning (CPL) definition, explains Title 5 changes and CPL assessment methods, and provides guidance for colleges/districts. CPL involves looking at different types of knowledge, e.g., military training, industry training, government training, apprenticeships and work-based learning, volunteer and civic activities.

FHDA district must adopt board policy and administrative procedure by Dec. 31, 2020. Currently have draft of each. Gilstrap unsure if CCC is the right place to review drafts, but CPL going to be a big movement because we're starting to think outside the box. Need to identify stakeholders across campus, as there will be many things to consider, such as process for the student. Faculty need to develop rubrics for how to assess CPL; we already do some of this, e.g., AP, IB, credit by exam (CBE), CLEP. Will need to think about student-created portfolios, industry certifications—how does the instructor award a grade based on these? This aspect likely pertinent to CCC; also need to determine which courses to offer for CPL. Gilstrap asked the group how they see CCC's role in the discussion and process.

PSME rep asked Gilstrap what Faculty Association (FA) has to say about situation, recalling that Math dept. talked at length about CBE and felt unfair to put work on faculty they're not getting paid for. Concerned faculty could be required to evaluate something like a student's portfolio without being compensated. Kuehnl asked administrators in the group for insight into how faculty could be compensated in that situation. Hueg noted this is a different way of doing credit assessment and should be viewed as such, should determine where in curriculum a competency-based system can be effective and serve students. Conversation just beginning and may change how we offer some programs, such as through modularized assessment. More than a student simply asking for a portfolio to be reviewed. CCCC asking colleges to invest time and energy into implementing, so we need to spend time as a campus on how to best move forward. Mentioned issues re: articulation of such credit, which will need to be figured out. Believes we need a larger discussion (summit) to dig deep into topic. Noted certain programs (e.g., Accounting, Child Development) already see students coming to Foothill with a wealth of prior knowledge—examples for us to look at. Fong mentioned CBE for SPAN courses; faculty get paid because students enroll in class and take exam within first two weeks. Doesn't imagine that faculty will not be compensated for time spent related to CPL.

Kuehnl asked Gilstrap about Dec. 31 deadline—following that date, can a student can ask for CPL for any course or do we control which courses are eligible? Gilstrap believes we are in control of which courses will be eligible, noting the CCCC mandate is that we implement a process related to CPL. Believes we're on track to submit the BP & AP on—being done at the district level. Gilstrap is concerned that students may start asking for CPL assessment before we have an actual process in place. Wonders if it's appropriate for CCC to discuss this process, while agreeing that others may need to be involved (e.g., FA). Added that CPL will change the way transcripts are annotated; will clearly state when CPL used for a course, including type of CPL that was assessed.

Subramaniam noted parallels with course equivalency petitions, which are evaluated by faculty. Mentioned English dept. creation of common assessment exam, as a related situation re: compensation. Fong involved in developing exam; noted it was similar to AB 705 situation, aligning with state-developed rubrics. Responded to Hueg's comment about different modes of assessment, noting some faculty already do portfolio grading; suggested could start with these and similar courses, as criteria may already have been developed by faculty.

|                      |   |
|----------------------|---|
|                      | Kuehnl stated that conversation will continue at future meeting. In the meantime, please reach out with any feedback—we will need to come up with a strategy regarding CCC's role. Although Dec. 31 deadline is for the district, we don't want to lag too far behind that in the work we need to do. |
| 8. Good of the Order |   |
| 9. Adjournment       | <b>3:32 PM</b>  |

**Attendees:** Micaela Agyare (LIBR), Chris Allen (Dean, APPR), Ben Armerding (LA), Zach Cembellin (PSME), Mark Ferrer (SRC), Owen Flannery (KA), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Debbie Lee (Acting Dean, FA & KA), Laurence Lew (BSS), Don Mac Neal (KA), Michelle McNeary (LA), Ché Meneses (FA), Brian Murphy (APPR), Teresa Ong (AVP Workforce), Ron Painter (PSME), Kas Pereira (BSS), Lisa Schultheis (BH), Ram Subramaniam (Dean, BH & PSME), Mary Vanatta (Curriculum Coordinator), Priya Vasu (ASFC), Anand Venkataraman (PSME)

**Minutes Recorded by:** M. Vanatta

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

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

**Faculty Author:** Susie Huerta & David Marasco & Voltaire Villanueva

**Proposed Number:** Ethnic Studies 51

**Proposed Units:** 4

**Proposed Hours:** 4 lecture hours/week

**Proposed Transferability:** UC and CSU (note: will initially be CSU-only)

**Proposed Title:** Introduction to Ethnic Studies

**Proposed Catalog Description & Requisites:**

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

**Proposed Discipline:** Ethnic Studies

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

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

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

Social Justice Studies ADT

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

None

**Comments & Other Relevant Information for Discussion:**

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

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**Instruction Office:**

Date presented at CCC:

Number assigned:

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

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

**Faculty Author:** Susie Huerta & David Marasco & Voltaire Villanueva

**Proposed Number:** Ethnic Studies 52

**Proposed Units:** 4

**Proposed Hours:** 4 lecture hours/week

**Proposed Transferability:** UC and CSU (note: will initially be CSU-only)

**Proposed Title:** Introduction to African American Studies

**Proposed Catalog Description & Requisites:**

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

**Proposed Discipline:** Ethnic Studies

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

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

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

N/A

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

None

**Comments & Other Relevant Information for Discussion:**

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

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**Instruction Office:**

Date presented at CCC:

Number assigned:

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

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

**Faculty Author:** Susie Huerta & David Marasco & Voltaire Villanueva

**Proposed Number:** Ethnic Studies 53

**Proposed Units:** 4

**Proposed Hours:** 4 lecture hours/week

**Proposed Transferability:** UC and CSU (note: will initially be CSU-only)

**Proposed Title:** Introduction to Latinx Studies

**Proposed Catalog Description & Requisites:**

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

**Proposed Discipline:** Ethnic Studies

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

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

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

None

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

None

**Comments & Other Relevant Information for Discussion:**

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

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**Instruction Office:**

Date presented at CCC:

Number assigned:

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

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

**Faculty Author:** Susie Huerta & David Marasco & Voltaire Villanueva

**Proposed Number:** Ethnic Studies 54

**Proposed Units:** 4

**Proposed Hours:** 4 lecture hours/week

**Proposed Transferability:** UC and CSU (note: will initially be CSU-only)

**Proposed Title:** Introduction to Native American Studies

**Proposed Catalog Description & Requisites:**

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

**Proposed Discipline:** Ethnic Studies

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

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

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

None

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

None

**Comments & Other Relevant Information for Discussion:**

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

---

**Instruction Office:**

Date presented at CCC:

Number assigned:

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

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

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

**Faculty Author:** Susie Huerta & David Marasco & Voltaire Villanueva

**Proposed Number:** Ethnic Studies 55

**Proposed Units:** 4

**Proposed Hours:** 4 lecture hours/week

**Proposed Transferability:** UC and CSU (note: will initially be CSU-only)

**Proposed Title:** Introduction to Asian American Studies

**Proposed Catalog Description & Requisites:**

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

**Proposed Discipline:** Ethnic Studies

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

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

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

None

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

None

**Comments & Other Relevant Information for Discussion:**

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

---

**Instruction Office:**

Date presented at CCC:

Number assigned:



**Academic Senate**  
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## **55<sup>th</sup> SESSION RESOLUTIONS**

### **Fall Plenary**

### *ADOPTED RESOLUTIONS*

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

#### Resolutions Committee 2020-2021

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

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## **1.0 ACADEMIC SENATE**

### **1.01 F20 Adopt Updated ASCCC Vision, Mission, and Values Statements**

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

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

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

Resolved, The Academic Senate for California Community Colleges adopt the vision statement and updated mission and values statements<sup>1</sup>.

Contact: ASCCC Executive Committee

Acclamation

### **1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership**

Whereas, The Chancellor's Office Management Information System Datamart for fall of 2019 indicates that 69.7% of faculty in the California Community College system are part-time faculty, yet the most recent Local Senates survey<sup>2</sup> completed in 2017 by the Academic Senate for California Community Colleges indicates that 64 colleges indicated that they have part-time faculty serving as local senators;

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

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

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

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<sup>1</sup> [Proposed ASCCC Vision, Mission, and Values Statement](#)

<sup>2</sup> [Local Senates Survey 2017](#)

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

Resolved, That the Academic Senate for California Community Colleges develop a resource identifying effective practices and providing recommendations to assist colleges and local academic senates in creating and communicating equitable policies and various leadership opportunities for part-time faculty and bring the resource to the Fall 2021 Plenary Session for adoption; and

Resolved, That the Academic Senate for California Community Colleges widely communicate and encourage statewide leadership opportunities available to part-time faculty.

Contact: [Steven Chang](#), Part-time Committee

MSC

### **1.03 F20 Senator Emeritus Status for Janet Fulks**

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

Whereas, Janet Fulks has shaped California's discourse on student success through her service on the ASCCC Executive Committee from 2004 –2010, chairing of the Curriculum, Basic Skills, Noncredit, Standards and Practices, and Accreditation committees, service on groups such as Accountability Reporting for Community Colleges, Intersegmental Committee of Academic Senates, System Advisory Committee on Curriculum, Academic Senate/Research and Planning Student Learning Outcomes Collaborative, and ongoing participation as a member, lead, and co-chair of the Guided Pathways Taskforce as well as contributions to a number of other external committees, advisory groups, and task forces;

Whereas, Janet Fulks wrote the book on outcomes assessment for California Community Colleges, tirelessly supporting her colleagues statewide as faculty transitioned to a framework which without Janet's guidance seemed complex and pointless; and

Whereas, Janet Fulks' relentless engagement with statewide educational innovation such as the Basic Skills Initiative and the California Community Colleges Guided Pathways Award Program at the beginning of twenty-first century has helped strengthen the faculty voice in California and inspired new faculty leaders;

Resolved, That the Academic Senate for California Community Colleges recognize Janet Fulks' extraordinary and distinguished service by awarding her the status of Senator Emeritus with all rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Janet Fulks its heartfelt congratulations on her retirement and wish her every happiness and many joyous years of swimming, diving, biking, running, and enjoying her family.

Contact: [Lisa Harding](#), Bakersfield College, Area A

Acclamation

### **3.0 DIVERSITY AND EQUITY**

#### **3.01 F20 Support The Anti-Racism Pledge**

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

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

Resolved, That the Academic Senate for California Community Colleges distribute “The Anti-Racism Pledge”<sup>3</sup>;

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

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

Contact: [Karla Kirk](#), Equity and Diversity Action Committee (2019)

MSC

#### **3.02 F20 Recommendation to Update Title 5 Language for Section 53022**

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

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<sup>3</sup> [The Anti-Racism Pledge](#)

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office through the consultation process to recommend changes to the job requirements established in Title 5 section 53022 language by replacing the second sentence with the following:

For faculty and administrative positions, job requirements shall include (1) a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students as demonstrated by skills and abilities in cultural responsiveness and cultural humility; and (2) a demonstrated commitment to recognizing patterns of inequity in student outcomes, taking personal and institutional responsibility for the success of students, engaging in critical assessment of own practices, and applying a race-conscious awareness of the social and historical context of exclusionary practices in American Higher Education.

Contact: [Luke Lara](#), Faculty Leadership Development Committee (2019-2020)

MSC

### **3.03 F20 Adopt Anti-Racism Education Paper**

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

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

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

Resolved, That the Academic Senate for California Community Colleges adopt and disseminate broadly the paper titled *Anti-Racism Education in California Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development*.<sup>5</sup>

Contact: ASCCC Executive Committee

Acclamation

### **3.04 F20 Develop Resources on Effective Practices for Anti-Racist, Equitable, and Inclusive Instructional Strategies**

Whereas, The Academic Senate for California Community Colleges adopted resolution 3.03 F19, which approved a Diversity, Equity, and Inclusion Statement that acknowledges institutional discrimination and implicit bias exist and “Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community”;

Whereas, Resolution 3.02 F19 directed the Academic Senate for California Community Colleges to “infuse Anti-Racism/No Hate Education in all its activities and professional development opportunities to the degree that doing so is feasible”;

Whereas, In June of 2020, the President of the Academic Senate for California Community Colleges, in the Call for Action, encouraged academic senate leaders to “Prioritize culturally responsive curricular redesign” and engage in discussion of anti-racism/no-hate education; and

Whereas, As a result of COVID-19 and the racial unrest in the Spring of 2020, a team of the Academic Senate for California Community Colleges Executive Committee members were directed by the president to develop an effective practices for professional development paper on anti-racism education in California community colleges to be presented at the Fall 2020 Plenary Session;

Resolved, That the Academic Senate for California Community Colleges develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies and present the resources to local academic senates by Fall 2021.

Contact: [Luke Lara](#), MiraCosta College, Area D

MSC

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<sup>5</sup> [\*Anti-Racism Education in California a Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development\*](#)

## **4.0 ARTICULATION AND TRANSFER**

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

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

Resolved, That the Academic Senate for California Community Colleges adopt and disseminate broadly the paper *Effective and Equitable Transfer Practices in the California Community Colleges*.<sup>6</sup>

Contact: [Lorraine Levy](#), Transfer, Articulation, and Student Services Committee (2019-2020)

MSC

## **6.0 STATE AND LEGISLATIVE ISSUES**

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

Whereas, Curriculum, especially curriculum that leads to the expansion of required courses and units, should be driven by faculty to meet the educational needs of the community it serves with consideration of transfer opportunities and the capacity to hire faculty in disciplines that could be required due to the legislation;

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges oppose legislation that establishes curriculum for the California community colleges but that

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<sup>6</sup> [Effective and Equitable Transfer Practices in the California Community Colleges](#)

does not include the ASCCC in curriculum and educational program development as specified in Title 5 53200(c).

Contact: [Christopher Howerton](#), Legislative and Advocacy Committee

MSC

## **6.02 F20 Legislative and Systemic Support for Academic Freedom**

Whereas, Academic Freedom is a fundamental concept, supported by faculty tenure, that exists to ensure that institutions of higher education function for the public good and assures that colleges are constructed on the foundations of genuine trust and integrity but is not codified or protected in California Education Code;

Whereas, The principles of academic freedom, as an established position of the ASCCC though Resolution [13.01.S02](#), are at the core of what faculty do as professionals in their classrooms and affects not only faculty and the institution but also students ,since it ensures the integrity of instruction in higher education;

Whereas, Academic Freedom is essential to the student-centered equity and anti-racism work in the California communities colleges identified in the California Community Colleges Chancellor's Office Call to Action and the ASCCC Mission and Strategic Plan; and

Whereas, Academic Freedom language and practices should be reviewed and updated in this time of crisis, including the expansion of online education, budget cuts, and a call to address systemic racism;

Resolved, That the Academic Senate for California Community Colleges work with system partners and faculty unions to advocate for inclusion of the definition, rights, and responsibilities of academic freedom into California Education Code, guard against legislative changes that erode educational freedom, and educate all stakeholders on the importance of protecting academic freedom, including the need to increase funding for tenured positions in both instructional and non-instructional faculty roles;

Resolved, That the Academic Senate for California Community Colleges work with the UC and CSU Academic Senates to incorporate into graduate education for future professors and instructors the principles and importance of academic freedom, tenure, and governance to ensure the future protection and defense of academic freedom;

Resolved, That the Academic Senate for California Community Colleges collaborate with the Student Senate for California Community Colleges to support and develop a statement regarding student academic freedom; and

Resolved, That the Academic Senate for California Community Colleges provide guidance to faculty and colleges, through breakouts, articles, workshops, or papers on academic freedom in a digital age with a focus on anti-racism.

Contact: [Julie Bruno](#), Sierra College

MSC

## 9.0 CURRICULUM

### 9.01 F20 Recommendations for the Implementation of a *Zero Textbook Cost*<sup>7</sup> (ZTC) Designation in Course Schedules

Whereas, Resolution 13.01 S19 asked that the “Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020”;

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

Whereas, The details of the legislation—i.e., the requirement that sections marked with the no-cost designation be those “that exclusively use digital course materials”—are inconsistent with how “zero textbook cost” had been defined by the California Community Colleges Chancellor’s Office and is silent with respect to whether the designation can be used when a student is required to purchase tangible supplies (e.g. goggles, a calculator, or paint; and

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

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

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to interpret the SB 1359 (Block, 2016) requirements as in alignment with those established by the California Community Colleges Chancellor’s Office for courses that are zero textbook cost (ZTC);

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<sup>7</sup> “Zero-textbook-cost degrees” means community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies, including open educational resources. Discretionary student printing of instructional materials shall not be considered a cost as part of this program.

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

Resolved, That the Academic Senate for California Community Colleges provide additional guidance and resources related to SB 1359 (Block, 2016) no later than the Fall 2021 Plenary.

Contact: [Michelle Pilati](#), Faculty Coordinator ASCCC Open Educational Resources Initiative

MSC

### **9.02 F20 Update Paper on Local Curriculum Committees**

Whereas, Local curriculum committees play a critical role in the California Community College system;

Whereas, The role of local curriculum committees has expanded tremendously with the dynamics of local governance, demands for curriculum that is responsive to the needs of our diverse student populations, changes in regulations, and local and statewide emergency and crisis situations; and

Whereas, The changing demands of local curriculum committees have necessitated the need for faculty and curriculum committee members to fully understand the role of the curriculum committee as it pertains to diligence on supporting student success;

Resolved, That the Academic Senate for California Community Colleges update the 1996 paper titled "The Curriculum Committee: Role, Structure, Duties and Standards of Good Practice" and bring the paper for approval by the Spring 2022 Plenary Session.

CONTACT: [Vicki Jacobi](#), Taft College, Area A

MSC

### **+9.03 F20 Ethnic Studies Graduation Requirement**

Whereas, Ethnic studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups—Native Americans, African Americans, Asian Americans, and Latina/o Americans—offered through various disciplines including Ethnic Studies, Chicana and Chicano Studies, Latina and Latino Studies, African-American Studies, Black Studies, Asian-American Studies, Native-American Studies, Africana Studies, Mexican-American Studies, Indigenous Studies, Filipino Studies, La Raza Studies, and Central American Studies;

Whereas, Ethnic studies has a rich and important history in California community colleges dating back fifty years with the establishment of the first associate degrees in Black and Chicano Studies in the nation and has since then provided students with

rigorous and dynamic instruction focusing on the history and contributions of black, Latinx, Asian-American, and Native-Americans to California and the nation through important ethnic-studies-based theoretical lenses;

Whereas, studies have found that

- All students benefit academically when they are reflected in the curriculum as well as socially from taking ethnic studies courses, and
- students learn to deconstruct internalized ideas of unworthiness or deconstruct internalized racism and oppression and become empowered, and
- such courses can play an important role in helping students identify and address issues impacting our society such as systemic racism, generational trauma, sexism, and homophobia; and

Whereas, The state of California has witnessed a growing call for ethnic studies requirements in virtually all levels of public education which has recently led to the signing of AB1460 by Governor Newsom, adding a minimum of one 3-unit course in ethnic studies to the Cal State University system's graduation requirements as well as an expected growth in demand for courses in ethnic studies disciplines at California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office through existing processes and recommend that the California Code of Regulations Title 5 §55063 be amended to include an ethnic studies graduation requirement for California community college associate degrees by adding the following text:

The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, in ethnic studies, and in mathematics...<sup>8</sup>

Effective for all students admitted to a community college for the Fall 2021 term or any term thereafter, competence in ethnic studies shall be demonstrated by obtaining a satisfactory grade in a course from an ethnic studies discipline at the first- or second-year level. Satisfactory completion of an ethnic studies course at the first- or second-year level shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b) of this section.<sup>9</sup>

The competency requirements for ethnic studies may also be met by obtaining a satisfactory grade in courses in ethnic studies taught in or on behalf of other departments and disciplines that adhere to the minimum qualifications for ethnic studies disciplines as delineated in the California Community Colleges

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<sup>8</sup> Add in the first paragraph of Title 5 §55063 "in ethnic studies" after "written expression" in the first sentence.

<sup>9</sup> Add this paragraph to Title 5 §55063 after the third paragraph

Chancellor's Office's *Minimum Qualifications for Faculty and Administrators in California Community Colleges*.<sup>10</sup>

Contact: [Paul Alexander](#), San Diego City College, Area D

MSC

**9.04 F20 Clarify and Strengthen the Ethnic Studies General Education Requirement**

Whereas, the current wording in Title 5 §55063 (b) (2), which states that "Ethnic Studies will be offered in at least one of the areas required by subdivision (1)," is written in such a way that it does not clearly define ethnic studies, allowing for different interpretations and inconsistent applications of this requirement across the state of California;

Whereas, Ethnic studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups—Native Americans, African Americans, Asian Americans, and Latina/o American—offered through various disciplines including ethnic studies, chicana and chicano studies, Latina and Latino studies, African-American studies, black studies, Asian-American studies, Native-American studies, Africana studies, Mexican-American studies, indigenous studies, Filipino studies, la raza studies, and Central American studies;

Whereas, Ethnic studies disciplines are listed in the California Community Colleges Chancellor's Office's *Minimum Qualifications for Faculty and Administrators in California Community Colleges* handbook under "Disciplines Requiring a Master's Degree," ensuring that the professors who teach courses within these disciplines meet the required minimum qualifications; and

Whereas, Courses offered from ethnic studies disciplines engage students in dynamic and rigorous instruction through discipline-specific theoretical lenses that teach them about the history, expressions, and contributions of the diverse cultures that make up California and the U.S. and also how to engage in a critical analysis of these cultures in relation to each other and to society overall in order to understand and address how they are impacted by such things as systemic racism and classism;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office through existing processes and recommend that Title 5 §55063 (b) (2) be removed from the California Code of Regulations; and

Resolved, that the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office through existing processes to establish an ethnic studies general education requirement for California Community colleges by adding a fifth area to Title 5 §55063 (b) (1) entitled (E) Ethnic Studies.

Contact [Paul Alexander](#), San Diego City College, Area D

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<sup>10</sup> Add this paragraph to Title 5 §55063 after the original fourth paragraph

MSC

**#9.05 F20 Resolution In Support of Reviewing the impact of the 2012 California Non-Repeatability Language**

Whereas, The California Community Colleges Chancellor’s Office has issued a call to action, to look with fresh eyes at the limitations and barriers to educational equity in California Community Colleges;

Whereas, Educational equity is in the requirements of the California Education Code and Title 5 Regulations, and educational equity requires understanding the unique challenges and barriers faced by individual students or by populations of students and each student having equitable access, guidance and support in pursuing educational pathways and career goals;

Whereas, California community college faculty, students, graduates, and supporters from 105 institutions petitioned<sup>11</sup> in 2020 regarding the effects of the 2012 non-repeatability policy, unanimously sharing that the policy does not align with the advancement of equitable education in courses requiring practice-based skills for educational and career technical advancement, such as the arts and kinesiology;

Whereas, The Academic Senate for California Community Colleges recognizes and values the diversity in the California Community Colleges system, is committed to addressing structural racism as it impacts the most vulnerable and socially disadvantaged groups.

Resolved, That the Academic Senate for California Community Colleges recommend and support reexamining the 2012 non-repeatability policy’s effect on student success and completion rates as it relates to equitable access for all demographics in courses requiring practice-based skills across higher education campuses in California.

Contact: [Rebekah Hathaway](#), Cerritos College

Acclamation

**10.0 DISCIPLINES LIST**

**10.01 F20 Disciplines List—Registered Behavior Technician**

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

*Certification as a Board-Certified Behavior Analyst (BCBA) as set by the Behavior Analyst Certification Board (BACB);*

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<sup>11</sup>[Petition to Reexamine Non-Repeatability in Higher Dance Education](#)

AND

*Master's in behavior analysis, education, or psychology*  
OR  
*the equivalent*

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the *Disciplines List* for Registered Behavior Technician.<sup>12</sup>

Contact: [Angela Echeverri](#), Standards & Practices Committee (2019-2020)

MSC

### **10.02 F20 Adopt the Revised and Updated Paper Equivalence to the Minimum Qualifications**

Whereas, The California Community Colleges Student Success Scorecard reports that in 2017 the gulf in completion rates for degree, certificate, or transfer within six years of entering community college was 30.1 percentage points between the group with the highest completion rate and the group with the lowest rate;

Whereas, The Academic Senate for California Community Colleges 2016 paper *Equivalence to the Minimum Qualifications*<sup>13</sup> concludes that “Faculty equivalency to the minimum qualifications should be an uncommon occurrence, but it is an important mechanism to ensure a diverse group of qualified applicants is considered to engage and enhance student learning,” and at some districts equivalence is seldom or never granted or is framed in a manner that discourages applicants who might demonstrate equivalence from applying despite the mention of equivalence in California Education Code § 87359; and

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

Resolved, That the Academic Senate for California Community Colleges adopt and broadly disseminate the revised and updated paper *Equivalence to the Minimum Qualifications (2020)*,<sup>14</sup> which now clarifies that equivalence is not only legally

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<sup>12</sup> [Registered Behavior Technician Language](#)

<sup>13</sup> [Equivalency to the Minimum Qualifications \(2016\)](#)

<sup>14</sup> [Equivalence to the Minimum Qualifications \(2020\)](#)

permissible but necessary to broadening hiring pools as a means of promoting faculty diversification.

Contact: [Eric Thompson](#), Standards & Practices Committee (2019-2020)

MSC

## **11.0 TECHNOLOGY**

### **11.01 F20 Include Meeting Times and Synchronous Designation for Synchronous Online Classes in Class Schedules**

Whereas, California Community Colleges have largely moved to an online format because of the global COVID-19 pandemic;

Whereas, The Academic Senate for California Community Colleges has resolved to support the new distance education definitions in resolution 09.06 adopted in Spring 2019, but the Distance Education Guidelines have still not been approved by the California Community Colleges Chancellor's Office;

Whereas, Students, especially first-generation college students, new to online education may not have the background knowledge about scheduling, attendance, and other parts of college culture or may not be provided with sufficient information to know that they have registered for a synchronous online class; and

Whereas, The rapid transition to online delivery or changes in schedules for fall of 2020 led to class schedules that did not in all cases inform students of synchronous requirements or meeting times;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to ensure that any synchronous online courses are designated with meeting times in all published schedules; and

Resolved, That the Academic Senate for California Community Colleges work with the Distance Education and Educational Technology Advisory Committee and the California Community Colleges Chancellor's Office to provide guidance to colleges on how to designate synchronous fully online courses and required meeting times in class schedules.

Contact: [Kelly Kulzer-Reyes](#), Taft College, Area A

MSC

## **12.0 PROFESSIONAL DEVELOPMENT**

### **12.01 F20 Increased Support for Lab-Based and Hard-to-Convert Courses During Emergencies**

Whereas, Lab-based courses and hard-to-convert courses in other disciplines may need to be moved into an exclusively online format due to pandemics and other natural disasters;

Whereas, While most people may believe that hard-to-convert courses are largely science-based, other lab-based disciplines are also subject to discipline-specific challenges and limitations, including but not limited to nursing, fire science, performing and fine arts, CE/CTE, ASL, kinesiology and physical education, early child development, communication studies, and anthropology;

Whereas, Faculty may not have the time or resources needed to obtain specialized equipment and to conduct simultaneous assessment of pedagogical growth that supports a successful online class or section, and lack of such resources may impede successful online learning; and

Whereas, Students in these courses need to demonstrate and the faculty must assess skill sets and real-time mastery of course learning objectives for certification or transfer requirements under face-to-face supervision;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to increase funding and professional development offerings to colleges in order to address the ongoing needs of discipline-specific hard-to-convert courses that may need to be offered online.

Contact: [Dylan Altman](#), Oxnard College, Area C

MSC

### **12.02 F20 Include Academic Senate for California Community Colleges (ASCCC) Events, Courses, and Service as Pre-Approved Activities to Satisfy Flex Requirements**

Whereas, Many faculty are required to complete a minimum number of professional development or Flex hours each term or year, and art of the Academic Senate for California Community Colleges' (ASCCC) mission is to foster "the effective participation by community college faculty in all statewide and local academic and professional matters," a mission it achieves through an infrastructure that includes various committees and a wide-array of events intended to inform, engage, and listen;

Whereas, The ASCCC Professional Development College (PDC) consists of online professional development opportunities tailored to meet the needs of faculty and others in the California Community Colleges and covers many of the same topics that are presented during college-hosted Flex sessions;

Whereas, Allowing the use of attendance at ASCCC events, participation in ASCCC committees, and completion of PDC coursework and modules to meet Flex obligations will enable full-time and part-time faculty to choose from an array of experiences and materials that can provide on-going, relevant, and timely professional development and may be accessed when it is convenient and necessary instead of only relying on professional development opportunities during designated college professional development or Flex)days; and

Whereas, Although Resolution 12.01 F16 called for a review and update, the California Community Colleges Chancellor's Office's *Guidelines for the Implementation of the Flexible Calendar Program* has not been amended or updated since April 2007;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to re-evaluate activities in the *Guidelines for the Implementation of the Flexible Calendar Program*<sup>15</sup> to include ASCCC events, committee work, activities, and PDC courses and modules; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work through their local processes to allow faculty to use ASCCC events, committee work, activities, and PDC courses and modules to satisfy their required professional development or Flex obligation.

Contact: [Michelle Pilati](#), Faculty Coordinator ASCCC Open Educational Resources Initiative

MSC

## 13.0 GENERAL CONCERNS

### 13.01 F20 Administrator Retreat Policies

Whereas, Education Code section 87454 allows tenured faculty within a given district the right to retain their faculty tenure when assigned to an educational administrator position, while Education Code section 87458 states that educational administrators without faculty tenure have the right to become first-year probationary faculty provided all of the requirements of section 87458, commonly known as "retreat rights," including the existence of a process reached by joint agreement between the representatives of the governing board and the academic senate and approved by the governing board and not subject to dismissal by the governing board under the provisions of Education Code section 87732;

Whereas, In its decision in *Wong v. Ohlone College*<sup>16</sup> the California Court of Appeals (First District, Division 3) ruled that the right of an educational administrator without faculty tenure to become a first-year probationary faculty is discretionary, not absolute, as articulated in the following passage from the appellate court decision:

*Although statutory language is, of course, a most important guide in determining legislative intent, there are unquestionably instances in which other factors will indicate that apparent obligatory language was not intended to foreclose a governmental entity's or officer's exercise of discretion. (Id. at pp. 910-911, fn. 6, 136 Cal.Rptr. 251, 559 P.2d 606.) That a terminated administrator "shall have*

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<sup>15</sup> [https://www.asccc.org/resolutions/include-professional-learning-network-pln-resources-satisfy-flex-requirements#\\_ftn](https://www.asccc.org/resolutions/include-professional-learning-network-pln-resources-satisfy-flex-requirements#_ftn)

<sup>16</sup> <https://caselaw.findlaw.com/ca-court-of-appeal/1419242.html>

*the right to become” a first-year probationary faculty member, does not impose a mandatory duty on the college to make an appointment. Wong's argument ignores that part of the statute that conditions the appointment on the governing board making “a determination” by applying a new statutory procedure, or an existing procedure. (§ 87458, subds. (a), (b); see § 84755, subd. (b)(9).) The statutory reference to the governing board's determination strongly suggests that the Legislature did not intend to foreclose the college's exercise of discretion in deciding whether to deny or grant an appointment under section 87458. Had the Legislature intended to make a section 87458 appointment nondiscretionary, the Legislature could have clearly done so by requiring that an administrator “shall become” a first-year probationary faculty member if he or she meets certain statutory conditions.;*

Whereas, Educational administrator retreat policies should be designed to do what is best for students, not what is best for a retreating administrator, including assuring that retreating administrators without faculty tenure go through a process that is at least as rigorous as and equivalent to a probationary faculty hiring process; and

Whereas, The Academic Senate paper *Administrator Retreat Rights: An Introduction and A Model Procedure*, adopted in 1990, is significantly outdated and needs to be replaced with a new paper that accounts for the significant changes in the legal and higher education landscapes that have occurred since 1990;

Resolved, That the Academic Senate for California Community Colleges assert that the right of educational administrators without faculty tenure to become first-year probationary faculty articulated in Education Code section 87458 is not an absolute right but rather at the discretion of the district governing board through the locally established policies and procedures per the requirements of Education Code section 87458 and in accordance with the 2006 appellate court decision in *Wong vs. Ohlone College*;

Resolved, That the Academic Senate for California Community Colleges assert that the requirement articulated in Education Code section 87458 that procedures for reassigning administrators without faculty tenure to faculty assignments “shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that the administrator possesses the minimum qualifications for employment as a faculty member” represents a minimum requirement for local administrative retreat policies, not the only requirement, and thus the methods used for evaluating the qualifications and readiness to serve as probationary faculty established through local hiring processes or other equivalent processes may be included in local administrator retreat rights policies; and

Resolved, That the Academic Senate for California Community Colleges draft a new paper by Spring 2022 on educational administrator retreat rights that includes a model policy that accounts for the 2006 appellate court decision in *Wong vs. Ohlone College* and any other relevant case law that may exist and that provides effective practices for assessing the needs for and provision of professional development for any educational

administrator seeking to retreat to a faculty assignment regardless of faculty tenure status within the district.

Contact: [Angela C. Echeverri](#), Los Angeles Community College District, Area C

MSC

### **13.02 F20 Noncredit Distance Education Attendance Collection Procedures for Open-Entry/Exit Courses**

Whereas, During the current emergency conditions, the Alternative Attendance Accounting Procedure, Title 5 § 58003.1(f), is employed for noncredit distance education courses that do not use the Positive Attendance Procedures, Title 5 § 58003.1 (e), requiring a calculation of student contact hours that includes

- (a) The total number of hours of instruction in the class
- (b) The number of hours expected for any outside-of-class work
- (c) Instructor contact as defined by Title 5 § 55204;

Whereas, The Alternative Attendance Accounting Procedure does not take into consideration the nature of noncredit distance education open-entry/exit courses because only students who enroll by the first census date (20% of the course) can be included in noncredit distance education attendance collection, resulting in an inability to report students entering after 20% of the course;

Whereas, The difficulties presented by the Alternative Attendance Accounting Procedure used for noncredit distance education open-entry/exit courses create inequities for already underrepresented noncredit students, since it limits offerings of noncredit distance education open-entry/exit courses, which provide pathways to adults who are underprepared for college-level coursework, returning to school, unemployed and seeking employment, employed and seeking career advancement, and English language learners, making it more difficult for them to successfully complete their college education and enter the workforce; and

Whereas, The Alternative Attendance Accounting Procedure has impacted the workload of faculty, both full-time and part-time, due to the tremendous amount of time needed to develop and teach a distance education course in order to meet the attendance requirements of the Alternative Attendance Accounting Procedure, limiting the time they can spend focusing on instruction and student contact in a distance education course;

Resolved, That the Academic Senate for California Community Colleges recognize that noncredit distance education open-entry/exit courses provide valuable opportunities that prepare diverse adult learners for transition into credit certificate and degree programs as well as entry into the workforce; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that noncredit attendance

collection procedures equitably allow for noncredit distance education open-entry/exit courses in order to equitably serve noncredit students.

Contact: [Kelly Rivera](#), Mt. San Antonio College

MSC

## **17.0 LOCAL SENATES**

### **17.01 F20 Integration of Guided Pathways Work and Institutional Processes and Structures**

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

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

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

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

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

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

Contact: [Jeffrey Hernandez](#), Guided Pathways Task Force

MSC

## **18.0 MATRICULATION**

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

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

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

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

Whereas, The Guided Pathways Task Force report *Optimizing Student Success: A Report on Placement in English and Mathematics Pathways*<sup>17</sup> identified key data elements associated with placement data that indicated areas for a more in-depth and collaborative analysis;

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

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

Contact: [Lance Heard](#), Guided Pathways Task Force

MSC

## **19.0 PROFESSIONAL STANDARDS**

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

Whereas, Resolution 01.03 F18 directed the Academic Senate for California Community Colleges “to provide guidance to local academic senates and faculty on safeguarding academic freedom rights and responsibilities in the current political environment, update the 1998 paper *Academic Freedom and Tenure: A Faculty Perspective* by spring of 2020”;

Resolved, That the Academic Senate for California Community Colleges adopt and broadly disseminate the paper *Protecting the Future of Academic Freedom in a Time of Great Change*.<sup>18</sup>

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<sup>17</sup> [Optimizing Student Success: A Report on Placement in English and Mathematics Pathways](#)

<sup>18</sup> [Protecting the Future of Academic Freedom in a Time of Great Change](#).

Contact: [Wendy Brill-Wynkoop](#), Educational Policy Committee (2019-2020)

MSC

## 20.0 STUDENTS

### 20.01 F20 The Role of Student Employees in Advancing Faculty Diversification

Whereas, The Academic Senate for California Community Colleges has promoted the goal of faculty diversity for decades<sup>19</sup>;

Whereas, The Academic Senate for California Community Colleges' paper *A Re-examination of Faculty Hiring Processes and Procedures (2018)*<sup>20</sup> promoted faculty diversity and included "the creation of 'grow your own' programs seeking to hire students who attended California Community Colleges" as a district measure for promoting equal employment opportunity;

Whereas, Anecdotal accounts suggest many students employed as peer mentors and tutors are students of color who aspire to a career as a community college faculty member; and

Whereas, Students employed as peer mentors and tutors have long been recognized as an essential component of strategies to promote student success and equity;<sup>21</sup>

Resolved, The Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office work with local districts to identify student employees working as peer mentors and tutors, particularly students of color and students underrepresented in particular disciplines, interested in a career pathway as a community college faculty member;

Resolved, The Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include as a priority in the next system budget proposal special funding to provide professional growth activities for peer mentors and tutors, particularly students of color and students underrepresented in particular disciplines, who are pursuing a career pathway as a community college faculty member; and

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<sup>19</sup> *The Challenge of Cultural Diversity in the California Community Colleges* (1988) [https://asccc.org/sites/default/files/publications/Challenge\\_0.pdf](https://asccc.org/sites/default/files/publications/Challenge_0.pdf) and Resolution 03.02 S01 Faculty Diversity, <https://asccc.org/resolutions/faculty-diversity>

<sup>20</sup> [https://asccc.org/sites/default/files/Hiring\\_Paper.pdf](https://asccc.org/sites/default/files/Hiring_Paper.pdf)

<sup>21</sup> *Basic Skills as a Foundation for Student Success in California Community Colleges* (2007) <https://files.eric.ed.gov/fulltext/ED496117.pdf> and *Practices that Promote Equity in Basic Skills in California Community Colleges* (2010) [https://asccc.org/sites/default/files/publications/promote\\_equity\\_basicskills-spr2010\\_0.pdf](https://asccc.org/sites/default/files/publications/promote_equity_basicskills-spr2010_0.pdf)

Resolved, The Academic Senate for California Community Colleges encourage local senates to advocate for the preservation of funding for student employees working as peer mentors and tutors, particularly students of color and students underrepresented in particular disciplines, in the interest of advancing student success and equity and to support career pathways as a community college faculty member;

Contact: [Jeffrey Hernandez](#), East Los Angeles College Academic Senate, Area C

MSC

### **20.02 F20 Ensure Course Cost Transparency for Students**

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so;

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July, 2010 required each institution of higher education receiving federal financial assistance to “disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule used for preregistration and registration purposes”;

Whereas, Ensuring the transparency of textbook, supplemental material, supply, and other course-related costs is of critical importance when unpredictable costs associated with course-taking may exceed the fees students pay to take courses, placing additional financial burdens on students; and

Whereas, Some disciplines and colleges have well-established and clearly visible processes for informing students of costs and fees prior to registration while others do not;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations including the schedule of classes and the bookstore.

Contact: [Michelle Pilati](#), Faculty Coordinator ASCCC Open Educational Resources Initiative

MSC

## **21.0 CAREER TECHNICAL EDUCATION**

### **21.01 F20 Critical Support for Early Childhood Education/Child Development Programs**

Whereas, The state of California will experience no economic recovery without securing safe and equitable accessible childcare for Californians as well as employment

opportunities and child education for the California Early Childhood Education workforce, over 85% of whom complete classes at California community colleges;

Whereas, Early care and education field-based courses have been especially hard hit by the COVID-19 pandemic, and new state guidelines disallow non-essential adults into classrooms, so students are unable to complete required coursework, thus jeopardizing the completion of their degrees and certificates and further impacting the early care and education workforce, adding to the existing teacher shortage;

Whereas, The California Early Childhood Mentor Program (CECMP), from which the state of California is proposing to diminish or withdraw funds by 2021-22, gives early childhood education students—the majority of whom are women and people of color seeking a teaching career—the necessary practical, verifiable, and curated experiences with young children in an appropriate instructional setting; and

Whereas, Adaptations to the COVID-19 pandemic have severely limited the requirement of direct experience in a classroom with children, necessitating the less optimal, costly, and often inaccessible alternative of video footage resources, and the absence of this direct experience will continue to impact the ability of ECE programs to adequately prepare students in accordance with the requirements of the California Community College Early Childhood Education certificates and degrees and the California Child Development Teaching Permit issued by the State Commission for Teacher Credentialing;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to purchase access to the necessary quality, closed-captioned, and accessible raw footage of early childhood education classrooms and other distance-education materials available from the California State Department of Education and nationally recognized organizations and corporations and make these materials accessible to Early Childhood Education departments statewide;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the governor, and the governor's Early Childhood Policy Committee, to advocate for and support full funding for the California Early Childhood Mentor Program to the California Department of Education;

Resolved, That the Academic Senate for California Community Colleges assert to the California Community Colleges Chancellor's Office and California community college CEOs that lab schools and college early childhood centers must be reopened to ensure that California has a trained early childhood workforce that will allow for post-COVID economic recovery and security; and

Resolved, That the Academic Senate for California Community Colleges support full funding for lab schools and early childhood centers to provide access to appropriate personal protective equipment, cleaning equipment and supplies, and training as well

as sufficient staffing to ensure a healthy work environment for staff and a safe learning environment for children and families.

Contact: [Kate Williams Browne](#), Skyline College, Area B

MSC

## REFERRED RESOLUTIONS

### 8.01 F20 Counseling Faculty and the 50% Law

Whereas, The primary function of The Academic Senate for California Community Colleges is to make recommendations with respect to academic and professional matters as defined in Title 5 §53200, which includes standards or policies regarding student preparation and success, in order to help students meet their educational goals such as earning a certificate, degree, or transfer to a baccalaureate institution;

Whereas, Counseling faculty play an integral role in facilitating student preparation and success by providing appropriate and necessary support programs and services that not only help students find their educational pathways but also stay on their educational pathways, helping to fulfill two of the four pillars of the guided pathways frameworks as referenced in the California Community Colleges Chancellor's Office *Vision for Success*<sup>22</sup>, which is vital to ensuring that students are able to meet their goals;

Whereas, During times of economic recession, programs such as student services and counseling often experience heavy decreases in funding since they are not considered instructional programs under California Education Code §84362, also known as the 50% Law: and

Whereas, Goal 2 in the California Community Colleges Chancellor's Office *Vision for Success*<sup>23</sup> is to "Over 5 years, increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU," Chancellor Oakley requested that a workgroup of stakeholders making recommendations to the 50% Law "reconvene and consider revisions to its original proposal in order to align it with the California Community Colleges' *Vision for Success* document accepted by the Board of Governors in July 2017." and the recommendations were presented to the CCCCO Consultation Council in April in 2019<sup>24 25</sup>;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to explore means to include counselor salaries and benefits as instructional expenses under California Education Code §84362, also known as the 50% Law, in order to provide the

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<sup>22</sup> [https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess\\_web\\_2019.pdf](https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf)

<sup>23</sup> [https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess\\_web\\_2019.pdf](https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf)

<sup>24</sup> May 2016 Rostrum article, *The 50% Law and Faculty Obligation Number: A Proposal*: <https://asccc.org/content/50-law-and-faculty-obligation-number-proposal>

<sup>25</sup> <https://drive.google.com/file/d/1zjUkO5P2LsFiFM8zBaRsRiWYtIHxkUj/view?usp=sharing>

support that students need for successful certificate or degree attainment or transfer to baccalaureate institutions.

Contact: David Morse, Long Beach City College

MSR Referred to the Executive Committee to review inclusion of all non instructional faculty and return to the by by Spring 2021

## FAILED RESOLUTIONS

### 3.01.02 F20 Amend Resolution 3.01

Amend the 2nd Resolve:

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

Contact: [Alisa Shubb](#), American River College

MSF

### 3.02.01 F20 Amend Resolution 3.02

Amend the Resolve

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

Contact: [Deborah Henry](#), Coastline College, Area D

MSF

## DELEGATES

| College                 | First Name | Last Name |
|-------------------------|------------|-----------|
| Alameda, College of     | Matthew    | Goldstein |
| Allan Hancock College   | Trevor Fox | Passage   |
| American River College  | Alisa      | Shubb     |
| Antelope Valley College | Van        | Rider     |
| Bakersfield College     | Lisa       | Harding   |
| Barstow College         | Rodolfo    | Duque Jr  |
| Berkeley City College   | Joseph     | Bielanski |
| Butte College           | Kenneth    | Bearden   |
| Cabrillo College        | Robin      | McFarland |

|                                |            |                   |
|--------------------------------|------------|-------------------|
| Canada College                 | David      | Eck               |
| Canyons, College of            | David      | Andrus            |
| Cerritos College               | Rebekah    | Hathaway          |
| Cerro Coso College             | Ben        | Beshwate          |
| Chaffey College                | Nicole     | DeRose            |
| Citrus College                 | Gino       | Munoz             |
| Clovis College                 | Cynthia    | Elliott           |
| Coastline College              | Deborah    | Henry             |
| College of Marin               | Alicia     | Pasquel           |
| Columbia College               | Pamela     | Guerra-Schmidt    |
| Compton College                | Sean       | Moore             |
| Contra Costa College           | Katherine  | Krolikowski       |
| Copper Mountain College        | LeeAnn     | Christensen       |
| Cosumnes River College         | Gregory    | Beyrer            |
| Crafton Hills College          | Brandi     | Bailes            |
| Cuesta College                 | Roland     | Finger            |
| Cuyamaca College               | Manuel     | Mancillas-Gomez   |
| Cypress College                | Craig      | Goralski          |
| De Anza College                | Mary       | Pape              |
| Desert, College of             | Kim        | Dozier            |
| Diablo Valley College          | John       | Freitag           |
| East Los Angeles College       | Jeffrey    | Hernandez         |
| El Camino College              | Darcie     | McClelland        |
| Evergreen Valley College       | Randy      | Pratt             |
| Folsom Lake College            | Paula      | Haug              |
| Foothill College               | Kathryn    | Maurer            |
| Foothill DeAnza CCD            | Isaac      | Escoto            |
| Fresno City College            | Karla      | Kirk              |
| Fullerton College              | Kimberly   | Orlijan           |
| Gavilan College                | Nikki      | Dequin            |
| Glendale College               | Roger      | Dickes            |
| Golden West College            | Pete       | Bouzar            |
| Grossmont College              | Denise     | Schulmeyer        |
| Hartnell College               | Cheryl     | O'Donnell         |
| Imperial Valley College        | Ric        | Epps              |
| Irvine Valley College          | June       | McLaughlin        |
| Laney College                  | Eleni      | Economides Gastis |
| Lassen College                 | Adam       | Runyan            |
| Long Beach City College        | Shauna     | Hagemann          |
| Los Angeles CCD                | Angela     | Eccheverri        |
| Los Angeles City College       | Mike       | Kalustian         |
| Los Angeles Harbor College     | Adrienne C | Brown             |
| Los Angeles Mission College    | Carole     | Akl               |
| Los Angeles Pierce College     | Barbara    | Anderson          |
| Los Angeles Southwest College  | Naja       | El Khoury         |
| Los Angeles Trade Tech College | Artemio    | Navarro           |
| Los Angeles Valley College     | Chauncey   | Maddren           |

|                                   |           |               |
|-----------------------------------|-----------|---------------|
| Los Medanos College               | James     | Noel          |
| Los Rios CCD                      | Dan       | Crump         |
| Madera College                    | Brad      | Millar        |
| Mendocino College                 | Catherine | Indermill     |
| Merced College                    | Caroline  | Dawson        |
| Merritt College                   | Tom       | Renbarger     |
| MiraCosta College                 | Luke      | Lara          |
| Mission College                   | Aram      | Shepherd      |
| Modesto Junior College            | Chad      | Redwing       |
| Monterey Peninsula College        | Frank     | Rivera        |
| Moorpark College                  | Erik      | Reese         |
| Moreno Valley College             | Jennifer  | Floerke       |
| Mt. San Antonio College           | Kelly     | Rivera        |
| Mt. San Jacinto College           | Ryan      | Sullivan      |
| Napa Valley College               | Eileen    | Tejada        |
| Norco College                     | Quentin   | Bemiller      |
| North Orange Continuing Education | Erin      | Sherard       |
| Ohlone College                    | Jesse     | MacEwan       |
| Orange Coast College              | Loren     | Sachs         |
| Oxnard College                    | Amy       | Fara Edwards  |
| Palomar College                   | Rocco     | Versaci       |
| Pasadena City College             | Matt      | Henes         |
| Peralta CCD                       | Donald    | Saotome Moore |
| Porterville College               | Miles     | Vega          |
| Rancho Santiago CCD               | Michael   | Taylor        |
| Redwoods, College of the          | Erin      | Wall          |
| Reedley College                   | Richell   | Swallow       |
| Rio Hondo College                 | Adam      | Wetsman       |
| Riverside CCD                     | Mark      | Sellick       |
| Sacramento City College           | Lori      | Petite        |
| Saddleback College                | Blake     | Stephens      |
| San Bernardino Valley College     | Amy       | Avelar        |
| San Diego City College            | Paul      | Alexander     |
| San Diego Continuing Ed           | John      | Bromma        |
| San Diego Mesa College            | Howard    | Eskew         |
| San Diego Miramar College         | Laura     | Murphy        |
| San Francisco, City College of    | Edward    | Simon Hanson  |
| San Joaquin Delta College         | Lisa      | Stoddart      |
| San Jose City College             | Alex      | Lopez         |
| San Jose-Evergreen CCD            | Frank     | Espinoza      |
| San Mateo CCD                     | Jeramy    | Wallace       |
| San Mateo, College of             | Arielle   | Smith         |
| Santa Ana College                 | Roy       | Shahbazian    |
| Santa Barbara City College        | Kathleen  | O'Connor      |
| Santa Monica College              | Jamar     | London        |
| Santa Rosa Junior College         | Julie     | Thompson      |
| Santiago Canyon College           | Craig     | Rutan         |

|                               |             |            |
|-------------------------------|-------------|------------|
| Sequoias, College of the      | Landon      | Spencer    |
| Shasta College                | Susan       | Westler    |
| Sierra College                | Soni        | Verma      |
| Siskiyou, Colleg of the       | Ron         | Slabbinck  |
| Skyline College               | Leigh Anne  | Shaw       |
| Solano College                | Lanae       | Jaimez     |
| Southwestern College          | Caree       | Lesh       |
| Taft College                  | Amar        | Abbott     |
| Ventura College               | Dan         | Clark      |
| Victor Valley College         | Henry       | Young      |
| West Hills College - Coalinga | Jeff        | Wanderer   |
| West Hills College - Lemoore  | Rene        | Paredes    |
| West Los Angeles College      | Patricia    | Zuk        |
| West Valley College           | Gretchen    | Ehlers     |
| Woodland College              | Christopher | Howerton   |
| Yuba College                  | Christopher | Noffsinger |

| <b>EXECUTIVE COMMITTEE</b> | <b>First Name</b> | <b>Last Name</b> |
|----------------------------|-------------------|------------------|
| President                  | Dolores           | Davison          |
| Vice President             | Cheryl            | Aschenbach       |
| Secretary                  | Virginia "Ginni"  | May              |
| Treasurer                  | Mayra             | Cruz             |
| Area A Representative      | Julie             | Oliver           |
| Area B Representative      | Karen             | Chow             |
| Area C Representative      | Robert L          | Stewart Jr       |
| Area D Representative      | LaTonya           | Parker           |
| North Representative       | Stephanie         | Curry            |
| North Representative       | Carrie            | Roberson         |
| South Representative       | Sam               | Foster           |
| South Representative       | Manuel            | Velez            |
| At Large Representative    | Michelle          | Bean             |
| At Large Representative    | Silvester         | Henderson        |

**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**Exception Process for Starting Courses Prior to Catalog Publication**

Background

To help student educational planning, Foothill College's normal practice has been to not offer a course prior to publication in the college catalog. However, there are cases in which it would be beneficial to students to run a course prior to publication; for example, the availability of noncredit courses to support student success, prerequisite changes based on C-ID, changes in workforce needs, permanently Stand Alone CTE courses, programmatic accreditation changes, etc. In order to provide flexibility to best serve students, this process allows for an exception to the current practice.

Note our current practice that **new programs** approved by the CCCCCO become active immediately, as long as the program courses have previously been published in the catalog.

Process

The following process should be followed to request an exception:

- A. Course outline of record (COR) must be created/updated in C3MS, approved by the division, and moved to Review1 status in C3MS.
  - a. Information on COR must be complete and accurate.
  - b. Course SLOs must be entered in TracDat.
  - c. Any necessary supplemental forms must be approved by the division and forwarded to the Office of Instruction. Forms may include: Content Review for Requisites, Cross-Listed Course Approval Request, Distance Learning Application, Foothill GE Application, Stand Alone Approval Request.
- B. The Division Curriculum Reps would email the request to the Office of Instruction.
- C. Request must include the course number(s) as well as the specific reason for the request. If applicable, documentation from the outside entity regarding the change must be attached to the request.
- D. The Office of Instruction reviews the request, which includes determining a timeline for activation.
- E. If approved, the request is reported to CCC.

# New Subject Code Proposal

## ETHN: Ethnic Studies

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This is a proposal to create a new subject code, Ethnic Studies (ETHN), temporarily within the Language Art division. Ethnic Studies is being created at Foothill in response to several factors. Historically faculty have seen a need for the program, student leadership has expressed their desire for these courses, and the State of California has implemented a graduation requirement for CSUs that Foothill will need to support with this content. ETHN is the subject code will also be used at De Anza.

The TOP code for Ethnic Studies is: 2203.00 - Ethnic Studies

The FSA for this subject is: Ethnic Studies

The following disciplines (state minimum qualifications) are approved to teach in ETHN: Ethnic Studies

The division for ETHN will be: Language Arts

Approved by the Language Arts division curriculum committee: 11/4/20

**Foothill College**  
**Credit Program Narrative**  
**Certificate of Achievement in Basic Pharmacy Technician**

**Item 1. Program Goals and Objectives**

The Certificate of Achievement in Basic Pharmacy Technician is a short term, part-time, stackable certificate, which serves as a direct CTE pathway for high school and adult students to pursue careers within the pharmacy profession. The academic curriculum, competency-based training, and transferrable skills development will result in skills and credentials necessary to secure living wage skilled positions in the pharmacy profession with the potential for promotion and opportunities for future educational advancement in pharmacy or any health care related career.

This is a low barrier, part-time CTE pathway program which empowers students to achieve their goals as members of the health care workforce beginning either in high school or as an adult. The “stackable” series of certificates provides equitable educational and career advancement opportunities to ensure all California student populations reach their full potential while earning a living wage that can eventually lead to a high wage position.

This lower unit offering increases access and provides flexibility for students with financial and schedule limitations. The part-time aspect of this program is advantageous for adult students who would like a career change and are unable to participate in the full-time, 6-month Accredited Entry or Advanced Level Pharmacy Technician Program.

Students will acquire, develop, and strengthen essential transferrable skills required for effective collaboration between all health care professionals and for their success in the health care field. This includes communication, teamwork, ethics, professionalism, stress and time management, decision-making, building resilience, identifying learning strategies, demonstrating effective study skills, and goal setting—all essential for productive work habits and attitudes relevant in health care careers.

Students will acquire knowledge and demonstrate competency in the following disciplines: basic anatomy and physiology, medical terminology, pharmaceutical abbreviations, pharmaceutical preparations and medication names, pharmacy practice, pharmaceutical compounding, various drug formulations, complementary and alternative medicine, pharmaceutical calculations used in community practice, pharmacy law, HIPAA, pharmacology including diseases and medications used to treat conditions affecting body systems.

Students will complete 130 hours of clinical externship, demonstrating and practicing their knowledge and skills acquired in a didactic/simulation setting. Competency will be evaluated by a preceptor at the site. Students will participate in a comprehensive review of pharmacy technician technical and didactic competencies to prepare them for passing the national certification exams: either the Pharmacy Technician Certification Exam (PTCE) or the ExCPT Exam. Students will complete the California Pharmacy Technician State License Application and register for either national board examination.

Program Learning Outcomes:

- Fundamental Knowledge, Critical Thinking and Student Attitude: Upon completion of the Basic Pharmacy Technician course work, students will demonstrate knowledge, skills, and values necessary to practice as a capable and competent Entry Level Pharmacy Technician in a community pharmacy setting and/or pursue other entry-level allied health professions.
- Clinical Skills Competency: Upon completion of the Basic Pharmacy Technician course work, students will demonstrate competency with entry-level clinical skills required of an Entry Level Pharmacy Technician in accordance to California Board of Pharmacy and pharmacy industry standards.

**Item 2. Catalog Description**

The Certificate of Achievement in Basic Pharmacy Technician is a nine (9) month, part-time, stackable program, which serves as a direct CTE pathway for students to pursue careers within the pharmacy profession and various entry-level allied health profession. The academic curriculum, competency-based training, and transferrable skills development will result in skills and credentials necessary to secure living wage skilled positions in the pharmacy profession with the potential for promotion and opportunities for future educational advancement in pharmacy or any health care related career. Students must be 18 years old and possess a high school diploma/GED or equivalent to participate in externship and apply for a license with the California Board of Pharmacy.

Additional details not included as part of the catalog description:

*Program requirements:* Any motivated student interested in the pharmacy profession or entering any health care career. Must be 18 years old and have a high school diploma/GED or equivalent.

*Prerequisite skills:* Satisfactory grades in Algebra 1, High School Biology, and English.

*Enrollment limitations:* Based on the number of students the dual enrollment facility (off-site) can accommodate and Foothill College lab/classroom size. This is a cohort-based program with the ideal section size of 24 students.

*Other information relevant to program goals:* This section applies to students who obtain a Certificate of Achievement in Pharmacy Assistant (Aide/Clerk) first through dual enrollment pathway and elect to participate in the stackable Basic Pharmacy Technician certificate program: Together, in partnership with the Boys and Girls Club of America and the Department of Veteran’s Affairs VITAL Program (VA Initiative in Job TraininEd And Learning), we proactively provide academic, basic needs, financial, technology, and additional learning support services to positively affect student success and retention. The academic curriculum and competency-based training will result in the skills and credentials necessary for the student’s placement into skilled positions within the VA or other Community Pharmacy positions with the potential for promotion and educational subsidies.

**Item 3. Program Requirements**

| Requirements                                | Course # | Title  | Units | Sequence        |
|---|----------|--|-------|-----------------|
| Core Courses<br>(17 units)                  | PHT 101  | Pharmacy Careers A                                   | 4     | Year 1, Fall    |
|   | PHT 102  | Pharmacy Careers B                                   | 4     | Year 1, Winter  |
|   | PHT 103  | Pharmacy Careers C                                   | 4     | Year 1, Win/Spr |
|   | PHT 60   | Retail Clinical                                      | 4     | Year 1, Spring  |
|   | PHT 63   | Pharmacy Technician Certification Exam (PTCE) Review | 1     | Year 1, Spring  |
| Restricted Electives<br>(select one course) | AHS 50A  | Introduction to Allied Health Programs               | 1.5   | Year 1, Fall    |
|   | AHS 51   | Health Careers Exploration                           | 1.5   | Year 1, Fall    |

**TOTAL UNITS: 18.5 units**

**Proposed Sequence:**

Year 1, Fall = 5.5 units

Year 1, Winter = 4 units

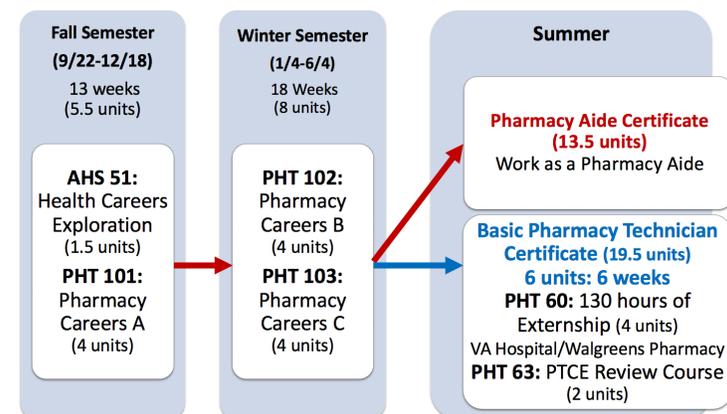
Year 1, Winter/Spring = 4 units (term spanning)

Year 1, Spring/Early Summer = 5 units

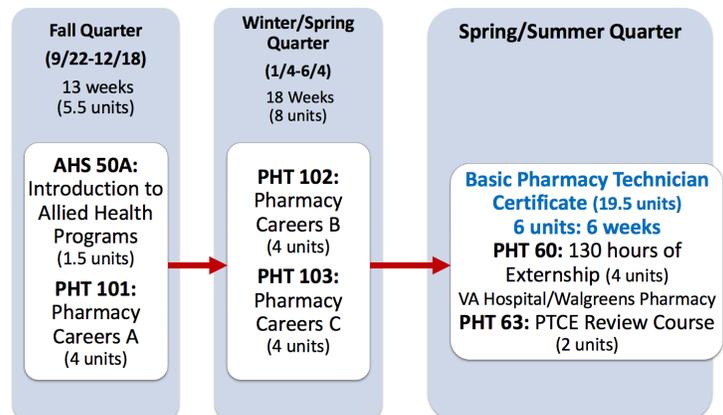
**TOTAL UNITS: 18.5 units**

Dual Enrollment "stackable" Pharmacy Assistant (Aide/Clerk) and Basic Pharmacy Technician Certificates\*

\*additional 6 units only



Part-time Basic Pharmacy Technician Program (Adult Student Cohort)



#### **Item 4. Master Planning**

The Certificate of Achievement in Basic Pharmacy Technician is a part-time adult program which aligns with Foothill’s Mission and Master Planning on multiple levels. This low barrier, part-time, CTE pathway program empowers students to achieve their goals as members of the health care workforce beginning in high school through adulthood. It is part of a “stackable” series of certificates which provides equitable educational and career advancement opportunities to ensure all California student populations reach their full potential all while earning a living wage that leads to a high wage position.

The Pharmacy Technology Department mission is guided by the same tenants as the college: honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. We also foster five core teachings as student progress through the program: respect, unity, ownership, curiosity, and *Ganas*.

This innovative program fits the college’s strategy and focus on equity as it promotes direct and ease of access to educational and career exposure opportunities for all students. High school students who obtained a Pharmacy Assistant certificate prior to continuing their education have extra support services through Foothill’s partnership with the Boys and Girls Club of America and the Department of Veteran’s Affairs VITAL Program (VA In job Training Education And Learning). Pharmacy Assistant certificate recipients will continue to receive academic, basic needs, financial, technology, and additional learning support services to positively affect student success and retention while obtaining the Basic Pharmacy Technician certificate. The collaboration of BGCP, VITALS, and the Foothill College PHT Program is a model of education and training for the next generation of health care workforce and leadership.

The academic curriculum and competency-based training will result in the skills and credentials necessary for the student’s placement into skilled positions within the VA or other Community Pharmacy positions with the potential for promotion and educational subsidies. It also addresses the paucity of options for underserved, low income students by preparing them to work and advance professionally within the industry and/or pursue college at a later time. The flexibility and affordability of a part-time program increases student access. For the “adult student” the total cost for this certificate (tuition/books/student fees) is approximately \$725.00 (\$240.00 per quarter). For a “dual enrollment” student, the cost is only for 6 additional units plus student fees totaling \$160.00.

Listed below are the specific *Educational Master Plan Goals* this program addresses. It truly exemplifies Foothill College's culture of innovation and problem solving, with the emphasis on eliminating disproportionate impact among student groups as it meets all but one goal:

Create a culture of equity that promotes student success, particularly for underserved students.

- Implement activities to improve achievement of student outcomes among those population groups experiencing disproportionate impact.
- Reduce barriers and facilitate students' ease of access across the District and region.
- Enhance support for online quality and growth for instruction and student services.
- Collaborate with K-12, adult education and four-year institutions in ways that serve students and society.
- Partner with business and industry to prepare students for the workforce.

Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.

- Encourage student participation in leadership and activities outside the classroom (including service/work-based learning) that engages students with the College and the community.
- Provide effective onboarding, support and professional development for all college employees.
- Encourage employee participation in leadership and activities that engages them with the College and the community.
- Promote consistent and clear communication in order to create a more informed, cohesive and engaged community.
- Increase lifelong learning opportunities for our community.
- Promote decision-making that respects the diverse needs of the entire college community.

Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

- Increase advocacy at the state level, increase grants and private donations to secure stable and sustainable funding, and manage college resources strategically.
- Employ data-driven decision-making.

*Higher Education in California—Vision for Success*

SB 1070 and AB 288 emphasizes the development and strengthening of CTE pathways between high schools and community colleges to accomplish statewide objectives to meet under-served students in California. The Certificate of Achievement in Basic Pharmacy Technician meets several of California's Higher Education Vision for Success goals:

1. This pathway program meets future workforce demand in California, as analyzed by the Centers of Excellence for Labor Market Research. It increases the number of students annually who will acquire specific skill sets, certificates, associate degrees, and credentials that prepare them for an in-demand job. This goal is consistent with the recommendations of the California Strategic Workforce Development Plan. The scope

of education the students receives prepares them not only for careers in pharmacy, but serves as a foundation of knowledge applicable in all allied health professions.

2. This program increases the percent of exiting CTE students who report being employed in their field of study, Pharmacy Careers. This dual enrollment/part-time program ensures students receive the training and education needed to be successful in the field of pharmacy. Upon program completion, they can directly work as entry-level Pharmacy Technicians in a community pharmacy. This CTE pathway program prepares students for available jobs and supports students to find jobs in the pharmacy industry sector.
3. This program reduces equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups. Through the partnership of the Boys and Girls Club of America and the Department of Veterans Affairs VITAL Program, dual enrollment pathway students will have extra resources and support to help them succeed both in and outside of the classroom. This collaboration is the first in the nation and we believe is the model that will truly serve underrepresented student groups.
4. This program decreases the average number of units accumulated by students earning an associate degree in Pharmacy Technology. The revised ASHP/ACPE Accredited Advanced Pharmacy Technician Training Program is 40 units instead of 52 units. Students who elect to obtain an AS degree in Pharmacy Technology will only need to take their remaining GE requirements. This reduction of units-to-degree will help more students reach their educational goals sooner and at a lower cost.
5. Because of COVID-19, California has increased the capacity and responsiveness of community colleges to address the skill development needs of employers and dislocated and unemployed workers, incumbent workers, and new entrants to the workforce. The goal is to offer individuals accelerated career pathways that enable them to gain skills and transition from unemployment to re-employment quickly. This short, part-time, training program provides the competency-based training and skills necessary for individuals to re-enter the workforce as capable and competent pharmacy technicians. Re-employment within the pharmacy industry will be immediate due to the high demand and shortage of trained pharmacy technicians in the area (see attached LMI report).

#### **Item 5. Enrollment and Completer Projections**

24 students are enrolled in first cohort and we anticipate 24 to successfully complete the related Certificate of Achievement in Pharmacy Assistant (Aide/Clerk). The realistic projected program completion goal is 80% (19 students). For students to continue with the Certificate of Achievement in Basic Pharmacy Technician, they must be 18 years old and have received their high school diploma/GED. While our goal is for all 19 students to continue to this program, it will be dependent on how many students elect to immediately move forward with more education. We hope at least 10 will proceed with 6 more units of education to obtain the Certificate of Achievement in Basic Pharmacy Technician.

Because of COVID-19 limitations with instruction, we are offering this part-time Basic Pharmacy Technician training program for the 2020-21 academic year instead of our Advanced Pharmacy Technician program. This initial year, we project 15 adult students to complete the program. With the estimate of at least 10 dual enrollment students and 15 adult students, we will

have 25 students (or more) complete the Basic Pharmacy Technician program. The course sequencing is almost identical for the adult and dual enrollment cohorts; the difference is in the “support course” (restricted elective).

Adult students who applied to the Pharmacy Technician program have taken PHT 200L, the program prerequisite, and have confirmed Pharmacy Technology as their choice profession—for these students, AHS 51 is unnecessary. Instead, the adult student cohort will take AHS 50A. Both courses, AHS 50A and AHS 51, are 1.5 units and provide similar essential training and content needed for success in the health care profession.

Foothill College can offer the part-time Basic Pharmacy Technician program to adult students, limited to 24 students per section.

Since this is a cohort-based program, total enrollment will be dependent on regional high school districts offering this program to their students. The goal is to expand this program to surrounding high school regions; for example, San Jose, East Bay, etc. After 5 years, an increase in the number of regions that offer this cohort program will increase the number of total enrolled students by a factor of 24. For example, if there are two cohorts per year (Redwood City and San Jose school districts), we will have 48 enrolled students.

The total enrollment including both the adult student and dual enrollment student sections could be 48 students or more.

| Course # | Course Title   | Year 1          |                   | Year 2          |                   |
|----------|--|-----------------|-------------------|-----------------|-------------------|
|          |  | Annual Sections | Annual Enrollment | Annual Sections | Annual Enrollment |
| AHS 50A  | Introduction to Allied Health Programs               | 6               | 166               | 7               | 180               |
| AHS 51   | Health Careers Exploration                           | 1               | 29                | 1               | 34                |
| PHT 63   | Pharmacy Technician Certification Exam (PTCE) Review | 1               | 26                | 1               | 17                |
| PHT 60   | Retail Clinical                                      | 1               | 26                | 1               | 17                |
| PHT 101  | Pharmacy Careers A                                   | N/A             | N/A               | N/A             | N/A               |
| PHT 102  | Pharmacy Careers B                                   | N/A             | N/A               | N/A             | N/A               |
| PHT 103  | Pharmacy Careers C                                   | N/A             | N/A               | N/A             | N/A               |

**Item 6. Place of Program in Curriculum/Similar Programs**

Foothill College does not currently have a CTE stackable Pharmacy pathway program with training beginning from high school, nor a part-time Basic Pharmacy Technician program. This new program increases access for both high school and adult students:

- High school students simultaneously obtain high school elective units and a certificate upon completion. They can choose to either enter the pharmacy workforce as a Pharmacy Assistant (Aide/Clerk) or continue their education with 6 additional units of course work (including 130 hours of externship) to obtain the Certificate of Achievement in Basic Pharmacy Technician\* (stackable certificate).

- Adult students have access to a part-time program, which is advantageous for individuals who are unable to participate in the full-time Entry Level/Advanced Level Pharmacy Technician program.

*\*students must be 18 years old and possess a high school diploma/GED or equivalent to complete externship and California Board of Pharmacy licensing requirements.*

All students who complete this program will be eligible to apply for a Pharmacy Technician license with the California Board of Pharmacy. After working for an additional 370 hours as a Pharmacy Technician, they qualify to take the National Pharmacy Technician Certification Exam (PTCE) to become a Certified Pharmacy Technician.

Students can continue on the pathway to complete Foothill College's Advanced Level Pharmacy Technician training program and take additional GE courses to obtain an Associate in Science Degree in Pharmacy Technology. Finally, if students wish to become a Pharmacist, they can take all required pharmacy school prerequisites offered at Foothill College without having to attend a 4-year college/university. There are no other programs at Foothill College with a pathway beginning in high school that provide students numerous career and education opportunities within the pharmacy/health care profession.

The Complete Pharmacy Careers CTE Pathway:

Pharmacy Assistant (Aide/Clerk) ⇒ Basic or Entry Level Pharmacy Technician ⇒ Certified Pharmacy Technician ⇒ Advanced Level Pharmacy Technician ⇒ AS Degree in Pharmacy Technology ⇒ PharmD (Doctor of Pharmacy)

**Item 7. Similar Programs at Other Colleges in Service Area**

Foothill College is the only community college that offers a Pharmacy Technology program in our service area, Silicon Valley Sub-Region, issuing 33 awards on average annually (last 3 years) for the TOP Code of 1221.00 - Pharmacy Technology.

However, there are two community colleges in the Bay Region issuing 73 awards on average annually (last 3 years ending 2018-19): San Francisco (Mid-Peninsula) and Santa Rosa (North Bay). Additionally, there are six other Educational Institutions in the Bay Region issuing 131 awards on average annually (last 3 years ending 2016-17), and one other Educational Institution issuing 16 awards on average annually (last 3 years).

None of these other Educational Institutions are located in Foothill's service area. Most importantly, there are no dual enrollment pathway programs within Foothill College's service area that begin with the Pharmacy Assistant (Aide/Clerk) certificate and allow for students to attain a stackable part-time Basic Pharmacy Technician certificate.

Note: Mission College offers a Pharmacy Technician training program through Adult Education.

Table 7a. Awards on TOP 1221.00 - Pharmacy Technology in Bay Region

| College       | Sub-Region     | Associates | Certificate Low Unit | Total |
|---------------|----------------|------------|----------------------|-------|
| Foothill      | Silicon Valley | 15         | 18                   | 33    |
| San Francisco | Mid-Peninsula  |            | 19                   | 19    |

|                                 |           |    |    |    |
|---------------------------------|-----------|----|----|----|
| Santa Rosa                      | North Bay | 6  | 15 | 21 |
| Total Bay Region                |           | 21 | 52 | 73 |
| Total Silicon Valley Sub-Region |           | 15 | 18 | 33 |

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

Table 7b. Other Educational Institutions Awards on TOP 1221.00 - Pharmacy Technology in Bay Region

| College                          | Sub-Region     | Award <1<br>academic yr | Award<br>1<2 acad<br>yrs | Award<br>2<4 acad<br>yrs | Total |
|----------------------------------|----------------|-------------------------|--------------------------|--------------------------|-------|
| Bay Area Medical Academy         | Mid-Peninsula  |                         |                          | 11                       | 11    |
| Carrington College-Pleasant Hill | East Bay       | 17                      | 5                        |                          | 22    |
| Carrington College-San Jose      | Silicon Valley | 11                      | 5                        |                          | 16    |
| Carrington College-San Leandro   | East Bay       | 11                      | 4                        |                          | 15    |
| InterCoast Colleges-Fairfield    | North Bay      |                         |                          | 15                       | 15    |
| Unitek College*                  | East Bay       |                         | 52                       |                          | 52    |
| Total Bay Region                 |                | 39                      | 66                       | 26                       | 131   |
| Total Silicon Valley Sub-Region  |                | 11                      | 5                        |                          | 16    |

Source: Data Mart

Note: The annual average for awards is 2014-15 to 2016-17.

\*Unitek College has recently discontinued their Pharmacy Technology Program.

**Additional Information Required for State Submission:**

**TOP Code:** 1221.00 - Pharmacy Technology

**Annual Completers:** Anticipate 25 students the first year (15 adult college cohort and 10 dual enrollment cohort students). The goal is to increase the number of cohorts offered at various high school regions. An increase in the number of regions that offer this cohort program will increase the number of enrolled students by a factor of 24. For example, if there are 2 cohorts per year (Redwood City and San Jose), we will have 48 enrolled students, etc.

**Net Annual Labor Demand:** 939

**Faculty Workload:** PT course load is 0.305

**New Faculty Positions:** 1 part-time instructor

**New Equipment:** Textbooks, materials, supplies, consumable workbooks for 24 dual enrollment students = \$5000. Adult students: software

**New/Remodeled Facilities:** \$0.00 (dual enrollment off-site at Boys & Girls Club of the Peninsula). Use current PHT lab classroom for adult student cohort at Foothill College, which accommodates 24 students

**Library Acquisitions:** \$0.00

**Gainful Employment:** Yes

**Program Review Date:** Pharmacy Technology Comprehensive Program Review in Academic Year 2019-2020 (submitted December 2019; because of COVID-19 Shelter in Place, the college will finalize CPR results and findings in Fall 2020)

**Distance Education:** 0%

# Pharmacy Aide Occupations Labor Market Information Report Foothill College

Prepared by the San Francisco Bay Center of Excellence  
for Labor Market Research  
June 2020

## Recommendation

Based on all available data, there appears to be an **undersupply** of Pharmacy Aide workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara County). There is a projected annual gap of about 778 students in the Bay region and 161 students in the Silicon Valley Sub-Region.

This report also provides student outcomes data on employment and earnings for programs on TOP 1221.00-Pharmacy Technology in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

## Introduction

This report profiles Pharmacy Aide Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a proposed new program at Foothill College.

- Pharmacy Aides (SOC 31-9095):** Record drugs delivered to the pharmacy, store incoming merchandise, and inform the supervisor of stock needs. May operate cash register and accept prescriptions for filling.  
 Entry-Level Educational Requirement: High school *diploma or equivalent*  
 Training Requirement: Short-term *on-the-job training*  
 Percentage of Community College Award Holders or Some Postsecondary Coursework: 45%
- Pharmacy Technicians (SOC 29-2052):** Prepare medications under the direction of a pharmacist. May measure, mix, count out, label, and record amounts and dosages of medications according to prescription orders.  
 Entry-Level Educational Requirement: High school *diploma or equivalent*  
 Training Requirement: Moderate-term *on-the-job training*  
 Percentage of Community College Award Holders or Some Postsecondary Coursework: 56%

## Occupational Demand

**Table 1. Employment Outlook for Pharmacy Aide Occupations in Bay Region**

| Occupation           | 2019 Jobs    | 2024 Jobs     | 5-Yr Change | 5-Yr % Change | 5-Yr Openings | Average Annual Openings | 25% Hourly Wage | Median Hourly Wage |
|----------------------|--------------|---------------|-------------|---------------|---------------|-------------------------|-----------------|--------------------|
| Pharmacy Aides       | 1,945        | 1,820         | -125        | -6%           | 1,201         | 240                     | \$13.39         | \$17.20            |
| Pharmacy Technicians | 8,026        | 8,409         | 383         | 5%            | 3,714         | 743                     | \$17.43         | \$21.81            |
| <b>TOTAL</b>         | <b>9,971</b> | <b>10,229</b> | <b>259</b>  | <b>3%</b>     | <b>4,915</b>  | <b>983</b>              | <b>\$16.64</b>  | <b>\$20.91</b>     |

Source: EMSI 2020.1

**Bay Region** includes Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

**Table 2. Employment Outlook for Pharmacy Aide Occupations in Silicon Valley Sub-Region**

| Occupation           | 2019 Jobs    | 2024 Jobs    | 5-Yr Change | 5-Yr % Change | 5-Yr Openings | Average Annual Openings | 25% Hourly Wage | Median Hourly Wage |
|----------------------|--------------|--------------|-------------|---------------|---------------|-------------------------|-----------------|--------------------|
| Pharmacy Aides       | 354          | 316          | -37         | -11%          | 214           | 43                      | \$12.40         | \$14.13            |
| Pharmacy Technicians | 1,931        | 1,977        | 46          | 2%            | 836           | 167                     | \$15.03         | \$18.76            |
| <b>TOTAL</b>         | <b>2,285</b> | <b>2,294</b> | <b>9</b>    | <b>0%</b>     | <b>1,049</b>  | <b>210</b>              | <b>\$14.63</b>  | <b>\$18.04</b>     |

Source: EMSI 2020.1

Silicon Valley Sub-Region includes Santa Clara County

**Job Postings in Bay Region and Silicon Valley Sub-Region****Table 3. Number of Job Postings by Occupation for latest 12 months (June 2019 - May 2020)**

| Occupation           | Bay Region   | Silicon Valley |
|----------------------|--------------|----------------|
| Pharmacy Technicians | 3,256        | 565            |
| Pharmacy Aides       | 348          | 72             |
| <b>TOTAL</b>         | <b>3,604</b> | <b>637</b>     |

Source: Burning Glass

**Table 4a. Top Job Titles for Pharmacy Aide Occupations for latest 12 months (June 2019 - May 2020) Bay Region**

| Common Title                     | Bay   | Common Title                                  | Bay |
|----------------------------------|-------|---|-----|
| Pharmacy Technician              | 2,919 | Technician                                    | 3   |
| Certified Pharmacy Technician    | 261   | Pharmacy Support Clerk                        | 3   |
| Pharmacy Cashier                 | 163   | Pharmacy Clerk, Delivery                      | 3   |
| Pharmacy Clerk                   | 85    | Pharmacy Clerk, Bilingual, Cantonese          | 3   |
| Pharmacist                       | 39    | Pet Technician, Accommodation/Hotels Industry | 3   |
| Pharmacy Assistant               | 31    | Coordinator, Order Entry                      | 3   |
| Data Entry Technician            | 19    | Pt Pharmacy Technology Instructor             | 2   |
| Prototyper IV                    | 5     | Production Technician                         | 2   |
| Project Technical Lead, Pharmacy | 5     | Pharmacy Technology Instructor                | 2   |
| Entry Pharmacy Clerk             | 5     | Pharmacy Clerk, Spanish, Public Speaking      | 2   |
| Retail Clerk                     | 4     | Pharmacy Clerk, Mill                          | 2   |
| Pharmacy Coordinator             | 4     | Medication Coordinator                        | 2   |
| Glassware Technician             | 4     | Laboratory Glassware                          | 2   |
| Veterinary Technician            | 3     | Food Pharmacy Coordinator                     | 2   |

**Table 4b. Top Job Titles for Pharmacy Aide Occupations for latest 12 months (June 2019 - May 2020) Silicon Valley Sub-Region**

| Common Title                  | Silicon Valley | Common Title   | Silicon Valley |
|-------------------------------|----------------|--|----------------|
| Pharmacy Technician           | 498            | Pt Pharmacy Technology Instructor                                      | 2              |
| Certified Pharmacy Technician | 56             | Pharmacy Clerk, Spanish, Public Speaking                               | 2              |
| Pharmacy Cashier              | 42             | Laboratory Glassware   | 2              |
| Pharmacist                    | 11             | Order Entry Coordinator, Entry   | 1              |
| Pharmacy Clerk                | 9              | Order Entry Coordinator  | 1              |
| Pharmacy Assistant            | 7              | Department Pharmacy Clerk, Veterinary, Outpatient, Healthcare Industry | 1              |
| Pharmacy Coordinator          | 4              | Customer Service Technician  | 1              |

Source: Burning Glass

## Industry Concentration

**Table 5. Industries hiring Pharmacy Aide Workers in Bay Region**

| Industry – 6 Digit NAICS (No. American Industry Classification) Codes | Jobs in Industry (2019) | Jobs in Industry (2022) | % Change (2019-24) | % Occupation Group in Industry (2019) |
|---|-------------------------|-------------------------|--------------------|---------------------------------------|
| Pharmacies and Drug Stores (446110)                                   | 4,602                   | 4,850                   | 5%                 | 49%                                   |
| General Medical and Surgical Hospitals (622110)                       | 859                     | 969                     | 13%                | 10%                                   |
| Supermarkets and Other Grocery (except Convenience) Stores (445110)   | 867                     | 879                     | 1%                 | 9%                                    |
| HMO Medical Centers (621491)  | 245                     | 443                     | 81%                | 4%                                    |
| Electronic Shopping and Mail-Order Houses (454110)                    | 239                     | 430                     | 80%                | 4%                                    |
| Hospitals (Local Government) (903622)                                 | 297                     | 361                     | 22%                | 4%                                    |
| Warehouse Clubs and Supercenters (452311)                             | 340                     | 267                     | -21%               | 3%                                    |
| Department Stores (452210)  | 388                     | 223                     | -43%               | 2%                                    |
| Drugs and Druggists' Sundries Merchant Wholesalers (424210)           | 58                      | 127                     | 119%               | 1%                                    |
| Hospitals (State Government) (902622)                                 | 33                      | 109                     | 230%               | 1%                                    |
| Offices of Physicians (except Mental Health Specialists) (621111)     | 152                     | 107                     | -30%               | 1%                                    |

Source: EMSI 2020.1

**Table 6. Top Employers Posting Pharmacy Aide Occupations in Bay Region and Silicon Valley Sub-Region (June 2019 - May 2020)**

| Employer                               | Bay | Employer                        | Bay | Employer                          | Silicon Valley |
|--|-----|---------------------------------|-----|-----------------------------------|----------------|
| CVS Health                             | 477 | Pharmaca Integrative Pharmacy   | 19  | Walgreens Boots Alliance Inc      | 97             |
| Walgreens Boots Alliance Inc           | 401 | Raley Family Of Fine Stores     | 17  | CVS Health                        | 76             |
| Rite Aid Corporation                   | 176 | Postmeds Inc                    | 15  | Lucile Packard Childrens Hospital | 42             |
| Kaiser Permanente                      | 148 | Pharmacy Technician             | 15  | Stanford Health Care              | 26             |
| Rx Relief                              | 78  | Asereth Medical Services        | 15  | Rite Aid Corporation              | 22             |
| Soliant                                | 60  | Cardinal Health, Inc.           | 14  | Kaiser Permanente                 | 16             |
| Walmart / Sam's                        | 59  | Northbay Healthcare Group       | 13  | Soliant                           | 13             |
| Sutter Health                          | 55  | El Camino Health                | 13  | El Camino Health                  | 13             |
| The Save Mart Companies                | 47  | Albertsons                      | 13  | The Save Mart Companies           | 10             |
| Lucile Packard Childrens Hospital      | 46  | Safeway Incorporated            | 12  | Hospital Corporation of America   | 10             |
| Sutter Health Sacramento Sierra Region | 38  | Dignity Health                  | 12  | Calaveras Pharmacy                | 10             |
| Pharmaca                               | 38  | UC San Diego                    | 11  | Regional Medical Center San Jose  | 9              |
| Sutter Medical Center                  | 32  | Raleys                          | 11  | El Camino Hospital                | 9              |
| UC San Francisco Medical Center        | 30  | Alta Bates Summit               | 11  | Department of Veterans Affairs    | 8              |
| Stanford Health Care                   | 29  | Raley's Supermarkets            | 10  | Walmart / Sam's                   | 7              |
| Department of Veterans Affairs         | 26  | Pharmerica                      | 10  | Good Samaritan Hospital           | 6              |
| University California                  | 22  | Hospital Corporation of America | 10  | Costco                            | 5              |

Source: Burning Glass

## Educational Supply

There are three (3) community colleges in the Bay Region issuing 73 awards on average annually (last 3 years ending 2018-19) on TOP 1221.00-Pharmacy Technology. **There is one college (Foothill College) in the Silicon Valley Sub-Region issuing 33 awards on average annually (last 3 years) on this TOP code.**

There are six (6) Other Educational Institutions in the Bay Region issuing 131 awards on average annually (last 3 years ending 2016-17) on TOP 1221.00-Pharmacy Technology. There is one Other Educational Institution issuing 16 awards on average annually (last 3 years) on this TOP code.

**Table 7a. Awards on TOP 1221.00-Pharmacy Technology in Bay Region**

| College                                | Sub-Region     | Associates | Certificate Low Unit | Total     |
|--|----------------|------------|----------------------|-----------|
| Foothill                               | Silicon Valley | 15         | 18                   | 33        |
| San Francisco                          | Mid-Peninsula  |            | 19                   | 19        |
| Santa Rosa                             | North Bay      | 6          | 15                   | 21        |
| <b>Total Bay Region</b>                |                | <b>21</b>  | <b>52</b>            | <b>73</b> |
| <b>Total Silicon Valley Sub-Region</b> |                | <b>15</b>  | <b>18</b>            | <b>33</b> |

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

**Table 7b. Other Educational Institutions Awards on TOP 1221.00-Pharmacy Technology in Bay Region**

| College                                | Sub-Region     | Award < 1 academic yr | Award 1 < 2 academic yrs | Award 2 < 4 academic yrs | Total      |
|--|----------------|-----------------------|--------------------------|--------------------------|------------|
| Bay Area Medical Academy               | Mid-Peninsula  |                       |                          | 11                       | 11         |
| Carrington College-Pleasant Hill       | East Bay       | 17                    | 5                        |                          | 22         |
| Carrington College-San Jose            | Silicon Valley | 11                    | 5                        |                          | 16         |
| Carrington College-San Leandro         | East Bay       | 11                    | 4                        |                          | 15         |
| InterCoast Colleges-Fairfield          | North Bay      |                       |                          | 15                       | 15         |
| Unitek College                         | East Bay       |                       | 52                       |                          | 52         |
| <b>Total Bay Region</b>                |                | <b>39</b>             | <b>66</b>                | <b>26</b>                | <b>131</b> |
| <b>Total Silicon Valley Sub-Region</b> |                | <b>11</b>             | <b>5</b>                 |                          | <b>16</b>  |

Source: Data Mart

Note: The annual average for awards is 2014-15 to 2016-17.

## Gap Analysis

Based on the data included in this report, **there is a labor market gap in the Bay region with 983 annual openings for the Pharmacy Aide occupational cluster and 205 annual (3-year average) awards for an annual undersupply of 778 students.** In the Silicon Valley Sub-Region, there is **also a gap with 210 annual openings and 49 annual (3-year average) awards for an annual undersupply of 161 students.**

## Student Outcomes

**Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1221.00-Pharmacy Technology**

| 2015-16   | Bay (All CTE Programs) | Foothill College (All CTE Programs) | State (1221.00) | Bay (1221.00) | Silicon Valley (1221.00) | Foothill College (1221.00) |
|---|------------------------|-------------------------------------|-----------------|---------------|--------------------------|----------------------------|
| % Employed Four Quarters After Exit               | 74%                    | 77%                                 | 74%             | 80%           | 82%                      | 82%                        |
| Median Quarterly Earnings Two Quarters After Exit | \$10,550               | \$15,310                            | \$6,828         | \$8,712       | \$8,167                  | \$8,167                    |
| Median % Change in Earnings                       | 46%                    | 82%                                 | 97%             | 95%           | 109%                     | 109%                       |
| % of Students Earning a Living Wage               | 63%                    | 76%                                 | 38%             | 51%           | 56%                      | 56%                        |

Source: Launchboard Pipeline (version available on 6/12/20)

## Skills, Certifications and Education

**Table 9. Top Skills for Pharmacy Aide Occupations in Bay Region (June 2019 - May 2020)**

| Skill                         | Postings | Skill   | Postings | Skill                          | Postings |
|-------------------------------|----------|---|----------|--------------------------------|----------|
| Customer Service              | 1,378    | Cash Handling   | 351      | Patient Privacy                | 148      |
| Retail Industry Knowledge     | 1,371    | Legal Compliance  | 328      | Occupational Health and Safety | 146      |
| Pharmacist Assistance         | 1,033    | Data Entry  | 304      | Medical Terminology            | 141      |
| Prescription Filling          | 837      | Calculation   | 302      | Cleaning                       | 140      |
| Quality Assurance and Control | 555      | Packaging   | 267      | Medication Distribution        | 138      |
| Customer Contact              | 536      | Aseptic Technique   | 212      | Order Entry                    | 136      |
| Product Location              | 514      | Health Insurance Portability and Accountability Act (HIPAA) | 206      | IV Admixture                   | 135      |
| Scheduling                    | 474      | Pharmaceutical Services                                     | 206      | Pharmaceutical Preparation     | 121      |
| Transcription                 | 442      | Patient Contact   | 182      | Prepare Compounds and Reagents | 118      |
| Insurance Knowledge           | 424      | Processing Item Returns                                     | 180      | Hospital Experience            | 115      |
| Inventory Management          | 416      | Refunds Exchanges and Adjustments                           | 180      | Cancer knowledge               | 113      |
| Inventory Control             | 404      | Prescription Label Creation                                 | 177      | Medication Inventory           | 113      |
| Clerical Duties               | 389      | Patient Care  | 171      | Record Keeping                 | 111      |
| Customer Billing              | 381      | Interaction with Patients / Medical Personnel               | 168      | Procurement                    | 110      |
| Staff Management              | 379      | Patient Safety  | 151      | Long-Term Care                 | 109      |

Source: Burning Glass

**Table 10. Certifications for Pharmacy Aide Occupations in Bay Region (June 2019 - May 2020)**

Note: 47% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

| Certification  | Postings | Certification                                      | Postings |
|--|----------|--|----------|
| Pharmacy Technician Certification Board (PTCB)           | 1,087    | Pharmacy Technology                                | 6        |
| Certified Pharmacy Technician                            | 1,058    | Lean Certification                                 | 6        |
| Ca License   | 107      | American Heart Association Certification           | 5        |
| Pharmacy Intern License                                  | 71       | Environmental Protection Agency Certification      | 3        |
| Driver's License   | 52       | Advanced Cardiac Life Support (ACLS) Certification | 3        |
| American Council of Pharmaceutical Education (ACPE)      | 40       | Certified Teacher                                  | 2        |
| First Aid Cpr Aed  | 34       | CDL Class A  | 2        |
| Security Clearance                                       | 29       | Automation Certification                           | 2        |
| Basic Life Saving (BLS)                                  | 26       | Project Management Certification                   | 1        |
| IV (Intravenous) Certification                           | 23       | English Certification                              | 1        |
| Basic Cardiac Life Support Certification                 | 13       | Certified Veterinary Technician                    | 1        |
| Acquired Immune Deficiency Syndrome (AIDS) Certification | 7        | Certified Surgical Technologist                    | 1        |

Source: Burning Glass

### Table 11. Education Requirements for Pharmacy Aide Occupations in Bay Region

Note: 56% of records have been excluded because they do not include a degree level. As a result, the chart below may not be representative of the full sample.

| Education (minimum advertised)     | Latest 12 Mos. Postings | Percent 12 Mos. Postings |
|------------------------------------|-------------------------|--------------------------|
| High school or vocational training | 1,538                   | 97%                      |
| Associate Degree                   | 55                      | 3%                       |
| Bachelor's Degree or Higher        | 0                       | 0%                       |

Source: Burning Glass

### Methodology

Occupations for this report were identified by use of skills listed in O\*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCCCO Data Mart.

### Sources

O\*Net Online  
Labor Insight/Jobs (Burning Glass)  
Economic Modeling Specialists International (EMSI)  
CTE LaunchBoard [www.calpassplus.org/Launchboard/](http://www.calpassplus.org/Launchboard/)  
Statewide CTE Outcomes Survey  
Employment Development Department Unemployment Insurance Dataset  
Living Insight Center for Community Economic Development  
Chancellor's Office MIS system

### Contacts

For more information, please contact:

- Doreen O'Donovan, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), [doreen@baccc.net](mailto:doreen@baccc.net) or (831) 479-6481
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, [jcarrese@ccsf.edu](mailto:jcarrese@ccsf.edu) or (415) 267-6544

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**FOOTHILL COLLEGE**  
**Temporary Program Creation Process**  
**Feedback Form for New Programs**

Until the new permanent program creation process has been determined, as part of the temporary program creation process this form shall be used by a department to gather feedback on a new program from key governance committees on campus. A complete program narrative and supporting documentation must be submitted to the groups listed below (simultaneous submission is recommended). Each committee will provide initial feedback via email within two weeks but might also provide additional feedback after their monthly meetings.

After a two-week period, regardless of whether feedback has been received from the three committees, the Division Curriculum Committee may consider the new program for approval. Following Division CC approval, please forward this completed form to the Office of Instruction.

**Faculty Author(s):** Angela Su  
**Division:** STEM-Biological and Health Sciences

**Program Title:** Basic Pharmacy Technician  
**Program Units:** 19.5 units

**Workforce/CTE Program (Y/N):** Yes  
*Please note that Workforce/CTE status is dependent on the TOP Code assigned to the program.*

**Type of Award:**  
 Non-transcriptable credit certificate                       AA/AS Degree (local)  
 Certificate of Achievement                                       AA-T/AS-T Degree (ADT)  
 Noncredit certificate

|   |
|---|
| <b>EQUITY &amp; EDUCATION</b><br><a href="https://foothill.edu/gov/equity-and-education/">https://foothill.edu/gov/equity-and-education/</a>  |
| <b>Date of meeting:</b> 10/16/20  |
| <b>Comments:</b><br>Questions from the E&E committee ( <i>response/discussion based on these questions is attached</i> ): <ul style="list-style-type: none"><li>• I am a bit confused on the age requirements necessary for the basic PHT program. It says in the document students must be at least 18 years old but we are looking to collaborate with the K-12 schools and have this be part of dual enrollment. How would the program look to ensure the age requirement?</li><li>• Is the cost of paying the PT faculty coming from CTE/Workforce funds or general funds?</li><li>• I recognize that this is beyond the control of the department and the faculty, but I am concerned that the hourly wages for the both programs is lower than what many fast food restaurants pay (many start between \$16 - 17/hr). I'm not sure how this is helping to serve the goal of equity and in particular, the document points to serving groups of students who have been disproportionately impacted. Is there some sort of pathway that exists with pharmacy schools?</li></ul> |

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|  |
|--|
| <b>REVENUE &amp; RESOURCES</b><br><a href="https://foothill.edu/gov/revenue-and-resources/">https://foothill.edu/gov/revenue-and-resources/</a>  |
| <b>Date of meeting:</b> 10/9/20  |
| <b>Comments:</b><br>The Pharm Tech dual enrollment pathways were well thought out and will benefit the students who will not have to pay for course registration fees but the college will collect apportionment from the registered students. In addition additional points using the Governor's new funding formula will be given for the stackable certificates. If possible, find ways to secure grants or matching funds for the supplies and part-time faculty load. |

|   |
|---|
| <b>ADVISORY COUNCIL</b><br><a href="https://foothill.edu/gov/council/">https://foothill.edu/gov/council/</a>        |
| <b>Date of meeting:</b>   |
| <b>Comments:</b><br><i>Program was submitted to the Advisory Council on 9/29/20. No response has been received.</i> |

**Division Curriculum Committee Approval Date:** 10/28/2020

**Division CC Representative:** Lisa Schultheis

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**Responses to Feedback from the E&E committee** (thank you to Debbie Lee, Angela Su and Teresa Ong):

Hi Debbie,

Thank you for sharing your concerns. Below are my responses. I'm happy to have a conversation if needed.

- I am a bit confused on the age requirements necessary for the basic PHT program. It says in the document students must be at least 18 years old but we are looking to collaborate with the K-12 schools and have this be part of dual enrollment. How would the program look to ensure the age requirement?
  - Students who are interested in the program would need to be Seniors (12th grade), "rising seniors", or "super seniors" as by the time they graduate high school, they are usually 18 years old or older. It is important to note these that students must first complete the Pharmacy Assistant Certificate (13 units) during their Senior year. When they graduate in early June, (hopefully, they will be 18) and if they desire to take 6 more units to get their Basic Pharmacy Technician Certificate, they can elect to do so.
  - How we ensure the age requirement is through the support of our BGCP College and Career Advisor, Jaime Barajas. By partnering with the BGCP, Jaime connects with every interested high school student's counselor to confirm they will be 18 years old by the time they graduate. He also personally meets with every student. Currently we have 24 students from 4 different High Schools (Menlo-Atherton, Sequoia, EPA, Redwood City) enrolled in this program. It has been Jaime's support that has tremendously helped with onboarding the DE students. He coordinates, communicates (with parents and counselors), completes, and submits all the DE paperwork, and assists with registration while providing ancillary support to ensure eligible students are enrolled in the program.
- Is the cost of paying the PT faculty coming from CTE/Workforce funds or general funds?
  - I believe it is CTE/Workforce Funds. Ram and Teresa would be able to confirm this. I have cc'd them on this email.
- I recognize that this is beyond the control of the department and the faculty, but I am concerned that the hourly wages for the both programs is lower than what many fast food restaurants pay (many start between \$16 - 17/hr). I'm not sure how this is helping to serve the goal of equity and in particular, the document points to serving groups of students who have been disproportionately impacted. Is there some sort of pathway that exists with pharmacy schools?
  - Because there is not a distinct pathway that currently exists with Pharmacy Schools, we created one. This **is** the guided pathway which leads to pharmacy schools. (Hopefully, you able to listen to the Voicethread that highlights the WHY behind the creation of this pathway...it's the second slide on Vy Hoang Tran)
    - The complete "Pharmacy Careers Pathway" as highlighted in my narrative. It explains how this pathway does in fact lead to Pharmacy School. It is because so many of our graduates who complete the Advanced Pharmacy Tech program have continued onto Pharmacy School that we created this complete Pharmacy Careers Pathway beginning in high school (Senior) into adulthood.

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- **Pharmacy Assistant to Basic Pharmacy Technician to Advanced Pharmacy Technician to Pharmacist.**
- This is the entire "**Pharmacy Careers Pathway**" as highlighted in the narrative document.
- I can understand your concern pertaining to wage. I'd like to highlight the definition of a "job" versus a "career". It is serendipitous that my lesson last week centered around a discussion with my students to differentiate between a job versus a career. I feel this concept important to clarify this as you cite "fast food restaurant" wages when compared to an entry level Pharmacy Assistant/Pharmacy Technician wage. I would say for most individuals, a "fast food restaurant" position would be merely a "job"...not a career. (BTW, all 24 high school students voted that working at a Starbucks or In-N-Out was also, just a "job")
- Here is what I shared with them: Jobs vs careers— What's the difference? Many people use these terms interchangeably, though they have different meanings. A job is something you just do for money...going to work to earn a paycheck....no passion, no goals, no future. The real difference between a job and a career is one's attitude. People who **want a career** are always thinking of their long-term goals and what they can do now to make their goals happen in the future. It might take a few years to earn "bigger pay checks" but **it is about opportunities and pathways to get to your goals**. A career means that each of your jobs, experiences, training programs, is helping you **advance** not only in pay, but in responsibility and position. In the end, your training and education **LEADS YOU SOMEWHERE**.
- I told my students to think of it this way: If life were a video game, a "**job**" would be **just one level**. Having a career means that you are committed to playing the game **to get better over time and advance to higher levels**.
  - This Dual Enrollment PHT **Career** Pathway serves the goal of equity as the emphasis of this guided pathway is to provide disproportionately impacted students with **opportunities** to secure "**skilled health care careers**"...it is not just about a "job".
  - This low barrier pathway program provides the knowledge and competency training to equip underrepresented students with skills to **successfully secure** a "**skilled** entry level" health care position while **ALSO** providing an opportunity for them to advance their education **in ANY allied health "career."**
  - The opportunities are limitless. After students complete this pathway program, they will possess knowledge and transferable skills to begin their journey on a "**career path**". Depending on where they secure their position, **not only do they earn a living wage\*\***, they gain invaluable and applicable experience in an occupation focused on patient care. Simultaneously, they have the flexibility and option to pursue further education later. Providing students with opportunities, knowledge, competency-based training through this "pharmacy careers guided pathway" leads to student success. They become gainfully employed within a health care **career system**.
  - Contrast this to a "**fast food restaurant job**"....granted that this "job" pays \$16 to \$17 and may be a similar wage in some pharmacies. But what **equitable opportunities** are we giving students if you focus **only on wage**? What do students gain working at Starbucks and at an In-N-Out in terms of **health care career opportunities and pathways** to get to their goals. Their training does NOT lead them somewhere. In fact, it sets them back. Will

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working at a fast-food joint allow them to practice their transferrable skills and knowledge with **patient care**? More importantly, if the students have a passion, an interest, and a vision to secure a **CAREER** within the health care profession, we would be robbing these students of a chance at achieving their personal goals and depriving them of an "**equitable**" opportunity by telling them they can "just get a job at McDonalds". There are a lot of things money can't buy...not even equal wages from a "job".

- This pathway is **not** about a "job". This pathway is about a "career" opportunity for students who have interests and a vision in becoming part of the health care profession but may not have the means or support to get there.
- **\*\*Please look at the slide deck that includes the partnership with VITALS (VA Hospital initiative) where the starting salary for a Pharmacy technician is \$34.00 per hour. Kaiser Pharmacy Clerk/Assistant starting wage is \$23.40 an hour. The average starting salary in the Bay Area is \$21.00. Although Walgreens is lower, their District Manager just informed me that in January, there will be an increase in their wages.**
- Finally, I invite you to please think beyond "wage" from a job as equity. Equity is about serving the disproportionately impacted students by **opening doors** so, they have **more opportunities**...it is about teaching transferrable skills, mentoring, and providing basic needs to students who don't even have the chance at a "health care career" because they lack the resources or support system in place.
- We are a "Community College"...isn't our mission to **serve** the community? The Dual Enrollment Pharmacy Careers Program is equitable as we **directly bring** the opportunities **to** the community. The data indicates many disproportionately impacted students reside in locations within our community where they don't have the transportation or financial means to physically come to Foothill College(Los Altos Hills). By teaching these courses at the Boys and Girls Club in RWC, the students don't travel far, they have all the ancillary support and basic needs met, and most importantly, they get quality education delivered to them. It is also about collaborating with industry partners (BGCP and VITALS) who also share the same vision to accomplish this mission. This is what our program is all about. Isn't this equity?
- I'd like to close by sharing this thought—Equity is about serving, inspiring, and mentoring students of **ALL** walks of life so they know their vision of success for a **career** in health care is not just a dream, but a reality...

Hope this clarifies your concerns.  
Angela

Hi everyone,  
Thank you for your feedback on this program.  
I would like to highlight a few things:

1) Pharm tech has reimagined their pathway into 4 certificates. Instead of offering just the 9 month certificate program, the program has now been redesigned as 2 stackable certificate pathways, with 2 different points of entry and multiple exit points. This is super exciting for us because it means more students may access this program and jump off if

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they should wish, but still learn skills, earn a certificate and become licensed. This really speaks to the "no wrong door" approach to health careers.

2) Further, the program is one of our low barrier pathways into a skilled career. While many other healthcare pathways require numerous prerequisites, this one does not. A student may study and work in a healthcare setting without needing to take onerous prerequisites. It offers students the work-based learning experiences that so many crave before deciding what career path to embark upon.

3) This program already has 2 employers lined up to hire our students, both of which are willing to support students in their journey in healthcare including paying for their licensing exams, regional living wages, and supporting their employees in continuing their education. The VA for instance has a generous educational stipend for employees through graduate education. No student loans! Wow.

Pharmacy Tech has gone above and beyond most programs to demonstrate viability of these certificates, including finding employers and a dual enrollment partner. We would like to scale this beyond the 24 students each year by providing different entry and exit points for students. Efforts to scale will be funded by Strong Workforce.

I appreciate E&E's feedback and look forward to receiving the go ahead from CCC.

Thank you so much!

Yours sincerely,

Teresa

**Foothill College**  
**Credit Program Narrative**  
**Certificate of Achievement in Pharmacy Assistant (Aide/Clerk)**

**Item 1. Program Goals and Objectives**

The Certificate of Achievement in Pharmacy Assistant (Aide/Clerk) is a short-term, entry-level, stackable certificate, which serves as a direct CTE pathway for high school/rising students to pursue careers within the pharmacy profession and various entry-level allied health professions. The academic curriculum, competency-based training, and transferrable skills development will result in skills and credentials necessary to secure living wage skilled positions within the pharmacy profession with the potential for promotion and opportunities for future educational advancement in pharmacy or any health care related career.

This is a low barrier CTE pathway program which empowers students to achieve their goals as members of the health care workforce beginning in high school through adulthood. The “stackable” series of certificates provides equitable educational and career advancement opportunities to ensure all California student populations reach their full potential while earning a living wage which eventually leads to a high wage position.

Students will identify their personal passions, values, personality traits, aptitude and assess the degree of allied health occupational compatibility correlated to them. They will also identify the ideal lifestyle associated with their personal career goals essential for living a balanced and satisfying lifestyle.

Students will acquire, develop, and strengthen essential transferrable skills required for effective collaboration between all health care professionals and for their success in the health care field. This includes communication, teamwork, ethics, professionalism, stress and time management, decision-making, building resilience, identifying learning strategies, demonstrating effective study skills, and goal setting—all essential for productive work habits and attitudes relevant in health care careers.

Students will research and conduct informational interviews to gather current health care career information and develop a career plan for an occupation of choice relevant to health care, listing the appropriate classes, certificates, skills and experience required specific to their personal interest. Careers include, but are not limited to: Pharmacy Technology, EMT, Paramedic/Fire Science, Nursing, Dental Hygiene, Dental Assisting, Respiratory Therapy, Radiologic Technology and Veterinary Technology.

Students will acquire knowledge and demonstrate competency in the following disciplines: basic anatomy and physiology, medical terminology, pharmaceutical abbreviations, pharmaceutical preparations and medication names, pharmacy practice, pharmaceutical compounding, various drug formulations, complementary and alternative medicine, pharmaceutical calculations used in community practice, pharmacy law, pharmacology including diseases and medications used to treat conditions affecting body systems.

Program Learning Outcomes:

- Fundamental Knowledge, Critical Thinking and Student Attitude: Upon completion of the Pharmacy Assistant (Aide/Clerk) course work, students will demonstrate knowledge, skills, and values necessary to practice as a capable and competent Pharmacy Assistant in a community pharmacy setting and/or pursue other entry-level allied health professions.
- Clinical Skills Competency: Upon completion of the Pharmacy Assistant (Aide/Clerk) course work, students will demonstrate competency with entry-level clinical skills required of a Pharmacy Assistant in accordance to California Board of Pharmacy and pharmacy industry standards.

## **Item 2. Catalog Description**

The Certificate of Achievement in Pharmacy Assistant (Aide/Clerk) is the first in a series of stackable pharmacy career certificates. This short-term, entry-level certificate serves as a direct CTE pathway for high school/rising students to pursue careers within the pharmacy profession or pursue other entry-level allied health profession. The academic curriculum, competency-based training, and transferrable skills development will result in skills and credentials necessary to secure living wage skilled positions in the pharmacy profession with the potential for promotion and opportunities for future educational advancement in pharmacy or any health care related career.

Additional details not included as part of the catalog description:

*Program Requirements:* Any motivated high school student or rising student interested in exploring or entering the pharmacy profession or any health care career.

*Prerequisite skills:* Satisfactory grades in Algebra 1, High School Biology, and English.

*Enrollment Limitations:* Based on number of students the off-site dual enrollment facility can accommodate. This is a cohort-based program with the ideal class size minimum of 24 students.

*Other information relevant to program goals:* Together, in partnership with the Boys and Girls Club of America and the Department of Veteran’s Affairs VITAL Program (VA Initiative in job TraininE Education And Learning), we proactively provide academic, basic needs, financial, technology, and additional learning support services to positively affect student success and retention. The academic curriculum and competency-based training will result in the skills and credentials necessary for the student’s placement into skilled positions within the VA or other Community Pharmacy positions with the potential for promotion and educational subsidies.

## **Item 3. Program Requirements**

| <b>Requirements</b>                    | <b>Course #</b> | <b>Title</b>               | <b>Units</b> | <b>Sequence</b> |
|--|-----------------|----------------------------|--------------|-----------------|
| Core Courses<br>(12 units)             | PHT 101         | Pharmacy Careers A         | 4            | Year 1, Fall    |
|  | PHT 102         | Pharmacy Careers B         | 4            | Year 1, Winter  |
|  | PHT 103         | Pharmacy Careers C         | 4            | Year 1, Win/Spr |
| Restricted<br>Electives<br>(1.5 units) | AHS 51          | Health Careers Exploration | 1.5          | Year 1, Fall    |

**TOTAL UNITS: 13.5 units**

**Proposed Sequence:**

Year 1, Fall = 5.5 units

Year 1, Winter = 4 units

Year 1, Winter/Spring = 4 units (term spanning)

**TOTAL UNITS: 13.5**

**Item 4. Master Planning**

The Certificate of Achievement in Pharmacy Assistant (Aide/Clerk) is a dual enrollment program which aligns with Foothill’s Mission and Master Planning on multiple levels. This low barrier CTE pathway program empowers students to achieve their goals as members of the health care workforce beginning in high school through adulthood. It is part of a “stackable” series of certificates which provides equitable educational and career advancement opportunities to ensure all California student populations reach their full potential while earning a living wage that leads to a high wage position.

The Pharmacy Technology Department mission is guided by the same tenants as the college: honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. We also foster five core teachings as student progress through the program: respect, unity, ownership, curiosity, and *Ganas*.

This innovative program fits the college’s strategy and focus on equity as it promotes direct and ease of access to educational and career exposure opportunities for all students. Together, in partnership with the Boys and Girls Club of America and the Department of Veteran’s Affairs VITAL Program (VA In job Training Education And Learning), we proactively provide academic, basic needs, financial, technology, and additional learning support services to positively affect student success and retention.

The academic curriculum and competency-based training will result in the skills and credentials necessary for the student’s placement into skilled positions within the VA or other Community Pharmacy positions with the potential for promotion and educational subsidies. It also addresses the paucity of options for underserved, low income students by preparing them to work and advance professionally within the industry and/or pursue college at a later time. The collaboration of BGCP, VITALS, and the Foothill College Pharmacy Technology Program is a model of education and training for the next generation of health care workforce and leadership.

Listed below are the specific *Educational Master Plan Goals* this program addresses. It truly exemplifies Foothill College’s culture of innovation and problem solving, with the emphasis on eliminating disproportionate impact among student groups as it meets all but one goal:

Create a culture of equity that promotes student success, particularly for underserved students.

- Implement activities to improve achievement of student outcomes among those population groups experiencing disproportionate impact.

- Reduce barriers and facilitate students' ease of access across the District and region.
- Enhance support for online quality and growth for instruction and student services.
- Collaborate with K-12, adult education and four-year institutions in ways that serve students and society.
- Partner with business and industry to prepare students for the workforce.

Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.

- Encourage student participation in leadership and activities outside the classroom (including service/work-based learning) that engages students with the College and the community.
- Provide effective onboarding, support and professional development for all college employees.
- Encourage employee participation in leadership and activities that engages them with the College and the community.
- Promote consistent and clear communication in order to create a more informed, cohesive and engaged community.
- Increase lifelong learning opportunities for our community.
- Promote decision-making that respects the diverse needs of the entire college community.

Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

- Increase advocacy at the state level, increase grants and private donations to secure stable and sustainable funding, and manage college resources strategically.
- Employ data-driven decision-making.

*Higher Education in California—Vision for Success*

SB 1070 and AB 288 emphasizes the development and strengthening of CTE pathways between high schools and community colleges to accomplish statewide objectives to meet under-served students in California. The Certificate of Achievement in Pharmacy Assistant (Aide/Clerk) meets several California's Higher Education Vision for Success goals:

1. This pathway program meets future workforce demand in California, as analyzed by the Centers of Excellence for Labor Market Research. It increases the number of students annually who will acquire specific skill sets, certificates, associate degrees, and credentials that prepare them for an in-demand job. This goal is consistent with the recommendations of the California Strategic Workforce Development Plan. The scope of education the students receives prepares them not only for careers in pharmacy, but serves as a foundation of knowledge applicable in all allied health professions.
2. This program increases the percent of exiting CTE students who report being employed in their field of study, Pharmacy Careers. This dual enrollment program ensures high school students receive the training and education needed to be successful in the field of pharmacy. Upon program completion, they can directly work as a Pharmacy Assistant (Aide/Clerk), or elect to obtain a Basic/Entry Level Pharmacy Technician certificate. This CTE pathway program prepares students for available jobs and supports students to find jobs in the pharmacy industry sector.

3. This program reduces equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups. Through the partnership of the Boys and Girls Club of America and the Department of Veterans Affairs VITAL Program, students will have extra resources and support to help them succeed both in and outside of the classroom. This collaboration is the first in the nation and we believe is the model that will truly serve underrepresented student groups.
4. This program decreases the average number of units accumulated by students earning an associate degree in Pharmacy Technology. The revised ASHP/ACPE Accredited Advanced Pharmacy Technician Training Program is 40 units instead of 52 units. Students who elect to obtain an AS degree in Pharmacy Technology will only need to take their remaining GE requirements. This reduction of units-to-degree will help more students reach their educational goals sooner and at a lower cost.

**Item 5. Enrollment and Completer Projections**

24 students are enrolled in first cohort and we anticipate 24 to successfully complete the program. The realistic projected program completion goal is 80% (19 students). Since this is a cohort-based program, enrollment will be strictly dependent on regional high school districts offering this program to their students. The goal is to expand this program to surrounding high school regions; for example, San Jose, East Bay, etc. Completion figures will also be dependent on regional Boys and Girls Club and VA support.

After 5 years, an increase in the number of regions that offer this cohort program will increase the number of total enrolled students by a factor of 24. For example, if there are two cohorts per year (Redwood City and San Jose school districts), we will have 48 enrolled students.

|          |                            | Year 1          |                   | Year 2          |                   |
|----------|----------------------------|-----------------|-------------------|-----------------|-------------------|
| Course # | Course Title               | Annual Sections | Annual Enrollment | Annual Sections | Annual Enrollment |
| AHS 51   | Health Careers Exploration | 1               | 29                | 1               | 34                |
| PHT 101  | Pharmacy Careers A         | N/A             | N/A               | N/A             | N/A               |
| PHT 102  | Pharmacy Careers B         | N/A             | N/A               | N/A             | N/A               |
| PHT 103  | Pharmacy Careers C         | N/A             | N/A               | N/A             | N/A               |

**Item 6. Place of Program in Curriculum/Similar Programs**

Foothill College does not currently have a CTE stackable Pharmacy pathway program with training beginning from high school. This new program allows high school students to simultaneously obtain high school elective units and a certificate. Upon completion, they can choose to either directly enter the pharmacy workforce as a Pharmacy Assistant (Aide/Clerk) or continue their education with 6 additional units of course work (including 130 hours of externship) to obtain the Certificate of Achievement in Basic Pharmacy Technician\* (stackable certificate). Students are eligible to register with the California Board of Pharmacy for a license to practice as a Pharmacy Technician. After working for an additional 370 hours as a Pharmacy Technician, they qualify to take the National Pharmacy Technician Certification Exam (PTCE) and become a Certified Pharmacy Technician.

*\*students must be 18 years old to complete externship and California Board of Pharmacy licensing requirements.*

Students can continue on the pathway to complete Foothill College's Advanced Pharmacy Technician training program and take additional GE courses to obtain an Associate in Science Degree in Pharmacy Technology. Finally, if students wish to become a Pharmacist, they can take all required pharmacy school prerequisites offered at Foothill College without having to attend a 4-year college/university. There are no other programs at Foothill College with a pathway beginning in high school that provide students numerous career and education opportunities within the pharmacy/health care profession.

The Complete Pharmacy Careers CTE Pathway:

Pharmacy Assistant (Aide/Clerk) ⇒ Basic or Entry Level Pharmacy Technician ⇒ Certified Pharmacy Technician ⇒ Advanced Level Pharmacy Technician ⇒ AS Degree in Pharmacy Technology ⇒ PharmD (Doctor of Pharmacy)

**Item 7. Similar Programs at Other Colleges in Service Area**

To our knowledge, there are no similar programs already being offered in Foothill's service area. There are currently no dual enrollment Pharmacy Assistant (Aide/Clerk) programs with stackable certificates in Foothill's service area.

**Additional Information Required for State Submission:**

**TOP Code:** 1221.00 - Pharmacy Technology

**Annual Completers:** Anticipate 24 students the first year, with the goal to increase the number of cohorts offered at various high school regions. An increase in the number of regions that offer this cohort program will increase the number of enrolled students by a factor of 24. For example, if there are 2 cohorts per year (Redwood City and San Jose), we will have 48 enrolled students, etc.

**Net Annual Labor Demand:** 939

**Faculty Workload:** PT course load is 0.305

**New Faculty Positions:** 1 part-time instructor

**New Equipment:** Textbooks (one-time expense as textbooks are loaned), materials, supplies, consumable workbooks for 24 students = \$5000

**New/Remodeled Facilities:** \$0.00 (dual enrollment off-site at Boys & Girls Club of the Peninsula)

**Library Acquisitions:** \$0.00

**Gainful Employment:** Yes

**Program Review Date:** Pharmacy Technology Comprehensive Program Review in Academic Year 2019-2020 (submitted December 2019; because of COVID-19 Shelter in Place, the college will finalize CPR results and findings in Fall 2020)

**Distance Education:** 0%

# Pharmacy Aide Occupations Labor Market Information Report Foothill College

Prepared by the San Francisco Bay Center of Excellence  
for Labor Market Research  
June 2020

## Recommendation

Based on all available data, there appears to be an **undersupply** of Pharmacy Aide workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara County). There is a projected annual gap of about 778 students in the Bay region and 161 students in the Silicon Valley Sub-Region.

This report also provides student outcomes data on employment and earnings for programs on TOP 1221.00-Pharmacy Technology in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

## Introduction

This report profiles Pharmacy Aide Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a proposed new program at Foothill College.

- Pharmacy Aides (SOC 31-9095):** Record drugs delivered to the pharmacy, store incoming merchandise, and inform the supervisor of stock needs. May operate cash register and accept prescriptions for filling.  
 Entry-Level Educational Requirement: High school *diploma or equivalent*  
 Training Requirement: Short-term *on-the-job training*  
 Percentage of Community College Award Holders or Some Postsecondary Coursework: 45%
- Pharmacy Technicians (SOC 29-2052):** Prepare medications under the direction of a pharmacist. May measure, mix, count out, label, and record amounts and dosages of medications according to prescription orders.  
 Entry-Level Educational Requirement: High school *diploma or equivalent*  
 Training Requirement: Moderate-term *on-the-job training*  
 Percentage of Community College Award Holders or Some Postsecondary Coursework: 56%

## Occupational Demand

**Table 1. Employment Outlook for Pharmacy Aide Occupations in Bay Region**

| Occupation           | 2019 Jobs    | 2024 Jobs     | 5-Yr Change | 5-Yr % Change | 5-Yr Openings | Average Annual Openings | 25% Hourly Wage | Median Hourly Wage |
|----------------------|--------------|---------------|-------------|---------------|---------------|-------------------------|-----------------|--------------------|
| Pharmacy Aides       | 1,945        | 1,820         | -125        | -6%           | 1,201         | 240                     | \$13.39         | \$17.20            |
| Pharmacy Technicians | 8,026        | 8,409         | 383         | 5%            | 3,714         | 743                     | \$17.43         | \$21.81            |
| <b>TOTAL</b>         | <b>9,971</b> | <b>10,229</b> | <b>259</b>  | <b>3%</b>     | <b>4,915</b>  | <b>983</b>              | <b>\$16.64</b>  | <b>\$20.91</b>     |

Source: EMSI 2020.1

**Bay Region** includes Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

**Table 2. Employment Outlook for Pharmacy Aide Occupations in Silicon Valley Sub-Region**

| Occupation           | 2019 Jobs    | 2024 Jobs    | 5-Yr Change | 5-Yr % Change | 5-Yr Openings | Average Annual Openings | 25% Hourly Wage | Median Hourly Wage |
|----------------------|--------------|--------------|-------------|---------------|---------------|-------------------------|-----------------|--------------------|
| Pharmacy Aides       | 354          | 316          | -37         | -11%          | 214           | 43                      | \$12.40         | \$14.13            |
| Pharmacy Technicians | 1,931        | 1,977        | 46          | 2%            | 836           | 167                     | \$15.03         | \$18.76            |
| <b>TOTAL</b>         | <b>2,285</b> | <b>2,294</b> | <b>9</b>    | <b>0%</b>     | <b>1,049</b>  | <b>210</b>              | <b>\$14.63</b>  | <b>\$18.04</b>     |

Source: EMSI 2020.1

Silicon Valley Sub-Region includes Santa Clara County

**Job Postings in Bay Region and Silicon Valley Sub-Region****Table 3. Number of Job Postings by Occupation for latest 12 months (June 2019 - May 2020)**

| Occupation           | Bay Region   | Silicon Valley |
|----------------------|--------------|----------------|
| Pharmacy Technicians | 3,256        | 565            |
| Pharmacy Aides       | 348          | 72             |
| <b>TOTAL</b>         | <b>3,604</b> | <b>637</b>     |

Source: Burning Glass

**Table 4a. Top Job Titles for Pharmacy Aide Occupations for latest 12 months (June 2019 - May 2020) Bay Region**

| Common Title                     | Bay   | Common Title                                  | Bay |
|----------------------------------|-------|---|-----|
| Pharmacy Technician              | 2,919 | Technician                                    | 3   |
| Certified Pharmacy Technician    | 261   | Pharmacy Support Clerk                        | 3   |
| Pharmacy Cashier                 | 163   | Pharmacy Clerk, Delivery                      | 3   |
| Pharmacy Clerk                   | 85    | Pharmacy Clerk, Bilingual, Cantonese          | 3   |
| Pharmacist                       | 39    | Pet Technician, Accommodation/Hotels Industry | 3   |
| Pharmacy Assistant               | 31    | Coordinator, Order Entry                      | 3   |
| Data Entry Technician            | 19    | Pt Pharmacy Technology Instructor             | 2   |
| Prototyper IV                    | 5     | Production Technician                         | 2   |
| Project Technical Lead, Pharmacy | 5     | Pharmacy Technology Instructor                | 2   |
| Entry Pharmacy Clerk             | 5     | Pharmacy Clerk, Spanish, Public Speaking      | 2   |
| Retail Clerk                     | 4     | Pharmacy Clerk, Mill                          | 2   |
| Pharmacy Coordinator             | 4     | Medication Coordinator                        | 2   |
| Glassware Technician             | 4     | Laboratory Glassware                          | 2   |
| Veterinary Technician            | 3     | Food Pharmacy Coordinator                     | 2   |

**Table 4b. Top Job Titles for Pharmacy Aide Occupations for latest 12 months (June 2019 - May 2020) Silicon Valley Sub-Region**

| Common Title                  | Silicon Valley | Common Title   | Silicon Valley |
|-------------------------------|----------------|--|----------------|
| Pharmacy Technician           | 498            | Pt Pharmacy Technology Instructor                                      | 2              |
| Certified Pharmacy Technician | 56             | Pharmacy Clerk, Spanish, Public Speaking                               | 2              |
| Pharmacy Cashier              | 42             | Laboratory Glassware   | 2              |
| Pharmacist                    | 11             | Order Entry Coordinator, Entry   | 1              |
| Pharmacy Clerk                | 9              | Order Entry Coordinator  | 1              |
| Pharmacy Assistant            | 7              | Department Pharmacy Clerk, Veterinary, Outpatient, Healthcare Industry | 1              |
| Pharmacy Coordinator          | 4              | Customer Service Technician  | 1              |

Source: Burning Glass

## Industry Concentration

**Table 5. Industries hiring Pharmacy Aide Workers in Bay Region**

| Industry – 6 Digit NAICS (No. American Industry Classification) Codes | Jobs in Industry (2019) | Jobs in Industry (2022) | % Change (2019-24) | % Occupation Group in Industry (2019) |
|---|-------------------------|-------------------------|--------------------|---------------------------------------|
| Pharmacies and Drug Stores (446110)                                   | 4,602                   | 4,850                   | 5%                 | 49%                                   |
| General Medical and Surgical Hospitals (622110)                       | 859                     | 969                     | 13%                | 10%                                   |
| Supermarkets and Other Grocery (except Convenience) Stores (445110)   | 867                     | 879                     | 1%                 | 9%                                    |
| HMO Medical Centers (621491)  | 245                     | 443                     | 81%                | 4%                                    |
| Electronic Shopping and Mail-Order Houses (454110)                    | 239                     | 430                     | 80%                | 4%                                    |
| Hospitals (Local Government) (903622)                                 | 297                     | 361                     | 22%                | 4%                                    |
| Warehouse Clubs and Supercenters (452311)                             | 340                     | 267                     | -21%               | 3%                                    |
| Department Stores (452210)  | 388                     | 223                     | -43%               | 2%                                    |
| Drugs and Druggists' Sundries Merchant Wholesalers (424210)           | 58                      | 127                     | 119%               | 1%                                    |
| Hospitals (State Government) (902622)                                 | 33                      | 109                     | 230%               | 1%                                    |
| Offices of Physicians (except Mental Health Specialists) (621111)     | 152                     | 107                     | -30%               | 1%                                    |

Source: EMSI 2020.1

**Table 6. Top Employers Posting Pharmacy Aide Occupations in Bay Region and Silicon Valley Sub-Region (June 2019 - May 2020)**

| Employer                               | Bay | Employer                        | Bay | Employer                          | Silicon Valley |
|--|-----|---------------------------------|-----|-----------------------------------|----------------|
| CVS Health                             | 477 | Pharmaca Integrative Pharmacy   | 19  | Walgreens Boots Alliance Inc      | 97             |
| Walgreens Boots Alliance Inc           | 401 | Raley Family Of Fine Stores     | 17  | CVS Health                        | 76             |
| Rite Aid Corporation                   | 176 | Postmeds Inc                    | 15  | Lucile Packard Childrens Hospital | 42             |
| Kaiser Permanente                      | 148 | Pharmacy Technician             | 15  | Stanford Health Care              | 26             |
| Rx Relief                              | 78  | Asereth Medical Services        | 15  | Rite Aid Corporation              | 22             |
| Soliant                                | 60  | Cardinal Health, Inc.           | 14  | Kaiser Permanente                 | 16             |
| Walmart / Sam's                        | 59  | Northbay Healthcare Group       | 13  | Soliant                           | 13             |
| Sutter Health                          | 55  | El Camino Health                | 13  | El Camino Health                  | 13             |
| The Save Mart Companies                | 47  | Albertsons                      | 13  | The Save Mart Companies           | 10             |
| Lucile Packard Childrens Hospital      | 46  | Safeway Incorporated            | 12  | Hospital Corporation of America   | 10             |
| Sutter Health Sacramento Sierra Region | 38  | Dignity Health                  | 12  | Calaveras Pharmacy                | 10             |
| Pharmaca                               | 38  | UC San Diego                    | 11  | Regional Medical Center San Jose  | 9              |
| Sutter Medical Center                  | 32  | Raleys                          | 11  | El Camino Hospital                | 9              |
| UC San Francisco Medical Center        | 30  | Alta Bates Summit               | 11  | Department of Veterans Affairs    | 8              |
| Stanford Health Care                   | 29  | Raley's Supermarkets            | 10  | Walmart / Sam's                   | 7              |
| Department of Veterans Affairs         | 26  | Pharmerica                      | 10  | Good Samaritan Hospital           | 6              |
| University California                  | 22  | Hospital Corporation of America | 10  | Costco                            | 5              |

Source: Burning Glass

## Educational Supply

There are three (3) community colleges in the Bay Region issuing 73 awards on average annually (last 3 years ending 2018-19) on TOP 1221.00-Pharmacy Technology. **There is one college (Foothill College) in the Silicon Valley Sub-Region issuing 33 awards on average annually (last 3 years) on this TOP code.**

There are six (6) Other Educational Institutions in the Bay Region issuing 131 awards on average annually (last 3 years ending 2016-17) on TOP 1221.00-Pharmacy Technology. There is one Other Educational Institution issuing 16 awards on average annually (last 3 years) on this TOP code.

**Table 7a. Awards on TOP 1221.00-Pharmacy Technology in Bay Region**

| College                                | Sub-Region     | Associates | Certificate<br>Low Unit | Total     |
|--|----------------|------------|-------------------------|-----------|
| Foothill                               | Silicon Valley | 15         | 18                      | 33        |
| San Francisco                          | Mid-Peninsula  |            | 19                      | 19        |
| Santa Rosa                             | North Bay      | 6          | 15                      | 21        |
| <b>Total Bay Region</b>                |                | <b>21</b>  | <b>52</b>               | <b>73</b> |
| <b>Total Silicon Valley Sub-Region</b> |                | <b>15</b>  | <b>18</b>               | <b>33</b> |

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

**Table 7b. Other Educational Institutions Awards on TOP 1221.00-Pharmacy Technology in Bay Region**

| College                                | Sub-Region     | Award < 1<br>academic yr | Award 1<br>< 2<br>academic<br>yrs | Award 2<br>< 4<br>academic<br>yrs | Total      |
|--|----------------|--------------------------|-----------------------------------|-----------------------------------|------------|
| Bay Area Medical Academy               | Mid-Peninsula  |                          |                                   | 11                                | 11         |
| Carrington College-Pleasant Hill       | East Bay       | 17                       | 5                                 |                                   | 22         |
| Carrington College-San Jose            | Silicon Valley | 11                       | 5                                 |                                   | 16         |
| Carrington College-San Leandro         | East Bay       | 11                       | 4                                 |                                   | 15         |
| InterCoast Colleges-Fairfield          | North Bay      |                          |                                   | 15                                | 15         |
| Unitek College                         | East Bay       |                          | 52                                |                                   | 52         |
| <b>Total Bay Region</b>                |                | <b>39</b>                | <b>66</b>                         | <b>26</b>                         | <b>131</b> |
| <b>Total Silicon Valley Sub-Region</b> |                | <b>11</b>                | <b>5</b>                          |                                   | <b>16</b>  |

Source: Data Mart

Note: The annual average for awards is 2014-15 to 2016-17.

## Gap Analysis

Based on the data included in this report, **there is a labor market gap in the Bay region with 983 annual openings for the Pharmacy Aide occupational cluster and 205 annual (3-year average) awards for an annual undersupply of 778 students.** In the Silicon Valley Sub-Region, there is **also a gap with 210 annual openings and 49 annual (3-year average) awards for an annual undersupply of 161 students.**

## Student Outcomes

**Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1221.00-Pharmacy Technology**

| 2015-16   | Bay<br>(All CTE<br>Programs) | Foothill<br>College (All<br>CTE<br>Programs) | State<br>(1221.00) | Bay<br>(1221.00) | Silicon<br>Valley<br>(1221.00) | Foothill<br>College<br>(1221.00) |
|---|------------------------------|--|--------------------|------------------|--------------------------------|----------------------------------|
| % Employed Four Quarters After Exit               | 74%                          | 77%  | 74%                | 80%              | 82%                            | 82%                              |
| Median Quarterly Earnings Two Quarters After Exit | \$10,550                     | \$15,310                                     | \$6,828            | \$8,712          | \$8,167                        | \$8,167                          |
| Median % Change in Earnings                       | 46%                          | 82%  | 97%                | 95%              | 109%                           | 109%                             |
| % of Students Earning a Living Wage               | 63%                          | 76%  | 38%                | 51%              | 56%                            | 56%                              |

Source: Launchboard Pipeline (version available on 6/12/20)

## Skills, Certifications and Education

**Table 9. Top Skills for Pharmacy Aide Occupations in Bay Region (June 2019 - May 2020)**

| Skill                         | Postings | Skill   | Postings | Skill                          | Postings |
|-------------------------------|----------|---|----------|--------------------------------|----------|
| Customer Service              | 1,378    | Cash Handling   | 351      | Patient Privacy                | 148      |
| Retail Industry Knowledge     | 1,371    | Legal Compliance  | 328      | Occupational Health and Safety | 146      |
| Pharmacist Assistance         | 1,033    | Data Entry  | 304      | Medical Terminology            | 141      |
| Prescription Filling          | 837      | Calculation   | 302      | Cleaning                       | 140      |
| Quality Assurance and Control | 555      | Packaging   | 267      | Medication Distribution        | 138      |
| Customer Contact              | 536      | Aseptic Technique   | 212      | Order Entry                    | 136      |
| Product Location              | 514      | Health Insurance Portability and Accountability Act (HIPAA) | 206      | IV Admixture                   | 135      |
| Scheduling                    | 474      | Pharmaceutical Services                                     | 206      | Pharmaceutical Preparation     | 121      |
| Transcription                 | 442      | Patient Contact   | 182      | Prepare Compounds and Reagents | 118      |
| Insurance Knowledge           | 424      | Processing Item Returns                                     | 180      | Hospital Experience            | 115      |
| Inventory Management          | 416      | Refunds Exchanges and Adjustments                           | 180      | Cancer knowledge               | 113      |
| Inventory Control             | 404      | Prescription Label Creation                                 | 177      | Medication Inventory           | 113      |
| Clerical Duties               | 389      | Patient Care  | 171      | Record Keeping                 | 111      |
| Customer Billing              | 381      | Interaction with Patients / Medical Personnel               | 168      | Procurement                    | 110      |
| Staff Management              | 379      | Patient Safety  | 151      | Long-Term Care                 | 109      |

Source: Burning Glass

**Table 10. Certifications for Pharmacy Aide Occupations in Bay Region (June 2019 - May 2020)**

Note: 47% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

| Certification  | Postings | Certification                                      | Postings |
|--|----------|--|----------|
| Pharmacy Technician Certification Board (PTCB)           | 1,087    | Pharmacy Technology                                | 6        |
| Certified Pharmacy Technician                            | 1,058    | Lean Certification                                 | 6        |
| Ca License   | 107      | American Heart Association Certification           | 5        |
| Pharmacy Intern License                                  | 71       | Environmental Protection Agency Certification      | 3        |
| Driver's License   | 52       | Advanced Cardiac Life Support (ACLS) Certification | 3        |
| American Council of Pharmaceutical Education (ACPE)      | 40       | Certified Teacher                                  | 2        |
| First Aid Cpr Aed  | 34       | CDL Class A  | 2        |
| Security Clearance                                       | 29       | Automation Certification                           | 2        |
| Basic Life Saving (BLS)                                  | 26       | Project Management Certification                   | 1        |
| IV (Intravenous) Certification                           | 23       | English Certification                              | 1        |
| Basic Cardiac Life Support Certification                 | 13       | Certified Veterinary Technician                    | 1        |
| Acquired Immune Deficiency Syndrome (AIDS) Certification | 7        | Certified Surgical Technologist                    | 1        |

Source: Burning Glass

### Table 11. Education Requirements for Pharmacy Aide Occupations in Bay Region

Note: 56% of records have been excluded because they do not include a degree level. As a result, the chart below may not be representative of the full sample.

| Education (minimum advertised)     | Latest 12 Mos. Postings | Percent 12 Mos. Postings |
|------------------------------------|-------------------------|--------------------------|
| High school or vocational training | 1,538                   | 97%                      |
| Associate Degree                   | 55                      | 3%                       |
| Bachelor's Degree or Higher        | 0                       | 0%                       |

Source: Burning Glass

### Methodology

Occupations for this report were identified by use of skills listed in O\*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCCCO Data Mart.

### Sources

O\*Net Online  
Labor Insight/Jobs (Burning Glass)  
Economic Modeling Specialists International (EMSI)  
CTE LaunchBoard [www.calpassplus.org/Launchboard/](http://www.calpassplus.org/Launchboard/)  
Statewide CTE Outcomes Survey  
Employment Development Department Unemployment Insurance Dataset  
Living Insight Center for Community Economic Development  
Chancellor's Office MIS system

### Contacts

For more information, please contact:

- Doreen O'Donovan, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), [doreen@baccc.net](mailto:doreen@baccc.net) or (831) 479-6481
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, [jcarrese@ccsf.edu](mailto:jcarrese@ccsf.edu) or (415) 267-6544

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**FOOTHILL COLLEGE**  
**Temporary Program Creation Process**  
**Feedback Form for New Programs**

Until the new permanent program creation process has been determined, as part of the temporary program creation process this form shall be used by a department to gather feedback on a new program from key governance committees on campus. A complete program narrative and supporting documentation must be submitted to the groups listed below (simultaneous submission is recommended). Each committee will provide initial feedback via email within two weeks but might also provide additional feedback after their monthly meetings.

After a two-week period, regardless of whether feedback has been received from the three committees, the Division Curriculum Committee may consider the new program for approval. Following Division CC approval, please forward this completed form to the Office of Instruction.

**Faculty Author(s):** Angela Su  
**Division:** STEM-Biological and Health Sciences

**Program Title:** Pharmacy Assistant (Aide/Clerk)  
**Program Units:** 13.5 units

**Workforce/CTE Program (Y/N):** Yes  
*Please note that Workforce/CTE status is dependent on the TOP Code assigned to the program.*

**Type of Award:**

- |  |   |
|--|---|
| <input type="checkbox"/> Non-transcriptable credit certificate | <input type="checkbox"/> AA/AS Degree (local)   |
| <input checked="" type="checkbox"/> Certificate of Achievement | <input type="checkbox"/> AA-T/AS-T Degree (ADT) |
| <input type="checkbox"/> Noncredit certificate                 |   |

|  |
|--|
| <b>EQUITY &amp; EDUCATION</b><br><a href="https://foothill.edu/gov/equity-and-education/">https://foothill.edu/gov/equity-and-education/</a>   |
| <b>Date of meeting:</b> 10/16/20   |
| <b>Comments:</b><br><i>Questions from the E&amp;E committee related to both this certificate and the Basic Pharmacy Technician certificate stimulated helpful conversation. The questions and responses are included on the Feedback Form for the Certificate of Achievement in Basic Pharmacy Technician.</i> |

|  |
|--|
| <b>REVENUE &amp; RESOURCES</b><br><a href="https://foothill.edu/gov/revenue-and-resources/">https://foothill.edu/gov/revenue-and-resources/</a>  |
| <b>Date of meeting:</b> 10/9/20  |
| <b>Comments:</b><br>The Pharm Tech dual enrollment pathways were well thought out and will benefit the students who will not have to pay for course registration fees but the college will collect apportionment from the registered students. In addition additional points using the Governor's new funding formula will be given for the stackable certificates. If possible, find ways to secure grants or matching funds for the supplies and part-time faculty load. |

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|   |
|---|
| <b>ADVISORY COUNCIL</b><br><a href="https://foothill.edu/gov/council/">https://foothill.edu/gov/council/</a>        |
| <b>Date of meeting:</b>   |
| <b>Comments:</b><br><i>Program was submitted to the Advisory Council on 9/29/20. No response has been received.</i> |

**Division Curriculum Committee Approval Date:** 10/28/2020

**Division CC Representative:** Lisa Schultheis

**Foothill College**  
**Credit Program Narrative**  
**Certificate of Achievement in Air Conditioning Mechanic**

**Item 1. Program Goals and Objectives**

The Air Conditioning Mechanic program is offered in partnership with Sheet Metal Local 104 and Bay Area Training Fund. The program goals and objectives are to provide students on-the-job training and in-class instruction in the service sector of the sheet metal and heating, ventilating and air conditioning (HVAC) industry. The students will learn how to perform scheduled maintenance, troubleshoot and repair the HVAC systems used in commercial buildings.

Program Learning Outcomes:

- Students will be able to achieve EPA 608 and OSHA 30 Certifications.
- Students will be able to understand the different types, properties, and application of refrigerants.
- Students will be able to demonstrate the ability to measure, cut, bend, and make various types of tubing and piping connections.
- Students will be able to demonstrate the safe use of soldering and brazing equipment.
- Students will be able to explain functions of special components: filter driers, sight glass, suction line accumulator, liquid line receiver, hot gas bypass, ambient controls.
- Students will be able to explain the application and operational sequence of electric and gas heating.
- Students will be able to understand the different types of heat sources for hydronic heating (water, steam, geothermal/waste heat, solar).
- Students will be able to perform start-up, diagnosis, repair, and maintenance of cooling towers and pumps.
- Students will be able to demonstrate an understanding of green construction and energy conservation as it applies to the HVAC industry in California.
- Students will be able to explain the LEED rating system, and how it involves HVAC maintenance over the life of the building.

**Item 2. Catalog Description**

The Air Conditioning Mechanic program is offered in partnership with Sheet Metal Local 104 and Bay Area Training Fund. This 5-year apprenticeship program provides students with in-class instruction and paid on-the-job training with a sheet metal contractor, in the service sector of the sheet metal and heating, ventilating and air conditioning (HVAC) industry. The students will perform scheduled maintenance and troubleshoot system problems while dealing directly with a variety of customers. The students utilize understanding of refrigerant, electronic and pneumatic controls, filtration and duct systems to maintain safe and efficient system performance. Mechanics use test equipment to verify conditions, research manufacturer's data, and then adjust, repair and replace components as needed. Sheet Metal Air Conditioning Service Mechanics work on residential, light commercial and more often, complex commercial systems. Upgrade training is common in this occupation as more advanced and "greener" equipment is produced.

Per California Code of Regulations, this program is limited to students admitted to the Sheet Metal Local 104 & Bay Area Industry Training Fund's Air Conditioning Mechanic Program.

Upon completion of the program, students will be eligible to receive a Certificate of Achievement in Air Conditioning Mechanic from Foothill College and an Apprenticeship Completion Certificate from the California Division of Apprenticeship Standards (DAS). The graduates will be employable as HVAC Service Technician/Mechanic; HVAC Service Manager; HVAC Contractor; NATE Certified Air Conditioning Mechanic; Test, Adjust & Balancing Technician; Building Inspector; foreman; estimator/detailer; contractor; instructor; project manager and other related occupations.

### **Item 3. Program Requirements**

| <b>Requirements</b>        | <b>Course #</b>   | <b>Title</b>                                      | <b>Units</b>   | <b>Sequence</b> |
|----------------------------|---|---|----------------|-----------------|
| Core Courses<br>(69 units) | APSM 122  | SMQ-22 Codes & Standards                          | 3              | Year 4, Spring  |
|                            | APSM 151A   | Service Introduction & Safety                     | 2.5            | Year 1, Fall    |
|                            | APSM 151B   | Essential HVAC Service Skills                     | 2.5            | Year 1, Winter  |
|                            | APSM 151C   | Heat, Matter & Energy in HVAC Systems             | 2.5            | Year 1, Fall    |
|                            | APSM 152A   | Piping, Refrigerant Evacuation & Recovery         | 1.5            | Year 1, Spring  |
|                            | APSM 152B   | Charging Refrigerant Systems                      | 2              | Year 2, Winter  |
|                            | APSM 152C   | Introduction to Electricity                       | 2.5            | Year 1, Spring  |
|                            | APSM 153B   | Electric Motors & Motor Controls in HVAC Systems  | 2.5            | Year 2, Fall    |
|                            | APSM 154A   | Refrigeration in Air Conditioning                 | 2              | Year 2, Winter  |
|                            | APSM 154B   | Gas & Electric Heating                            | 2              | Year 2, Spring  |
|                            | APSM 154C   | Hydronic Heating                                  | 2              | Year 2, Spring  |
|                            | APSM 155A   | Sheet Metal Fabrication                           | 1.5            | Year 2, Fall    |
|                            | APSM 156A   | Heat Pump Efficient Operation & Service           | 2.5            | Year 3, Fall    |
|                            | APSM 156B   | Cooling Towers, Pumps & Piping                    | 2.5            | Year 3, Winter  |
|                            | APSM 156C   | Chilled Water HVAC Systems & Components           | 2.5            | Year 3, Winter  |
|                            | APSM 157A   | Plans & Specifications for the Service Technician | 2.5            | Year 3, Fall    |
|                            | APSM 157B   | HVAC Energy Codes & Standards                     | 2.5            | Year 4, Winter  |
|                            | APSM 158A   | Introduction to Direct Digital HVAC Controls      | 2              | Year 5, Fall    |
|                            | APSM 158C   | Inverter, VRF & Heat Recovery Technology          | 2.5            | Year 3, Spring  |
|                            | APSM 159B   | Airflow & Psychrometrics for TAB                  | 2.5            | Year 1, Winter  |
| APSM 172B                  | Proportional Balancing                                  | 2   | Year 3, Spring |                 |
| APSM 173B                  | Temperature Measurements, Duct Systems & Basic Controls | 2.5   | Year 4, Fall   |                 |

|  |           |   |     |                |
|--|-----------|---|-----|----------------|
|  | APSM 173C | HVAC Fans, Fan Laws & V-Belt Drives                     | 2.5 | Year 4, Fall   |
|  | APSM 174A | Hydronic Systems, Pumps & Hydronic Balancing            | 2.5 | Year 4, Winter |
|  | ASPM 175B | DDC Controls & Programs                                 | 2   | Year 5, Fall   |
|  | APSM 177A | Title 24 Mechanical Acceptance Testing                  | 2.5 | Year 4, Spring |
|  | APSM 177B | Advanced DDC Controls/<br>Commissioning of HVAC Systems | 2   | Year 5, Winter |
|  | APSM 177C | Energy Auditing   | 2.5 | Year 5, Spring |
|  | APSM 178A | Indoor Air Quality                                      | 2   | Year 5, Spring |
|  | APSM 178C | Foreman Training/Project Management for HVAC            | 2.5 | Year 5, Winter |

**TOTAL UNITS: 69 units**

**Proposed Sequence:**

|                      |                      |
|----------------------|----------------------|
| Year 1, Fall = 5     | Year 2, Fall = 4     |
| Year 1, Winter = 5   | Year 2, Winter = 4   |
| Year 1, Spring = 4   | Year 2, Spring = 4   |
| Year 3, Fall = 5     | Year 4, Fall = 5     |
| Year 3, Winter = 5   | Year 4, Winter = 5   |
| Year 3, Spring = 4.5 | Year 4, Spring = 5.5 |
| Year 5, Fall = 4     |                      |
| Year 5, Winter = 4.5 |                      |
| Year 5, Spring = 4.5 |                      |

**TOTAL UNITS: 69 units**

**Item 4. Master Planning**

The Certificate of Achievement in Air Conditioning Mechanic aligns with the Foothill College Mission statement well. As part of a state registered apprenticeship program, it provides high level technical training to diverse students with different socio-economic backgrounds. It serves the students who live in the Santa Clara, Alameda, Contra Costa, SF, San Mateo, Monterey, and San Benito counties, and it provides on-the-job training with local employers. The program provides students with livable wages and health benefits for them and their families in the most prosperous state.

**Item 5. Enrollment and Completer Projections**

Currently, there are 110 students enrolled in the Air Conditioning Mechanic program. The retention rate for this program is between 90 to 95 percent because it also offers employment opportunities. We project to have 12 students graduating in 2020-21 and approximately 60-70 students will graduate by 2025-2026.

| Course #  | Title   | Year 1 (FY 2018-19) |                   | Year 2 (FY 2019-20) |                   |
|-----------|---|---------------------|-------------------|---------------------|-------------------|
|           |   | Annual Sections     | Annual Enrollment | Annual Sections     | Annual Enrollment |
| APSM 122  | SMQ-22 Codes & Standards                                | 9                   | 116               | 6                   | 68                |
| APSM 151A | Service Introduction & Safety                           | 4                   | 25                | 3                   | 15                |
| APSM 151B | Essential HVAC Service Skills                           | 3                   | 8                 | 1                   | 5                 |
| APSM 151C | Heat, Matter & Energy in HVAC Systems                   | 5                   | 25                | 3                   | 22                |
| APSM 152A | Piping, Refrigerant Evacuation & Recovery               | 4                   | 20                | 4                   | 21                |
| APSM 152B | Charging Refrigerant Systems                            | 0                   | 0                 | 0                   | 0                 |
| APSM 152C | Introduction to Electricity                             | 0                   | 0                 | 7                   | 43                |
| APSM 153B | Electric Motors & Motor Controls in HVAC Systems        | 1                   | 15                | 5                   | 26                |
| APSM 154A | Refrigeration in Air Conditioning                       | 3                   | 15                | 5                   | 26                |
| APSM 154B | Gas & Electric Heating                                  | 4                   | 20                | 3                   | 15                |
| APSM 154C | Hydronic Heating  | 0                   | 0                 | 4                   | 19                |
| APSM 155A | Sheet Metal Fabrication                                 | 0                   | 0                 | 7                   | 41                |
| APSM 156A | Heat Pump Efficient Operation & Service                 | 2                   | 6                 | 3                   | 15                |
| APSM 156B | Cooling Towers, Pumps & Piping                          | 1                   | 5                 | 4                   | 16                |
| APSM 156C | Chilled Water HVAC Systems & Components                 | 3                   | 8                 | 4                   | 26                |
| APSM 157A | Plans & Specifications for the Service Technician       | 3                   | 17                | 4                   | 20                |
| APSM 157B | HVAC Energy Codes & Standards                           | 1                   | 10                | 2                   | 19                |
| APSM 158A | Introduction to Direct Digital HVAC Controls            | 0                   | 0                 | 0                   | 0                 |
| APSM 158C | Inverter, VRF & Heat Recovery Technology                | 3                   | 8                 | 1                   | 5                 |
| APSM 159B | Airflow & Psychrometrics For TAB                        | 0                   | 0                 | 2                   | 13                |
| APSM 172B | Proportional Balancing                                  | 6                   | 68                | 2                   | 21                |
| APSM 173B | Temperature Measurements, Duct Systems & Basic Controls | 0                   | 0                 | 1                   | 13                |
| APSM 173C | HVAC Fans, Fan Laws & V-Belt Drives                     | 0                   | 0                 | 2                   | 22                |

|           |  |    |     |    |     |
|-----------|--|----|-----|----|-----|
| APSM 174A | Hydronic Systems, Pumps & Hydronic Balancing         | 1  | 5   | 1  | 13  |
| ASPM 175B | DDC Controls & Programs                              | 1  | 10  | 2  | 15  |
| APSM 177A | Title 24 Mechanical Acceptance Testing               | 11 | 125 | 13 | 171 |
| APSM 177B | Advanced DDC Controls/ Commissioning of HVAC Systems | 1  | 6   | 3  | 28  |
| APSM 177C | Energy Auditing                                      | 1  | 6   | 1  | 6   |
| APSM 178A | Indoor Air Quality                                   | 1  | 6   | 2  | 13  |
| APSM 178C | Foreman Training/Project Management for HVAC         | 1  | 6   | 1  | 6   |

**Item 6. Place of Program in Curriculum/Similar Programs**

The Certificate of Achievement in Air Conditioning Mechanic is an addition to our existing CTE programs and registered apprenticeship programs.

While the Certificate of Achievement in Air Conditioning Mechanic is similar to the existing Air Conditioning and Refrigeration Technology program at Foothill, it differentiates itself in the need to train Sheet Metal workers as Air Conditioning Mechanics and by including Testing and Balancing of HVAC equipment as part of the curriculum. Industry needs require both trades to be trained independently of each other.

**Item 7. Similar Programs at Other Colleges in Service Area**

There are no other programs similar to this one in Foothill's service area and out of the service area because our program is a state registered apprenticeship program.

**Additional Information Required for State Submission:**

**TOP Code:** 0946.00 - Environmental Control Technology (HVAC)

**Annual Completers:** 12-17

**Net Annual Labor Demand:** 908

**Faculty Workload:** 2 full-time and 10 part-time

**New Faculty Positions:** 0

**New Equipment:** 0

**New/Remodeled Facilities:** 0

**Library Acquisitions:** 0

**Gainful Employment:** Yes

**Program Review Date:** December 2023

**Distance Education:** 0%

# Air Conditioning Mechanic Occupations Labor Market Information Report Foothill College

Prepared by the San Francisco Bay Center of Excellence  
for Labor Market Research  
March 2020

## Recommendation

Based on all available data, there appears to be an undersupply of Air Conditioning Mechanic workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara County). There is a projected annual gap of about 908 students in the Bay region and 249 students in the Silicon Valley Sub-Region.

This report also provides student outcomes data on employment and earnings for programs on TOP 09460.00 - Environmental Control Technology in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

## Introduction

This report profiles Air Conditioning Mechanic Occupations in the 12 county Bay region and in the Silicon Valley sub-region for Foothill College.

- **Heating, Air Conditioning, and Refrigeration Mechanics and Installers (SOC 49-9021):** Install or repair heating, central air conditioning, or refrigeration systems, including oil burners, hot-air furnaces, and heating stoves.

Entry-Level Educational Requirement: Postsecondary nondegree award

Training Requirement: Long-term *on-the-job training*

Percentage of Community College Award Holders or Some Postsecondary Coursework: 42%

## Occupational Demand

**Table 1. Employment Outlook for Air Conditioning Mechanic Occupations in Bay Region**

| Occupation  | 2018 Jobs | 2023 Jobs | 5-Yr Change | 5-Yr % Change | 5-Yr Openings | Average Annual Openings | 25% Hourly Wage | Median Hourly Wage |
|---|-----------|-----------|-------------|---------------|---------------|-------------------------|-----------------|--------------------|
| Heating, Air Conditioning, and Refrigeration Mechanics and Installers | 8,012     | 9,046     | 1,034       | 13%           | 5,192         | 1,038                   | \$20.36         | \$27.98            |

Source: EMSI 2019.4

**Bay Region** includes Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

**Table 2. Employment Outlook for Air Conditioning Mechanic Occupations in Silicon Valley Sub-Region**

| Occupation  | 2018 Jobs | 2023 Jobs | 5-Yr Change | 5-Yr % Change | 5-Yr Openings | Average Annual Openings | 25% Hourly Wage | Median Hourly Wage |
|---|-----------|-----------|-------------|---------------|---------------|-------------------------|-----------------|--------------------|
| Heating, Air Conditioning, and Refrigeration Mechanics and Installers | 2,321     | 2,697     | 376         | 16%           | 1,597         | 319                     | \$19.37         | \$30.10            |

Source: EMSI 2019.4

Silicon Valley Sub-Region includes Santa Clara County

**Job Postings in Bay Region and Silicon Valley Sub-Region****Table 3. Number of Job Postings by Occupation for latest 12 months (March 2019 - February 2020)**

| Occupation  | Bay Region   | Silicon Valley |
|---|--------------|----------------|
| Heating and Air Conditioning Mechanics and Installers | 2,164        | 705            |
| Refrigeration Mechanics and Installers                | 209          | 40             |
| <b>TOTAL</b>  | <b>2,373</b> | <b>745</b>     |

Source: Burning Glass

**Table 4a. Top Job Titles for Air Conditioning Mechanic Occupations for latest 12 months (March 2019 - February 2020) Bay Region**

| Common Title                | Bay | Common Title                          | Bay |
|-----------------------------|-----|---------------------------------------|-----|
| Service Technician          | 381 | Journeyman                            | 19  |
| HVAC Technician             | 263 | HVAC Foreman                          | 14  |
| HVAC Installer              | 222 | Lead Installer                        | 13  |
| HVAC Service Technician     | 205 | Entry Level HVAC                      | 13  |
| Refrigeration Technician    | 149 | HVAC Foreman, Commercial              | 12  |
| HVAC Journeyman             | 127 | Residential Installer                 | 11  |
| Mechanic                    | 85  | Dispatcher                            | 11  |
| Technician                  | 65  | HVACR Technician                      | 10  |
| Estimator                   | 65  | HVAC Commercial Foreman               | 10  |
| Appliance Repair Technician | 54  | Senior Technician, General            | 9   |
| Installer                   | 39  | Operations Technician                 | 9   |
| HVAC Mechanic               | 38  | Lead Technician                       | 8   |
| HVAC Project Manager        | 34  | Field Controls Integration Technician | 8   |
| Maintenance Technician      | 23  | Equipment Mechanic                    | 8   |

**Table 4b. Top Job Titles for Air Conditioning Mechanic Occupations for latest 12 months (March 2019 - February 2020) Silicon Valley Sub-Region**

| Common Title                | Silicon Valley | Common Title                  | Silicon Valley |
|-----------------------------|----------------|-------------------------------|----------------|
| Service Technician          | 146            | Residential Installer         | 5              |
| HVAC Technician             | 106            | Project Estimator             | 5              |
| HVAC Service Technician     | 73             | Journeyman                    | 5              |
| HVAC Installer              | 55             | Entry Level HVAC              | 5              |
| HVAC Journeyman             | 39             | Sign - On                     | 4              |
| Technician                  | 33             | Maintenance Technician        | 4              |
| Mechanic                    | 33             | Installer                     | 4              |
| Refrigeration Technician    | 28             | HVAC Technical Support        | 4              |
| Estimator                   | 24             | Utility Technician            | 3              |
| HVAC Mechanic               | 16             | Technician Supervisor         | 3              |
| Appliance Repair Technician | 11             | Plumbing HVAC Project Manager | 3              |
| HVAC Project Manager        | 9              | Lead Technician               | 3              |
| Dispatcher                  | 8              | Lead Installer                | 3              |
| Operations Technician       | 6              | HVACR Technician              | 3              |

Source: Burning Glass

## Industry Concentration

**Table 5. Industries hiring Air Conditioning Mechanic Workers in Bay Region**

| Industry – 6 Digit NAICS (No. American Industry Classification) Codes  | Jobs in Industry (2018) | Jobs in Industry (2022) | % Change (2018-22) | % in Industry (2018) |
|--|-------------------------|-------------------------|--------------------|----------------------|
| Plumbing, Heating, and Air-Conditioning Contractors (238220)   | 5,562                   | 6,451                   | 16%                | 69%                  |
| Residential Remodelers (236118)  | 221                     | 252                     | 14%                | 3%                   |
| Electrical Contractors and Other Wiring Installation Contractors (238210)  | 162                     | 180                     | 11%                | 2%                   |
| Commercial and Industrial Machinery and Equipment (except Automotive and Electronic) Repair and Maintenance (811310) | 100                     | 108                     | 8%                 | 1%                   |
| All Other Specialty Trade Contractors (238990)   | 101                     | 108                     | 7%                 | 1%                   |
| New Single-Family Housing Construction (except For-Sale Builders) (236115)   | 96                      | 97                      | 1%                 | 1%                   |
| Local Government, Excluding Education and Hospitals (903999)   | 92                      | 98                      | 7%                 | 1%                   |

Source: EMSI 2019.4

**Table 6. Top Employers Posting Air Conditioning Mechanic Occupations in Bay Region and Silicon Valley Sub-Region (March 2019 - February 2020)**

| Employer                        | Bay | Employer                        | Bay | Employer                              | Silicon Valley |
|---------------------------------|-----|---------------------------------|-----|---------------------------------------|----------------|
| Blue Mountain Air Inc.          | 239 | Multiband Corporation           | 12  | Blue Mountain Air Inc                 | 60             |
| Sears                           | 148 | Bellows Plumbing Inc            | 12  | Sears                                 | 32             |
| Alliance Residential Company    | 46  | American Technologies Inc       | 12  | Emcor Group                           | 20             |
| Service Champions               | 37  | ABM Industries                  | 12  | Alliance Residential Co               | 18             |
| Emcor Group                     | 37  | Lennox                          | 11  | Service Champions                     | 15             |
| Sunbelt Rentals Incorporated    | 33  | FedEx                           | 11  | Sunbelt Rentals Inc                   | 14             |
| Legacy Air                      | 26  | Cushman & Wakefield             | 11  | Jones Lang Lasalle Inc                | 12             |
| Jones Lang Lasalle Inc          | 26  | Service Experts Llc             | 10  | Cushman & Wakefield                   | 11             |
| Alliance Residential            | 26  | Legacy Air Hvac                 | 10  | Alliance Residential                  | 11             |
| Gulfstream Strategic Placements | 22  | Ais Heating & Air Conditioning  | 10  | Legacy Air                            | 10             |
| General Electric Company        | 22  | Service Experts Inc             | 9   | Gulfstream Strategic Placements       | 10             |
| Semper Solaris                  | 20  | Fidelitone                      | 9   | Ars Rescue Rooter                     | 9              |
| Best Buy                        | 20  | Ars Rescue Rooter               | 9   | American Wheatley Hvac Products       | 9              |
| Johnson Controls Incorporated   | 17  | American Wheatley Hvac Products | 9   | Stanford University                   | 8              |
| Kdc Service & Maintenance       | 16  | University California           | 8   | Jacobs Engineering Group Incorporated | 8              |
| Workyard                        | 13  | Stanford University             | 8   | Semper Solaris                        | 7              |
| United Rentals                  | 12  | Service Experts                 | 8   | Lennox                                | 7              |

Source: Burning Glass

## Educational Supply

There are three (3) community colleges in the Bay Region issuing 130 awards on average annually (last 3 years) on TOP 09460.00 - Environmental Control Technology. There is one college (San Jose City College) in the Silicon Valley Sub-Region issuing 70 awards on average annually (last 3 years) on this TOP code.

**Table 7. Awards on TOP 09460.00 - Environmental Control Technology in Bay Region**

| College                                | Sub-Region     | Associates | Certificate 18+ Units | Certificate Low Unit | Total      |
|--|----------------|------------|-----------------------|----------------------|------------|
| City College of San Francisco          | Mid-Peninsula  |            |                       | 12                   | 12         |
| Laney College                          | East Bay       | 12         | 33                    | 3                    | 48         |
| San Jose City College                  | Silicon Valley | 7          | 63                    |                      | 70         |
| <b>Total Bay Region</b>                |                | <b>19</b>  | <b>96</b>             | <b>15</b>            | <b>130</b> |
| <b>Total Silicon Valley Sub-Region</b> |                | <b>7</b>   | <b>63</b>             | <b>0</b>             | <b>70</b>  |

Source: Data Mart

Note: The annual average for awards is 2015-16 to 2017-18.

## Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 1,038 annual openings for the Air Conditioning Mechanic occupational cluster and 130 annual (3-year average) awards for an annual undersupply of 908 students. In the Silicon Valley Sub-Region, there is also a gap with 319 annual openings and 70 annual (3-year average) awards for an annual undersupply of 249 students.

## Student Outcomes

**Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0946.00 - Environmental Control Technology**

| 2015-16   | Bay (All CTE Programs) | Foothill College (All CTE Programs) | State (0946.00) | Bay (0946.00) | Silicon Valley (0946.00) | Foothill College (0946.00) |
|---|------------------------|-------------------------------------|-----------------|---------------|--------------------------|----------------------------|
| % Employed Four Quarters After Exit               | 74%                    | 77%                                 | 75%             | 75%           | 79%                      | 100%                       |
| Median Quarterly Earnings Two Quarters After Exit | \$10,550               | \$15,301                            | \$10,505        | \$13,526      | \$15,089                 | n/a                        |
| Median % Change in Earnings                       | 46%                    | 82%                                 | 45%             | 54%           | 58%                      | 71%                        |
| % of Students Earning a Living Wage               | 63%                    | 76%                                 | 72%             | 78%           | 72%                      | n/a                        |

Source: Launchboard Pipeline (version available on 3/4/20)

## Skills, Certifications and Education

**Table 9. Top Skills for Air Conditioning Mechanic Occupations in Bay Region (March 2019 - February 2020)**

| Skill                                 | Postings | Skill              | Postings | Skill                       | Postings |
|---------------------------------------|----------|--------------------|----------|-----------------------------|----------|
| HVAC                                  | 2,167    | Sales              | 173      | Project Management          | 111      |
| Repair                                | 1,494    | Carpentry          | 168      | Condensers                  | 110      |
| Plumbing                              | 666      | Budgeting          | 164      | Motor Vehicle Operation     | 107      |
| Customer Service                      | 554      | Customer Contact   | 151      | Wiring Diagrams             | 102      |
| Hand Tools                            | 395      | Drywall            | 140      | System Operation            | 99       |
| Predictive / Preventative Maintenance | 373      | Cleaning           | 137      | Vimeo                       | 92       |
| Ventilation                           | 335      | Brazing            | 134      | Welding                     | 92       |
| Lifting Ability                       | 302      | Product Sales      | 130      | Basic Mathematics           | 91       |
| Power Tools                           | 278      | Painting           | 129      | Estimating                  | 90       |
| Appliance Repair                      | 241      | Schematic Diagrams | 129      | Machinery                   | 87       |
| Boilers                               | 238      | Electrical Systems | 127      | Hazardous Material Handling | 85       |

|                                |     |                  |     |                     |    |
|--------------------------------|-----|------------------|-----|---------------------|----|
| Duct Work                      | 225 | New Construction | 124 | Oil Changes         | 81 |
| Scheduling                     | 221 | Test Equipment   | 117 | Equipment Inventory | 76 |
| Wiring                         | 210 | Roofing          | 113 | Pipe Cutters        | 76 |
| Occupational Health and Safety | 183 | Retrofitting     | 112 | Recruiting          | 75 |

Source: Burning Glass

**Table 10. Certifications for Air Conditioning Mechanic Occupations in Bay Region (March 2019 - February 2020)**

Note: 47% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

| Certification   | Postings | Certification   | Postings |
|---|----------|---|----------|
| Driver's License  | 953      | Commercial Food Equipment Service Association (CFESA) | 14       |
| Environmental Protection Agency Certification               | 355      | Certified A+ Technician                               | 14       |
| EPA CFC/HCFC Certification                                  | 163      | CDL Class C   | 13       |
| North American Technician Excellence (NATE)                 | 70       | Good Conduct  | 11       |
| Occupational Safety and Health Administration Certification | 41       | Hazwoper  | 9        |
| EPA 608   | 40       | CDL Class B   | 9        |
| Automotive Service Excellence (ASE) Certification           | 35       | CompTIA Network+                                      | 8        |
| Air Conditioning (AC) Certification                         | 24       | Contractors License                                   | 6        |
| Forklift Operator Certification                             | 23       | Security Clearance                                    | 5        |
| Certified Pool/Spa Operator                                 | 21       | Engineer in Training Certification                    | 5        |
| Appliance Repair Certificate                                | 21       | Certified Medical Assistant                           | 5        |
| First Aid CPR AED   | 14       | Boiler Operator License                               | 5        |

Source: Burning Glass

**Table 11. Education Requirements for Air Conditioning Mechanic Occupations in Bay Region**

Note: 58% of records have been excluded because they do not include a degree level. As a result, the chart below may not be representative of the full sample.

| Education (minimum advertised)     | Latest 12 Mos. Postings | Percent 12 Mos. Postings |
|------------------------------------|-------------------------|--------------------------|
| High school or vocational training | 951                     | 96%                      |
| Associate Degree                   | 37                      | 4%                       |
| Bachelor's Degree or Higher        | 0                       | 0%                       |

Source: Burning Glass

## Methodology

Occupations for this report were identified by use of skills listed in O\*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCC Data Mart.

## Sources

O\*Net Online  
 Labor Insight/Jobs (Burning Glass)  
 Economic Modeling Specialists International (EMSI)  
 CTE LaunchBoard [www.calpassplus.org/Launchboard/](http://www.calpassplus.org/Launchboard/)  
 Statewide CTE Outcomes Survey  
 Employment Development Department Unemployment Insurance Dataset  
 Living Insight Center for Community Economic Development  
 Chancellor's Office MIS system

## Contacts

For more information, please contact:

- Doreen O'Donovan, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), [doreen@baccc.net](mailto:doreen@baccc.net) or (831) 479-6481
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, [icarrese@ccsf.edu](mailto:icarrese@ccsf.edu) or (415) 267-6544

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**FOOTHILL COLLEGE**  
**Temporary Program Creation Process**  
**Feedback Form for New Programs**

Until the new permanent program creation process has been determined, as part of the temporary program creation process this form shall be used by a department to gather feedback on a new program from key governance committees on campus. A complete program narrative and supporting documentation must be submitted to the groups listed below (simultaneous submission is recommended). Each committee will provide initial feedback via email within two weeks but might also provide additional feedback after their monthly meetings.

After a two-week period, regardless of whether feedback has been received from the three committees, the Division Curriculum Committee may consider the new program for approval. Following Division CC approval, please forward this completed form to the Office of Instruction.

**Faculty Author(s):** Brian Murphy  
**Division:** Apprenticeship

**Program Title:** Air Conditioning Mechanic  
**Program Units:** 69

**Workforce/CTE Program (Y/N):** YES  
*Please note that Workforce/CTE status is dependent on the TOP Code assigned to the program.*

**Type of Award:**

- Non-transcriptable credit certificate                       AA/AS Degree (local)  
 Certificate of Achievement                                       AA-T/AS-T Degree (ADT)  
 Noncredit certificate

|  |
|--|
| <b>EQUITY &amp; EDUCATION</b><br><a href="https://foothill.edu/gov/equity-and-education/">https://foothill.edu/gov/equity-and-education/</a> |
| <b>Date of meeting:</b>  |
| <b>Comments:</b><br><i>Program was submitted to Equity &amp; Education on 10/22/20. No feedback has been received.</i>                       |

|   |
|---|
| <b>REVENUE &amp; RESOURCES</b><br><a href="https://foothill.edu/gov/revenue-and-resources/">https://foothill.edu/gov/revenue-and-resources/</a> |
| <b>Date of meeting:</b> 11/6/20   |
| <b>Comments:</b><br>No questions or comments. Support from the council.   |

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|  |
|--|
| <b>ADVISORY COUNCIL</b><br><a href="https://foothill.edu/gov/council/">https://foothill.edu/gov/council/</a>         |
| <b>Date of meeting:</b>  |
| <b>Comments:</b><br><i>Program was submitted to the Advisory Council on 10/22/20. No feedback has been received.</i> |

**Division Curriculum Committee Approval Date:** September 22, 2020

**Division CC Representative:** Brian Murphy

**Foothill College**  
**Credit Program Narrative**  
**Certificate of Achievement in Test, Adjust and Balancing (TAB) Technician**

**Item 1. Program Goals and Objectives**

Test, Adjust and Balancing (TAB) Technician is a registered apprenticeship program offered in partnership with Sheet Metal Local 104 and Bay Area Training Fund. It provides students with both in-class instruction and paid on-the-job training with the technical aspects of heating, ventilating and air conditioning (HVAC) systems and duct systems for energy efficiency in the construction industry. The program also prepares students to take the Test and Balance Certification from International Certification Board (ICB). The program goals and objectives are to offer a solid career opportunity with livable wages along with retirement and health benefits and provide a highly trained and skilled workforce for students/apprentices in the HVAC industry.

**Program Learning Outcomes:**

- Students will be able to read plans and equipment performance data to determine the system design.
- Students will be able to measure airflow in HVAC systems using various instruments.
- Students will be able to adjust airflow values to achieve specified pressure differentials.
- Students will be able to make adjustment to system component for optimum efficient performance.
- Students will be able to prepare an IAQ report.
- Students will be able to perform room pressure differential readings.
- Students will be able to perform HEPA filter changes to industry standards.

**Item 2. Catalog Description**

Test, Adjust and Balancing (TAB) Technician is a registered apprenticeship program offered in partnership with Sheet Metal Local 104 and Bay Area Training Fund. This 5-year apprenticeship program provides students with 216 hours per year of day or evening class instruction and paid on-the-job training with a sheet metal contractor. This is a "green" construction field that is growing due to the need for indoor air quality and energy efficiency compliance. The type of work performed can range from pressure testing, adjusting and balancing of duct systems for energy efficiency to commissioning and completing documentation of HVAC systems in residential and commercial buildings. The work condition ranges from light physical activity to maneuvering into limited access areas with tools and equipment. Good communication skills are needed to interact with clients. Technicians are held to a code of conduct to assure quality measurements. The program offers a solid career opportunity with livable wages along with retirement and health benefits and provides highly trained and skilled workforce for students/apprentices in the HVAC industry.

Per California Code of Regulations, this program is limited to students admitted to the Sheet Metal Local 104 & Bay Area Industry Training Fund's Test, Adjust, and Balancing (TAB) Technician Program.

Upon completion of the program, students will be eligible to receive a Certificate of Achievement in Test, Adjust and Balancing (TAB) Technician from Foothill College, an Apprenticeship Completion Certificate from the California Division of Apprenticeship Standards (DAS), and a Test and Balance Certification from International Certification Board (ICB). Career opportunities include, but are not limited to: Test, Adjust and Air Balancing technician; TABB certified supervisor; service technician; Leadership in Energy and Environmental Design (LEED) inspector; sheet metal fabricator; compliance tester; entrepreneur; HVAC educator; business agent; and training coordinator.

**Item 3. Program Requirements**

| <b>Requirements</b>        | <b>Course #</b>                        | <b>Title</b>  | <b>Units</b>   | <b>Sequence</b> |
|----------------------------|--|---|----------------|-----------------|
| Core Courses<br>(70 units) | APSM 155B                              | Air Distribution & Efficient Duct Design                                | 2.5            | Year 5, Spring  |
|                            | APSM 157B                              | HVAC Energy Codes & Standards   | 2.5            | Year 5, Fall    |
|                            | APSM 158A                              | Introduction to Direct Digital HVAC Controls                            | 2              | Year 5, Fall    |
|                            | APSM 171A                              | HVAC Trade History & Introduction to Testing, Adjusting & Balancing     | 3              | Year 1, Fall    |
|                            | APSM 171B                              | Basics of Airflow, Heat Energy & Heat Transfer                          | 2.5            | Year 1, Winter  |
|                            | APSM 171C                              | Safety Training for TAB Apprenticeship                                  | 2.5            | Year 1, Fall    |
|                            | APSM 172A                              | Basic HVAC Systems, Psychrometrics, Air Pressures & Measurements of Air | 2.5            | Year 1, Winter  |
|                            | APSM 172B                              | Proportional Balancing  | 2              | Year 1, Spring  |
|                            | APSM 172C                              | Duct Leakage Testing  | 2              | Year 3, Winter  |
|                            | APSM 173A                              | Electrical Fundamentals, Electric Motors & Rotational Measurements      | 2.5            | Year 1, Spring  |
|                            | APSM 173B                              | Temperature Measurements, Duct Systems & Basic Controls                 | 2.5            | Year 2, Fall    |
|                            | APSM 173C                              | HVAC Fans, Fan Laws & V-Belt Drives                                     | 2.5            | Year 2, Fall    |
|                            | APSM 174A                              | Hydronic Systems, Pumps & Hydronic Balancing                            | 2.5            | Year 2, Winter  |
|                            | APSM 174B                              | Balancing Documentation, Cooling Towers & TAB Related Skills            | 2              | Year 2, Winter  |
|                            | APSM 174C                              | Fire Life Safety Level 1  | 2.5            | Year 2, Spring  |
|                            | APSM 175A                              | TABB Technician Certification   | 2              | Year 2, Spring  |
|                            | APSM 175B                              | DDC Controls & Programs   | 2              | Year 3, Spring  |
|                            | APSM 175C                              | Fire Life Safety Level 2  | 2.5            | Year 3, Winter  |
|                            | APSM 176A                              | Plans & Specifications, Codes & Standards                               | 2.5            | Year 3, Fall    |
|                            | APSM 176B                              | Basic Refrigeration & Brazing/Soldering                                 | 2.5            | Year 3, Fall    |
| APSM 176C                  | Clean Rooms & HEPA Filter Testing      | 2   | Year 3, Spring |                 |
| APSM 177A                  | Title 24 Mechanical Acceptance Testing | 2.5   | Year 4, Fall   |                 |

|  |           |   |     |                |
|--|-----------|---|-----|----------------|
|  | APSM 177B | Advanced DDC Controls/Commissioning of HVAC Systems | 2   | Year 4, Fall   |
|  | APSM 177C | Energy Auditing                                     | 2.5 | Year 4, Winter |
|  | APSM 178A | Indoor Air Quality                                  | 2   | Year 4, Winter |
|  | APSM 178B | Green Construction & LEED Certification for HVAC    | 2.5 | Year 4, Spring |
|  | APSM 178C | Foreman Training/Project Management for HVAC        | 2.5 | Year 4, Spring |
|  | APSM 179A | Building & Cascading Pressures/Air Change Testing   | 2   | Year 5, Winter |
|  | APSM 179B | Sound & Vibration in HVAC Systems                   | 2.5 | Year 5, Winter |
|  | APSM 179C | Biological Safety Cabinets/Laboratory Fume Hoods    | 2   | Year 5, Spring |

**TOTAL UNITS: 70 units**

**Proposed Sequence:**

|                      |                      |
|----------------------|----------------------|
| Year 1, Fall = 5.5   | Year 2, Fall = 10    |
| Year 1, Winter = 5   | Year 2, Winter = 4.5 |
| Year 1, Spring = 4.5 | Year 2, Spring = 4.5 |
| Year 3, Fall = 5     | Year 4, Fall = 4.5   |
| Year 3, Winter = 4.5 | Year 4, Winter = 4.5 |
| Year 3, Spring = 4   |                      |
| Year 5, Fall = 4.5   |                      |
| Year 5, Winter = 4.5 |                      |
| Year 5, Spring = 4.5 |                      |

**TOTAL UNITS: 70 units**

**Item 4. Master Planning**

The Certificate of Achievement in Test, Adjust and Balancing (TAB) Technician aligns with the Foothill College Mission statement well. As part of an approved Division of Apprenticeship Standards apprenticeship program, it serves 14 counties in Northern California and provides high level technical training to diverse students with different socio-economic backgrounds and ethnicities. The program provides students with livable wages along with retirement and health benefits for them and their families in the most prosperous state.

**Item 5. Enrollment and Completer Projections**

Currently, there are 80 students enrolled in the program. The retention rate for this program is between 90 to 95 percent because it offers students with employment opportunities. 9 students are projected to graduate in 2020-21. 70 students are project to graduate in 2025-2026.

| Course #  | Title   | Year 1 (FY 2018-19) |                   | Year 2 (FY 2019-20) |                   |
|-----------|---|---------------------|-------------------|---------------------|-------------------|
|           |   | Annual Sections     | Annual Enrollment | Annual Sections     | Annual Enrollment |
| APSM 155B | Air Distribution & Efficient Duct Design                                | 0                   | 0                 | 0                   | 0                 |
| APSM 157B | HVAC Energy Codes & Standards   | 1                   | 10                | 2                   | 20                |
| APSM 158A | Introduction to Direct Digital HVAC Controls                            | 0                   | 0                 | 1                   | 6                 |
| APSM 171A | HVAC Trade History & Introduction to Testing, Adjusting & Balancing     | 1                   | 8                 | 2                   | 13                |
| APSM 171B | Basics of Airflow, Heat Energy & Heat Transfer                          | 1                   | 10                | 1                   | 11                |
| APSM 171C | Safety Training for TAB Apprenticeship                                  | 0                   | 0                 | 3                   | 26                |
| APSM 172A | Basic HVAC Systems, Psychrometrics, Air Pressures & Measurements of Air | 3                   | 42                | 2                   | 21                |
| APSM 172B | Proportional Balancing  | 6                   | 68                | 2                   | 21                |
| APSM 172C | Duct Leakage Testing  | 0                   | 0                 | 0                   | 0                 |
| APSM 173A | Electrical Fundamentals, Electric Motors & Rotational Measurements      | 1                   | 13                | 1                   | 9                 |
| APSM 173B | Temperature Measurements, Duct Systems & Basic Controls                 | 0                   | 0                 | 1                   | 13                |
| APSM 173C | HVAC Fans, Fan Laws & V-Belt Drives                                     | 0                   | 0                 | 2                   | 22                |
| APSM 174A | Hydronic Systems, Pumps & Hydronic Balancing                            | 1                   | 5                 | 1                   | 13                |
| APSM 174B | Balancing Documentation, Cooling Towers & TAB Related Skills            | 1                   | 5                 | 0                   | 0                 |
| APSM 174C | Fire Life Safety Level 1  | 1                   | 5                 | 1                   | 13                |
| APSM 175A | TABB Technician Certification   | 10                  | 130               | 10                  | 130               |
| APSM 175B | DDC Controls & Programs   | 1                   | 10                | 1                   | 13                |
| APSM 175C | Fire Life Safety Level 2  | 1                   | 10                | 1                   | 5                 |
| APSM 176A | Plans & Specifications, Codes & Standards                               | 1                   | 7                 | 1                   | 10                |
| APSM 176B | Basic Refrigeration & Brazing/Soldering                                 | 1                   | 7                 | 1                   | 10                |
| APSM 176C | Clean Room & HEPA Filter Testing  | 1                   | 7                 | 1                   | 10                |

|           |  |   |     |    |     |
|-----------|--|---|-----|----|-----|
| APSM 177A | Title 24 Mechanical Acceptance Testing               | 1 | 130 | 13 | 171 |
| APSM 177B | Advanced DDC Controls/ Commissioning of HVAC Systems | 1 | 6   | 3  | 28  |
| APSM 177C | Energy Auditing                                      | 1 | 6   | 1  | 6   |
| APSM 178A | Indoor Air Quality                                   | 1 | 6   | 2  | 13  |
| APSM 178B | Green Construction & LEED Certification for HVAC     | 1 | 6   | 1  | 6   |
| APSM 178C | Foreman Training/Project Management for HVAC         | 1 | 6   | 1  | 6   |
| APSM 179A | Building & Cascading Pressures/Air Change Testing    | 0 | 0   | 0  | 0   |
| APSM 179B | Sound & Vibration in HVAC Systems                    | 1 | 5   | 0  | 0   |
| APSM 179C | Biological Safety Cabinets/ Laboratory Fume Hoods    | 1 | 6   | 0  | 0   |

**Item 6. Place of Program in Curriculum/Similar Programs**

The Certificate of Achievement in Test, Adjust and Balancing (TAB) Technician is an addition to our existing CTE programs and registered apprenticeship programs.

**Item 7. Similar Programs at Other Colleges in Service Area**

According to the labor market report provided by SF Center of Excellence, five colleges in the Bay Region issued 17 awards on TOP Code 0946.10 - Energy Systems Technology, with nine of these in the Silicon Valley Sub-Region. However, our program is unique because it provides comprehensive in-class instruction and paid on-the-job training. In addition, Test, Adjust and Balancing (TAB) Technician is a registered apprenticeship program that is offered in partnership with Sheet Metal Local 104 and Bay Area Training Fund.

**Additional Information Required for State Submission:**

**TOP Code:** 0946.10 - Energy Systems Technology

**Annual Completers:** 12-18

**Net Annual Labor Demand:** 1039

**Faculty Workload:** 3 full-time and 6 part-time for 5<sup>th</sup> year students

**New Faculty Positions:** 0

**New Equipment:** 0

**New/Remodeled Facilities: 0**

**Library Acquisitions: 0**

**Gainful Employment: Yes**

**Program Review Date: December 2023**

**Distance Education: 0%**

# Testing, Adjusting and Balancing Occupations Labor Market Information Report Foothill College

Prepared by the San Francisco Bay Center of Excellence  
for Labor Market Research  
March 2020

## Recommendation

Based on all available data, there appears to be an undersupply of Testing, Adjusting and Balancing workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara County). There is a projected annual gap of about 1,039 students in the Bay region and 56 students in the Silicon Valley Sub-Region.

This report also provides student outcomes data on employment and earnings for programs on TOP 0946.10 - Energy Systems Technology in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

## Introduction

This report profiles Testing, Adjusting and Balancing Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a program modification at Foothill College.

- **Heating, Air Conditioning, and Refrigeration Mechanics and Installers (SOC 49-9021):** Install or repair heating, central air conditioning, or refrigeration systems, including oil burners, hot-air furnaces, and heating stoves.  
Entry-Level Educational Requirement: *Postsecondary nondegree award*  
Training Requirement: *Long-term on-the-job training*  
Percentage of Community College Award Holders or Some Postsecondary Coursework: 42%
- **Metal-Refining Furnace Operators and Tenders (SOC 51-4051):** Operate or tend furnaces, such as gas, oil, coal, electric-arc or electric induction, open-hearth, or oxygen furnaces, to melt and refine metal before casting or to produce specified types of steel. Excludes "Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic" (51-4191).  
Entry-Level Educational Requirement: *High school diploma or equivalent*  
Training Requirement: *Moderate-term on-the-job training*  
Percentage of Community College Award Holders or Some Postsecondary Coursework: 26%

## Occupational Demand

**Table 1. Employment Outlook for Testing, Adjusting and Balancing Occupations in Bay Region**

| Occupation  | 2018 Jobs    | 2023 Jobs    | 5-Yr Change  | 5-Yr % Change | 5-Yr Openings | Average Annual Openings | 25% Hourly Wage | Median Hourly Wage |
|---|--------------|--------------|--------------|---------------|---------------|-------------------------|-----------------|--------------------|
| Heating, Air Conditioning, and Refrigeration Mechanics and Installers | 8,012        | 9,046        | 1,034        | 13%           | 5,192         | 1,038                   | \$20.36         | \$27.98            |
| Metal-Refining Furnace Operators and Tenders                          | 133          | 133          | 0            | 0%            | 86            | 17                      | \$16.91         | \$18.97            |
| <b>Total</b>  | <b>8,146</b> | <b>9,179</b> | <b>1,034</b> | <b>13%</b>    | <b>5,278</b>  | <b>1,056</b>            | <b>\$20.30</b>  | <b>\$27.84</b>     |

Source: EMSI 2019.4

**Bay Region** includes Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

**Table 2. Employment Outlook for Testing, Adjusting and Balancing Occupations in Silicon Valley Sub-Region**

| Occupation  | 2018 Jobs  | 2023 Jobs  | 5-Yr Change | 5-Yr % Change | 5-Yr Openings | Average Annual Openings | 25% Hourly Wage | Median Hourly Wage |
|---|------------|------------|-------------|---------------|---------------|-------------------------|-----------------|--------------------|
| Heating, Air Conditioning, and Refrigeration Mechanics and Installers | 580        | 613        | 33          | 6%            | 326           | 65                      | \$20.04         | \$28.16            |
| Metal-Refining Furnace Operators and Tenders                          | <10        | 10         |             |               | <10           | Insf. Data              | Insf. Data      | Insf. Data         |
| <b>TOTAL</b>  | <b>580</b> | <b>623</b> | <b>43</b>   | <b>7%</b>     | <b>326</b>    | <b>65</b>               | <b>\$20.04</b>  | <b>\$28.16</b>     |

Source: EMSI 2019.4

**Silicon Valley Sub-Region** includes Santa Clara County

## Educational Supply

There are five (5) community colleges in the Bay Region issuing 17 awards on average annually (last 3 years) on TOP 0946.10 - Energy Systems Technology. There is one college in the Silicon Valley Sub-Region issuing nine (9) awards on average annually (last 3 years) on this TOP code.

**Table 7. Awards on TOP 0946.10 - Energy Systems Technology in Bay Region**

| College                                | Sub-Region          | Associates | Certificate 18+ Units | Certificate Low Unit | Total     |
|--|---------------------|------------|-----------------------|----------------------|-----------|
| Cabrillo College                       | Santa Cruz-Monterey | 1          | 1                     |                      | 2         |
| De Anza College                        | Silicon Valley      | 2          | 2                     | 5                    | 9         |
| Diablo Valley College                  | East Bay            | 1          | 1                     |                      | 2         |
| Santa Rosa Junior College              | North Bay           |            |                       | 2                    | 2         |
| Skyline College                        | Mid-Peninsula       | 1          | 1                     |                      | 2         |
| <b>Total Bay Region</b>                |                     | <b>5</b>   | <b>5</b>              | <b>7</b>             | <b>17</b> |
| <b>Total Silicon Valley Sub-Region</b> |                     | <b>2</b>   | <b>2</b>              | <b>5</b>             | <b>9</b>  |

Source: Data Mart

Note: The annual average for awards is 2015-16 to 2017-18.

## Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 1,056 annual openings for the Testing, Adjusting and Balancing occupational cluster and 17 annual (3-year average) awards for an annual undersupply of 1,039 students. In the Silicon Valley Sub-Region, there is also a gap with 65 annual openings and 9 annual (3-year average) awards for an annual undersupply of 56 students.

## Student Outcomes

**Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0946.10 - Energy Systems Technology**

| 2015-16   | Bay<br>(All CTE<br>Programs) | Foothill<br>College<br>(All CTE<br>Programs) | State<br>(0946.10) | Bay<br>(0946.10) | Silicon<br>Valley<br>(0946.10) | Foothill<br>College<br>(0946.10) |
|---|------------------------------|--|--------------------|------------------|--------------------------------|----------------------------------|
| % Employed Four Quarters After Exit               | 74%                          | 77%  | 60%                | 50%              | 48%                            | n/a                              |
| Median Quarterly Earnings Two Quarters After Exit | \$10,550                     | \$15,301                                     | \$9,027            | \$10,185         | \$21,056                       | n/a                              |
| Median % Change in Earnings                       | 46%                          | 82%  | 48%                | 27%              | 11%                            | n/a                              |
| % of Students Earning a Living Wage               | 63%                          | 76%  | 55%                | 47%              | n/a                            | n/a                              |

Source: Launchboard Pipeline (version available on 3/9/20)

## Methodology

Occupations for this report were identified by use of skills listed in O\*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCCCO Data Mart.

## Sources

O\*Net Online  
 Labor Insight/Jobs (Burning Glass)  
 Economic Modeling Specialists International (EMSI)  
 CTE LaunchBoard [www.calpassplus.org/Launchboard/](http://www.calpassplus.org/Launchboard/)  
 Statewide CTE Outcomes Survey  
 Employment Development Department Unemployment Insurance Dataset  
 Living Insight Center for Community Economic Development  
 Chancellor's Office MIS system

## Contacts

For more information, please contact:

- Doreen O'Donovan, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), [doreen@baccc.net](mailto:doreen@baccc.net) or (831) 479-6481
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, [jcarrese@ccsf.edu](mailto:jcarrese@ccsf.edu) or (415) 267-6544

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**FOOTHILL COLLEGE**  
**Temporary Program Creation Process**  
**Feedback Form for New Programs**

Until the new permanent program creation process has been determined, as part of the temporary program creation process this form shall be used by a department to gather feedback on a new program from key governance committees on campus. A complete program narrative and supporting documentation must be submitted to the groups listed below (simultaneous submission is recommended). Each committee will provide initial feedback via email within two weeks but might also provide additional feedback after their monthly meetings.

After a two-week period, regardless of whether feedback has been received from the three committees, the Division Curriculum Committee may consider the new program for approval. Following Division CC approval, please forward this completed form to the Office of Instruction.

**Faculty Author(s):** Brian Murphy  
**Division:** Apprenticeship

**Program Title:** Test, Adjust and Balancing (TAB) Technician  
**Program Units:** 70

**Workforce/CTE Program (Y/N):** YES  
*Please note that Workforce/CTE status is dependent on the TOP Code assigned to the program.*

**Type of Award:**

- |  |  |
|--|--|
| <input type="checkbox"/> Non-transcriptable credit certificate | <input checked="" type="checkbox"/> AA/AS Degree (local) |
| <input checked="" type="checkbox"/> Certificate of Achievement | <input type="checkbox"/> AA-T/AS-T Degree (ADT)          |
| <input type="checkbox"/> Noncredit certificate                 |  |

|  |
|--|
| <b>EQUITY &amp; EDUCATION</b><br><a href="https://foothill.edu/gov/equity-and-education/">https://foothill.edu/gov/equity-and-education/</a> |
| <b>Date of meeting:</b>  |
| <b>Comments:</b><br><i>Program was submitted to Equity &amp; Education on 10/22/20. No feedback has been received.</i>                       |

|   |
|---|
| <b>REVENUE &amp; RESOURCES</b><br><a href="https://foothill.edu/gov/revenue-and-resources/">https://foothill.edu/gov/revenue-and-resources/</a> |
| <b>Date of meeting:</b> 11/6/20   |
| <b>Comments:</b><br>No questions or comments. Support from the council.   |

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|  |
|--|
| <b>ADVISORY COUNCIL</b><br><a href="https://foothill.edu/gov/council/">https://foothill.edu/gov/council/</a>         |
| <b>Date of meeting:</b>  |
| <b>Comments:</b><br><i>Program was submitted to the Advisory Council on 10/22/20. No feedback has been received.</i> |

**Division Curriculum Committee Approval Date:** September 22, 2020

**Division CC Representative:** Brian Murphy



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

**FROM:** Aisha Lowe  
Vice Chancellor, Educational Services & Support

Dolores Davison  
President, Academic Senate for California Community Colleges

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

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

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

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

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

This guidance memorandum includes the following:

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

### **CPL Definition**

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

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

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

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

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

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

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

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

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

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

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

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

August 14, 2020

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

August 14, 2020

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

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

### CPL Assessment Methods

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

#### ***Examination: A fee can be charged***

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

#### ***Assessment: A fee cannot be charged***

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

### Local Policy Implementation Guidance

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

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

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

August 14, 2020

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

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

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

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

### Attachments:

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

Credit for Prior Learning Implementation Toolkit (August 2020)



**FOOTHILL-DE ANZA  
Community College District**

|               |   |
|---------------|---|
| Book          | Administrative Procedures   |
| Section       | Chapter 4 - Academic Affairs (including former Article 6 - Instruction and Curriculum)  |
| Title         | Credit for Prior Learning (formerly Credit by Examination (Challengeable Courses) and Advanced Placement Examinations)  |
| Code          | AP 4235   |
| Status        | Up For Revision   |
| Legal         | <a href="#">California Code of Regulations, Title 5, Section 55050</a><br><a href="#">California Code of Regulations, Title 5, Section 55052</a><br><a href="#">California Community Colleges Chancellor's Office Policy Change Memorandum 3/30/17</a><br><a href="#">Education Code, Section 79500</a> |
| Adopted       | June 14, 2013   |
| Last Revised  | December 8, 2017  |
| Last Reviewed | December 8, 2017  |
| Origin        | formerly AP 6030 - 2020 update to change the title to Credit for Prior Learning to reflect changes in Title 5 Section 55050 and identify new local procedures that must be added to meet credit for prior learning requirements.  |
| Office        | College Presidents  |

*CCLC NOTE: This procedure is suggested as good practice/optional, but it legally advised if the Board has approved a policy to allow credit by examination for prior learning. A District must publish its policies pertaining to credit for prior learning in its college catalog.*

*A District must also review its credit for prior learning policy every three years and report particular findings specified in Title 5 Section 55050 subdivision (1) to the California Community Colleges Chancellor's Office. Additionally, a District must certify to the California Community Colleges Chancellor's Office by December 31, 2020 that it has complied with the requirements of Title 5 Section 55050.*

### **Credit for Prior Learning**

**Credit for Prior Learning may be obtained by one of the following methods:**

*(CCLC note: Colleges must determine appropriate methods. The following are common.)*

- **Achievement of a score of 3 or higher on an Advanced Placement Examination administered by the College Entrance Examination Board (see AP 4236 Advanced Placement Credit).**
- **Achievement of a score that qualifies for credit by examination in the College Level Examination Program.**
- **Credit by satisfactory completion of an examination administered by the college in lieu of completion of a course listed in the college catalog.**
- **Achievement of an examination administered by other agencies approved by the college.**

- Assessment approved or conducted by proper authorities of the college.

Credit may be awarded for prior experience or prior learning only for individually identified courses with subject matter similar to that of the individual's prior learning, and only for a course listed in the catalog of the community college. Award of credit may be made to electives for students who do not require additional general education or program credits to meet their goals.

Credits acquired by assessment shall not be counted in determining the quarter hours in residence required by the associate degree.

**CCLC NOTE: Additional local procedures may be inserted, which must include:**

- Procedures for students to attain credit for prior learning that includes credit by examination, evaluation of Joint Services Transcripts, evaluation of student- created portfolios, evaluation of industry-recognized documentation, and standardized exams.
- The student's academic record clearly indicates that the credit was earned by ~~examination~~ assessment of prior learning.
- Limits on the number of units that may be applied to the Associate degree.
- Other limits on student and course eligibility for credit by examination.
- Procedures that require that a student, upon completion of his/her educational plan pursuant to Education Code Section 78212, shall be referred to the college's appropriate authority for assessment of prior learning if the student is a veteran or an active-duty member of the armed forces, holds industry-recognized credentials, or requests credit for a course based on their prior learning.
- An opportunity for students to accept, decline or appeal decisions related to the award of credit, and in the cases of credit by exam, pursuant to Title 5 Sections 55021 and 55025 of Title 5.

Credit by Examination (challengeable courses)

1. Discipline faculty, through the college's established curricular processes and procedures, shall determine if a course is eligible for credit by examination.
2. A list of all courses eligible for credit by examination shall be maintained by the Office of Instruction and included in the College Catalog.
3. The nature and content of the examination or other cumulative assessment shall be determined solely by the faculty in the discipline that normally teach the course for which credit is to be granted. The faculty shall determine that the examination or other cumulative assessment adequately measures mastery of the course content as set forth in the course outline of record (Title 5, 55050 (c)).
4. The faculty may accept an examination or other cumulative assessment conducted at a location other than the community college for this purpose (Title 5, 55050 (c)). (For example, standardized exams regulated or prescribed by the State of California for specific occupational areas, etc.)
5. The student's academic record shall be clearly annotated to reflect that credit was earned by **assessment of prior learning** ~~examination~~ (Title 5, 55050 **(f)** ~~(e)~~).
6. Grading shall be according to the regular grading scale approved by the governing board (Title 5, 55023) except that a student shall be offered a pass/no pass option if that is ordinarily available for that course. (Title 5, 55050 **(g)** ~~(f)~~).
7. A student who earns credit by examination for a particular course shall not be allowed to subsequently earn credit by exam for any other course that normally precedes that course in a pre-requisite sequence.
8. Units earned by credit by examination shall not be counted in determining the quarter hours in residence required by the associate degree (Title 5, 55050 **(h)** ~~(g)~~). Units earned through credit by exam are not considered for Financial Aid, Scholarship, or Veteran Services eligibility and payments.
9. Registration and fees: Students will be registered for the course. Students who take the examination or cumulative assessment must pay a fee for service equal to the usual per unit enrollment fees for the course, but exclusive of any fee-based supplies. Fees for credit by examination are non-refundable. (Title 5, 55050 **(i)** ~~(h)~~).

Advanced Placement Examinations

The faculty shall accept Advanced Placement examinations for general education credit (Education Code, Section 79500).

*See Board Policy 4235 Credit for Prior Learning ~~by Examination~~*

*See Administrative Procedure 4236 Advanced Placement Credit*

Approved 6/14/13  
Renumbered 5/22/15 (formerly AP 6030)  
Amended 12/8/17



**FOOTHILL-DE ANZA  
Community College District**

|         |  |
|---------|--|
| Book    | Administrative Procedures  |
| Section | Chapter 4 - Academic Affairs (including former Article 6 - Instruction and Curriculum)                                 |
| Title   | Advanced Placement Credit  |
| Code    | AP 4236  |
| Status  | Up For Revision  |
| Legal   | <a href="#">California Code of Regulations, Title 5, Section 55052</a><br><a href="#">Education Code Section 79500</a> |
| Adopted | February 9, 2018   |
| Origin  | CCLC Legally required  |
| Upload  | February 12, 2018  |

Any student who passes a College Board Advanced Placement (AP) examination with a minimum score of three in a subject matter will be awarded credit in a general education area with a subject matter similar to that of the AP examination.

For the locally developed course-to-course awarding of AP credit refer to the College websites.

For any AP examination that the District does not offer a course similar in content, the District will award credit in the General Education area shown on the California Community College General Education AP List. If there is no General Education area that fits the AP Examination, the District may award elective credit.

The District shall post its Advanced Placement Credit procedure on its Internet Web site.

[See Administrative Procedure 4235 \*Credit for Prior Learning Credit by Examination \(Challengeable Courses\) and Advanced Placement Examinations\*](#)

Approved 2/9/18



**FOOTHILL-DE ANZA  
Community College District**

|               |  |
|---------------|--|
| Book          | Board Policy   |
| Section       | Chapter 4 - Academic Affairs (including former Article 6 - Instruction and Curriculum) |
| Title         | Credit for Prior Learning (formerly Credit by Examination)                             |
| Code          | BP 4235  |
| Status        | Up For Revision  |
| Legal         | <a href="#">California Code of Regulations, Title 5, Section 55050</a>                 |
| Adopted       | August 1, 1966   |
| Last Revised  | August 5, 2013   |
| Last Reviewed | July 13, 2015  |
| Origin        | formerly BP 6030 - 2020 Update reflects changes to Title 5, Section 55050              |
| Office        | College Presidents   |
| Upload        | February 18, 2015  |

~~It shall be the policy of the Foothill-De Anza Community College District to grant credit may be earned by to any students who satisfactorily passes an assessment examination when such an examination is approved and conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at Foothill College or De Anza College and who meets the qualifying conditions listed in the current College Catalog for courses which are eligible for Credit by Examination. The Chancellor shall establish administrative procedures to implement this policy.~~

[See Administrative Procedure 4235 Credit for Prior Learning Credit by Examination](#)

Approved 8/1/66  
Amended 11/17/71, 3/2/98, 8/5/13  
Amended and renumbered 7/13/15 (formerly BP 6030)