

College Curriculum Committee Meeting Agenda
Tuesday, March 15, 2022
2:00 p.m. – 3:30 p.m.
Meeting held virtually via Zoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Reaffirmation of Remote Meetings Resolution	3 min.	Action	#3/15/22-1	Kuehnl
2. Minutes: March 1, 2022	2 min.	Action	#3/15/22-2	Kuehnl
3. Report Out from Division Reps	5 min.	Discussion		All
4. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	5 min.	Information		
5. Announcements a. New Course Proposals b. Spring Plenary Resolutions	5 min.	Information	#3/15/22-3-25 #3/15/22-26	CCC Team
6. Course Deactivation Exemption Requests	20 min.	Action	#3/15/22-27-28	Kuehnl
7. New Program Application: Air Conditioning Mechanic AS Degree	5 min.	1st Read	#3/15/22-29	Kuehnl
8. New Program Application: Test, Adjust and Balancing (TAB) Technician AS Degree		1st Read	#3/15/22-30	Kuehnl
9. Adding Equity Section to COR	25 min.	Discussion		Kuehnl
10. Guided Pathways Mapping Approval Process	20 min.	1st Read	#3/15/22-31	Kuehnl
11. Good of the Order	3 min.			Kuehnl
12. Adjournment				Kuehnl

*Times listed are approximate

Attachments:

- #3/15/22-1 Resolution Authorizing Remote Teleconference Meetings Pursuant to Brown Act Provisions Included in AB 361
- #3/15/22-2 Draft Minutes: March 1, 2022
- #3/15/22-3-25 New Course Proposals: AATA [101A](#), [101B](#), [102A](#), [102B](#), [103A](#), [103B](#), [104A](#), [104B](#), [105A](#), [105B](#), [105C](#), [105R](#); ETHN [7](#), [8](#); MATH [80](#), [280](#); NCP [404A](#), [404B](#), [404C](#); RSPT [300](#), [304](#), [305](#), [306](#)
- #3/15/22-26 ASCCC Spring 2022 Resolutions Packet (for Area Meetings)
- #3/15/22-27 Courses not Taught in Four Years - 2022 list
- #3/15/22-28 Course Deactivation Exemption Requests: ACTG 68C; ANTH 67B; APPT 125, 126, 128, 130, 131, 132, 133, 134; BUSI 19, 53, 90A; CHLD 54C; CNSL 89; C S 52B, 80A, 82A, 84B; EMS 200; GEOG 11; HIST 19, 20; HORT 54D, 60G, 90A, 90E, 90F, 90K, 90L; LINC 81A; MDIA 31, 52; MTEC 66A, 70G, 80B, 80C; MUS 3D, 47A, 47B, 47C, 47D; NCEL 403B; PHDA 24; PHED 15C, 21D, 21E, 40, 40A, 40C, 42; PHOT 68E, 78A, 78B, 78C, 78D; PSYC 54H; R T 71; THTR 7, 26
- #3/15/22-29 New Program Application: Air Conditioning Mechanic AS Degree
- #3/15/22-30 New Program Application: Test, Adjust and Balancing (TAB) Technician AS Degree
- #3/15/22-31 Guided Pathways Program Mapping Process draft

2021-2022 Curriculum Committee Meetings:

<u>Fall 2021 Quarter</u>	<u>Winter 2022 Quarter</u>	<u>Spring 2022 Quarter</u>
10/5/21	1/18/22	4/19/22
10/19/21	2/1/22	5/3/22
11/2/21	2/15/22	5/17/22
11/16/21	3/1/22	5/31/22
11/30/21	3/15/22	6/14/22

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

2021-2022 Curriculum Deadlines:

- ~~11/5/21~~ Deadline to submit certain types of course updates for 2022-23 catalog—[see PDF for details](#) (Faculty/Divisions).
- ~~11/5/21~~ Deadline to submit local GE applications for 2022-23 catalog (Faculty/Divisions).
- ~~12/1/21~~ Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- ~~12/1/21~~ Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- 4/15/22 Deadline to submit curriculum sheet updates for 2022-23 catalog (Faculty/Divisions).
- 6/1/22 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- 6/16/22 Deadline to submit course updates and local GE applications for 2023-24 catalog (Faculty/Divisions).
- Ongoing* Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Micaela Agyare (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Kathy Armstrong (PSME), Jeff Bissell (KA), Rachelle Campbell (BH), Anthony Cervantes (Dean, Enrollment Services), Roosevelt Charles (Dean—CNSL), Valerie Fong (Dean—LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA; LRC), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Don Mac Neil (KA), Kathryn Maurer (AS President), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Lisa Schultheis (BH), Ram Subramaniam (Interim AVP Instruction), Kella Svetich (LA), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2021-22

Meeting Date: 3/15/22Co-Chairs (2)

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

Voting Membership (1 vote per division)

<input checked="" type="checkbox"/>	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
<input checked="" type="checkbox"/>	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
<input checked="" type="checkbox"/>	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
<input checked="" type="checkbox"/>	Jeff Bissell	7663	KA	bisselljeff@fhda.edu
<input checked="" type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
<input checked="" type="checkbox"/>	Roosevelt Charles	7219	Dean—CNSL	charlesroosevelt@fhda.edu
<input checked="" type="checkbox"/>	Valerie Fong	7135	Dean—LA	fongvalerie@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; LRC (advisory)	hermanallison@fhda.edu
<input checked="" type="checkbox"/>	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
<input checked="" type="checkbox"/>	Julie Jenkins		BSS	jenkinsjulie@fhda.edu
<input checked="" type="checkbox"/>	Ben Kaupp		SRC	kauppben@fhda.edu
<input type="checkbox"/>	Andy Lee	7783	CNSL	leeandrew@fhda.edu
<input checked="" type="checkbox"/>	Don Mac Neil	7248	KA	macneildon@fhda.edu
<input checked="" type="checkbox"/>	Allison Meezan	7166	BSS	meezankaren@fhda.edu
<input checked="" type="checkbox"/>	Ché Meneses	7015	FA	menesesche@fhda.edu
<input checked="" type="checkbox"/>	Brian Murphy		APPR	brian@pttc.edu
<input checked="" type="checkbox"/>	Tim Myres		APPR	timm@smw104jatc.org
<input type="checkbox"/>	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
<input type="checkbox"/>	Kella Svetich	7924	LA	svetichkella@fhda.edu
<input checked="" type="checkbox"/>	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

Non-Voting Membership (4)

<input type="checkbox"/>			ASFC Rep.	
<input checked="" type="checkbox"/>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
<input type="checkbox"/>			Evaluations	
<input type="checkbox"/>			SLO Coordinator	

Visitors

Chris Allen, Isaac Escoto, Natalie Latteri, Amy Leonard, Ram Subramaniam

FOOTHILL COLLEGE
College Curriculum Committee
Resolution Authorizing Remote Teleconference Meetings Pursuant to Brown
Act Provisions Included in Assembly Bill (AB) 361 (Rivas)

WHEREAS, the Foothill-De Anza Community College District is committed to preserving and nurturing public access and participation in meetings of the Foothill College Curriculum Committee; and

WHEREAS, all meetings of Foothill-De Anza Community College District's legislative bodies, which include the Foothill Academic Senate and its autonomous subcommittee, the College Curriculum Committee, are open and public, as required by the Ralph M. Brown Act (Cal. Gov. Code 54950–54963), so that any member of the public may attend, participate, and watch the District's legislative bodies conduct their business; and

WHEREAS, the Brown Act, Government Code section 54953(e), makes provisions for remote participation in meetings by members of a legislative body, without compliance with the requirements of Government Code section 54953(b)(3), subject to the existence of certain conditions; and

WHEREAS, a required condition is that a state of emergency is declared by the Governor pursuant to Government Code section 8625, proclaiming the existence of conditions of disaster or of extreme peril to the safety of persons and property within the state caused by conditions as described in Government Code section 8558; and

WHEREAS, a proclamation is made when there is an actual incident, threat of disaster, or extreme peril to the safety of persons and property within the jurisdictions that are within the District's boundaries, caused by natural, technological, or human-caused disasters; and

WHEREAS, it is further required that state or local officials have imposed or recommended measures to promote social distancing, or, the legislative body meeting in person would present imminent risks to the health and safety of attendees; and

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, on March 17, 2020, the Board of Trustees of Foothill-De Anza Community College District officially declared a state of emergency for the district; and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20

suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, following the issuance of Executive Order N-29-20, the Foothill College Curriculum Committee began to conduct all public meetings virtually using the Zoom teleconference platform and has continued conducting all public meetings virtually since that time; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21, which indicated that the authorization for holding virtual meetings outlined in Executive Order N-29-20 would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed Assembly Bill (AB) 361 (Rivas) as urgency legislation to be effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, AB 361 amends the Brown Act (Government Code Section 54953) to add the following:

(e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:

(A) The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing.

(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(C) The legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following:

(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:

(A) The legislative body has reconsidered the circumstances of the state of emergency.

(B) Any of the following circumstances exist:

- (i) The state of emergency continues to directly impact the ability of the members to meet safely in person.
- (ii) State or local officials continue to impose or recommend measures to promote social distancing.

NOW, THEREFORE, BE IT RESOLVED, that the Foothill College Curriculum Committee finds that the March 4, 2020, declaration of a State of Emergency due to the COVID-19 pandemic by Governor Gavin Newsom remains active and that the state of emergency continues to directly impact the ability of members of the public to meet safely in person.

BE IT FURTHER RESOLVED, that the Foothill College Curriculum Committee authorizes the continuation of virtual meetings pursuant to Assembly Bill 361 (Rivas); and

BE IT FURTHER RESOLVED, that this resolution shall take effect immediately upon its adoption and shall be effective until the earlier of 90 days from the date of adoption or such time the Foothill College Curriculum Committee adopts a subsequent resolution in accordance with Government Code section 54953(e)(3) to extend the time during which the Foothill College Curriculum Committee may continue to teleconference without compliance with paragraph (3) of subdivision (b) of Government Code section 54953.

**College Curriculum Committee
Meeting Minutes
Tuesday, March 1, 2022
2:00 p.m. – 3:30 p.m.
Meeting held virtually via Zoom**

Item	Discussion
1. Minutes: February 15, 2022	<p>LRC rep commented on Item 8—comment made by LRC rep (re: IDS 300) is incorrectly listed as being made by Counseling rep. Vanatta will amend the minutes.</p> <p>Approved by consensus.</p>
2. Report Out from Division Reps	<p>Speaker: All Bio Health: Working on Respiratory Care BS application. Mentioned question raised during division CC meeting—will DL modality categories remain as they are now or change? Vanatta noted categories created by Scheduling Taskforce a few years ago and unsure if CCC has purview. Hueg noted the state is looking at modalities re: how apportionment is collected, adding that their definition of hybrid/online is somewhat outdated; believes we may need to ensure alignment of our definitions with the state's, once those are updated. PSME rep asked Hueg if faculty who teach purely online may have a synchronous component as part of the course—Hueg responded yes, but the synchronous portion must be coded as such in the published schedule, distinct from the asynchronous portion.</p> <p>BSS: Working on Courses not Taught in Four Years list; starting curriculum sheet updates.</p> <p>Counseling: Working on Courses not Taught in Four Years list.</p> <p>SRC: No updates to report.</p> <p>Fine Arts: Starting curriculum sheet updates; Art dept. considering reactivation of mural-making course.</p> <p>Kinesiology: Noted that division had positive feedback re: change to name of Meta Major grouping (discussed at previous meeting).</p> <p>Language Arts: Work being done, related to AB 705 Improvement Plan: deactivating ENGL 1S/1T; discussing how to beef up Summer Bridge course and offer other bridges, moving forward, year-round. Discussing DL modalities and how they potentially impact enrollment, especially for students who take support coreqs. Working on Courses not Taught in Four Years list. First annual Ethnic Studies summit coming up on March 4th!</p> <p>LRC: Responding to upcoming English & Math dept. changes re: AB 705 and how division can provide support (e.g., tutoring center).</p> <p>PSME: Math dept. working on AB 705 Improvement Plan. Working on Courses not Taught in Four Years list. Computer Science dept. working on new certificates.</p> <p>Apprenticeship: Allen provided update. New AATA dept. working on new course proposals.</p> <p>Vanatta shared she attended ASCCC/CCCCO regional curriculum webinar yesterday—no bombshells, but there was a short discussion about the need for clear regulations/recommendations for cross-listed courses, for</p>

	<p>community colleges. Sounds like the state-wide curriculum committee drafting a resolution to request guidance from CCCCCO; breakout session planned for Curriculum Institute. Will make sure to keep an eye on anything that might impact our cross-listed courses.</p> <p>Hueg shared that GP Team attended deans' meeting today. Also shared he's excited about bachelor degree apps being worked on; folks are working on additional GE courses needed to support those programs.</p> <p>Gilstrap shared update re: UCOP's response to AB 705 changes. Some transfer-level courses will still need a prereq of Intermediate Algebra (e.g., MATH 10, 42, 44; CHEM 1A, 25; PSYC/SOC 7). Currently, prereq is "MATH 105 or equivalent," so if MATH 105 deactivated will need to resubmit courses for articulation. During recent webinar, suggestion was made to use language such as "Intermediate Algebra or higher". Noted that this is related to UC transferability only, so also need to consider things such as IGETC and C-ID requirements. Suggested delaying official deactivation of MATH 105 to summer 2023, to allow for time to resubmit affected courses for articulation.</p> <p>PSME rep asked if Gilstrap has specific language to use for prereqs—yes, during webinar UCOP shared specific language that would be acceptable. PSME rep asked if using such language means we'll need to offer Intermediate Algebra—Gilstrap responded that this is a philosophical issue, as we may use such language without actually offering Intermediate Algebra. Clarified that UCOP won't require we actually offer Intermediate Algebra even if it's listed as a prereq. PSME rep asked if high school course is an equivalent option—UCOP didn't say it was an option; Gilstrap hesitant to include HS course in prereq, but will need to do more research. Believes best to use recommended language. Gray noted it seems there are two different sets of rules affecting math courses which don't coordinate at all, as we're being told we can't teach certain courses but that we still must include them as prereqs. Gilstrap agreed, noting that intersegmental conversations haven't occurred in the articulation community, and it's the CCCCCO telling us that we may no longer offer MATH 105.</p>
<p>3. Public Comment on Items Not on Agenda</p>	<p>Fine Arts rep (speaking as an individual and not on behalf of their division) requested CCC consider revisiting discussion of moving away from division CC model; happy to create workgroup related to topic.</p>
<p>4. Announcements a. Business Administration 2.0 ADT Approval by CCCCCO</p>	<p>Speakers: CCC Team Vanatta shared that the CCCCCO has approved the new Business Administration 2.0 ADT! It will be added to the catalog when the new 2022-23 edition is published. Gilstrap noted changes between this and existing Business Administration ADT, and determined best to delay publication until next AY to avoid possible confusion.</p>
<p>5. New Program Application: Respiratory Care BS Degree</p>	<p>Speaker: Eric Kuehnl Second read of new Respiratory Care BS degree. PSME rep noted LMI seems to suggest there are more people with active licenses than there are jobs, and asked if CCC should be concerned about this. Kuehnl responded it is within CCC's purview to consider LMI aspects, and wonders if COVID-19 situation has affected usefulness of LMI in any way. Historically, CCC has considered that CTE programs also go to BACCC for review; Vanatta noted she was told by Teresa Ong that this particular program doesn't need to go to BACCC. Hueg suggested perhaps this is because it is an existing program; will follow up.</p> <p>Bio Health rep noted existing Respiratory Therapy program has high level of applications, and pointed out that the intent of the bachelor degree is to elevate those who already have jobs in the field, to the next level.</p>

	<p>Motion to approve M/S (Armstrong, Meneses). Approved.</p> <p>Vanatta asked if program has been approved by FHDA board, yet—Hueg responded it has not. Vanatta will submit it for March agenda.</p>
<p>6. AB 705 Improvement Plans for English & Math</p>	<p>Speaker: Eric Kuehnl Language Arts rep explained that English dept. deactivating ENGL 1S/1T due to overwhelming data. Division concerned about students who lack substantial developments in English starting in ENGL 1A and how coreqs will support those students; working to make coreqs more robust and expand offerings, as well as other types of support (e.g., wrap-around services, bridge courses to prepare students for academic/cognitive skills work that 1S/1T provided). Working with Guided Pathways folks, Counseling, LRC. Plan to expand coreqs to also use with ENGL 1B & 1C, to ensure students have ongoing support. Fong added that Improvement Plan's first/foremost question is re: whether we'll continue to use stretch and/or pre-transfer-level courses—response is No, and our plans align with the state's recommendations.</p> <p>Sinclair explained that Math dept. focusing on developing transfer-level Quantitative Reasoning course, as it seems the state wants us to find a way to serve all students without needing pre-transfer-level courses. Reviewed throughput data which showed that 800/3000 students didn't get through math courses within a year, even when placed into courses. Hope is that new curriculum might work—planning for both fall 2022 and fall 2023. Trying to align planning with other things happening on campus, e.g., Meta Majors (exploring what type of math course would be valuable to certain groups of students, based on math used in different majors/careers). Sinclair asked folks to reach out if they can help provide such insight or to suggest colleagues who might be able to.</p> <p>Fong acknowledged the hard work being done by both depts., and commended faculty for not losing sight of doing what's best to meet the needs of students, and for not getting caught up in the frustrating aspects of this situation. Language Arts rep noted the Plan states "our college will do the following" and that this has come up—how the college as a whole can help meet the needs of our students. Mentioned example of Psych Services being available for students—how can faculty make sure resources are available to support them, to help them support students? How can we ensure larger level of support on campus? Bio Health rep thanked both depts., adding that transfer-level Quantitative Reasoning course sounds like it should meet needs of Allied Health programs. Noted that for her particular program, trying to align with other programs in discipline, which do not accept Statistics course. Sinclair mentioned the sense that the state is pushing us to innovate locally, and a lot of people are working on different programs/initiatives across campus. Believes that no one but us can figure out what we need, in terms of larger support. Sees in Improvement Plan that the state has identified funding sources and has called out several ways the college is expected to take action to support students (e.g., invest in Professional Development).</p> <p>Fong mentioned next steps are for her to work with Interim AVP Instruction Ram Subramaniam to input info into actual form, which will be routed to Academic Senate President Kathryn Maurer & Hueg for signatures before being submitted to CCCCCO.</p>
<p>7. Adding Equity Section to COR</p>	<p>Speaker: Eric Kuehnl Topic delayed to future meeting, due to time constraint. Kuehnl apologized for ongoing delay of topic; plans to put at top of next meeting's agenda.</p>
<p>8. Guided Pathways Mapping Approval Process</p>	<p>Speaker: Eric Kuehnl Guests from the Guided Pathways (GP) Team: Amy Leonard, Isaac Escoto.</p>

Leonard shared that GP Team was asked for a clearer process to create Program Maps, and a process to revise Maps; result is creation of one process for both, a smart form for Map submissions, and a workflow for the form. Shared draft of Program Map Process flowchart, which has been sent to all reps and discussed at some division CC meetings. Asked reps for feedback. Escoto added that deans are included early in the process, based on feedback from them; suggested reps consider a specific example of a Map in their dept. when looking at draft flowchart. Leonard suggested finalized process be available on CCC website, so that anyone initiating the process has access to information. Fine Arts rep thanked the GP Team; has received a lot of feedback from faculty in their division—believes order of steps might need to be reconsidered, and asked if flowchart would be used for new Maps as well as revisions. Rep believes important for all faculty from dept. be included in Step 1, and that faculty from other depts./divisions (whose courses are listed on Map) included early in process. Pointed out that not all faculty attend division CC meetings. Leonard suggested Step 9B (re: collaboration w/ other depts. outside division) be moved to create Step 4B, to allow for collaboration earlier in process.

Escoto noted it can be tough to get all faculty from a dept. together to discuss Map. Fine Arts rep believes important to make process inclusive, whether it involves a meeting or an email thread with a draft of Map; noted that many faculty would like digital system, like CourseLeaf, to be used so meetings aren't necessarily needed in order to share Map being drafted. Leonard agreed that intent is to be collaborative, and can add language re: sending out draft to all faculty (incl. part-time) before finalizing Map. Language Arts rep agreed with Fine Arts rep's feedback/concerns, noting that Step 9B was a big discussion topic for their division. Mentioned that for Step 4 (re: counselor and dept. chair/rep work to create Map) the English dept. had a committee, rather than just the dept. chair, working to create Map. Leonard responded that multiple best practices can be listed on the document, including use of committee instead of just chair.

Leonard shared draft of Program Map Request Form, which would be used when creating a new Map or revising an existing one. Submission of form (with Map) triggers workflow, incl. Articulation Officer, other division(s) (if necessary), dean, and division CC. All steps are dated signatures. Fine Arts rep shared feedback from division faculty to request not requiring signature; agree that workflow is needed but do not think signatures are necessary and may add complication. Leonard responded that feedback from Hueg and deans was to include signatures. Escoto added that signatures included because there is a need to know where submissions are in the process, to reduce ambiguity. Leonard noted that as a smart form, it will exist in MyPortal, so once one party signs off it is automatically forwarded to the next party. Fine Arts rep asked what happens if at any point a change needs to be made—Leonard responded that before submission process begins, dept. chair will have already gone through the creation process and finalized the Map, which includes discussions with folks in the workflow. Workflow is intended to serve as sign-off on Map that everyone was already involved in creating.

LRC rep noted need for consistency between order of workflow and check boxes on form—Leonard will make sure they align. Language Arts rep asked if possible for form to be integrated into CourseLeaf—Vanatta doesn't believe so, due to the limitations of their forms/system. Cautioned against putting such a new process into CourseLeaf, as significant time needed for them to make changes, once implemented. Can follow up with them if desired, but believes not realistic to use CourseLeaf for this process, unfortunately. PSME rep suggested that if submission needs to go

	<p>back in workflow, would be best to have ability to send it back just one or two steps (similar to CourseLeaf workflow capability). Leonard noted that with smart forms, user can reject signature, which makes form go back to previous step.</p> <p>Leonard will mock up a form for first read. Escoto thanked the group for the discussion and for putting the time in to discuss with colleagues and provide feedback. Leonard asked folks to please reach out with any additional feedback; intent is to make process and form as useful as possible for everyone.</p>
<p>9. Good of the Order</p>	<p>Language Arts rep shared that Research & Service Leadership Symposium applications due March 18; please reach out with any questions. Workshop this Friday, and application workshop March 16. Please share with your students!</p> <p>Kuehnl noted group will need to consider meeting in person starting in April, and took informal poll to gauge how many will be on campus during CCC meeting time—12 folks. Will need to plan for having quorum on campus; most likely will be meeting in KCI.</p>
<p>10. Adjournment</p>	<p>3:28 PM</p>

Attendees: Micaela Agyare (LRC), Chris Allen (Dean—APPR), Kathy Armstrong (PSME), Jeff Bissell (KA), Rachelle Campbell (BH), Roosevelt Charles (Dean—CNSL), Isaac Escoto (CNSL), Valerie Fong (Dean—LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Nicole Gray (PSME), Allison Herman (LA & LRC), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Amy Leonard (De Anza), Don Mac Neil (KA), Allison Meezan (BSS), Ché Meneses (FA), Jennifer Sinclair (PSME), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 03/02/22 3:34 pm

Viewing: **AATA F101A : MAGNETIC PARTICLE TESTING LEVEL 1**

Last edit: 03/09/22 8:48 am

Changes proposed by: Chris Allen (10030133)

In Workflow

- 1ED Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 12/20/21 3:15 pm
Brian Murphy (brian): Approved for 1ED Curriculum Rep
- 01/03/22 8:15 am
Mary Vanatta (vanattamary): Rollback to Initiator
- 03/02/22 3:58 pm
Tim Myres (TimM): Approved for 1ED Curriculum Rep

Course Proposal Form

Faculty Author Dylan Lennox

Effective Term Summer 2023

Subject Apprenticeship: Aerospace (AATA) Course Number F101A

Department Apprenticeship (A P)

Division Apprenticeship (1ED)

Units 1.5

Hours 20 hours lecture per quarter

Course Title MAGNETIC PARTICLE TESTING LEVEL 1

Short Title

Proposed Transferability None

Proposed Description and Requisites: This course covers the principles of Magnetic Particle Testing including theory of magnetism, methods of magnetization, equipment, and testing standards.

Qualifying hours classroom hours for Magnetic Particle Testing Level I.

Proposed Discipline Industrial Maintenance

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?
No

Comments & Other Relevant Information for Discussion:
None

Reviewer **Mary Vanatta (vanattamary) (01/03/22 8:15 am)**: Rollback: Rolled back at the request of Chris Allen

Key: 8756

[Preview Bridge](#)

Course Change Request

New Course Proposal

Date Submitted: 03/02/22 3:36 pm

Viewing: **AATA F101B : MAGNETIC PARTICLE TESTING LEVEL 2**

Last edit: 03/09/22 1:05 pm

Changes proposed by: Chris Allen (10030133)

In Workflow

- 1ED Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 03/02/22 3:58 pm
Tim Myres (TimM): Approved for 1ED Curriculum Rep

Course Proposal Form

Faculty Author Dylan Lennox

Effective Term Summer 2023

Subject Apprenticeship: Aerospace (AATA) Course Number F101B

Department Apprenticeship (A P)

Division Apprenticeship (1ED)

Units 1

Hours 20 hours total: 15 lecture, 5 laboratory

Course Title MAGNETIC PARTICLE TESTING LEVEL 2

Short Title

Proposed Transferability None

Proposed Description and Requisites: This course covers the application of Magnetic Particle Testing including defect classification, application, and evaluation of testing results for Level II.

Qualifying classroom hours for Magnetic Particle Testing Level II.

Proposed Discipline Industrial Maintenance

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?
No

Comments & Other Relevant Information for Discussion:
None

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 03/02/22 3:37 pm

Viewing: **AATA F102A : PENETRANT TESTING LEVEL 1**

Last edit: 03/09/22 8:50 am

Changes proposed by: Chris Allen (10030133)

In Workflow

- 1ED Curriculum Rep
- Curriculum Coordinator
- Activation

Course Proposal Form

Faculty Author Dylan Lennox

Effective Term Summer 2023

Subject Apprenticeship: Aerospace (AATA) Course Number F102A

Department Apprenticeship (A P)

Division Apprenticeship (1ED)

Units 1.5

Hours 20 hours lecture per quarter

Course Title PENETRANT TESTING LEVEL 1

Short Title

Proposed Transferability None

Proposed Description and Requisites: This course covers the principles of penetrant testing including the theory of capillary action, equipment, and testing standards for Level I.

Qualifying classroom hours for Liquid Penetrant Testing Level I.

Proposed Discipline Industrial Maintenance

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?
No

Comments & Other Relevant Information for Discussion:
None.

Reviewer Comments

Approval Path

- 03/02/22 3:58 pm
Tim Myres (TimM): Approved for 1ED Curriculum Rep

Course Change Request

New Course Proposal

Date Submitted: 03/02/22 3:39 pm

Viewing: **AATA F102B : PENETRANT TESTING LEVEL 2**

Last edit: 03/09/22 1:07 pm

Changes proposed by: Chris Allen (10030133)

In Workflow

- 1ED Curriculum Rep
- Curriculum Coordinator
- Activation

Course Proposal Form

Faculty Author Dylan Lennox

Effective Term Summer 2023

Subject Apprenticeship: Aerospace (AATA) Course Number F102B

Department Apprenticeship (A P)

Division Apprenticeship (1ED)

Units 1

Hours 20 hours total: 15 lecture, 5 laboratory

Course Title PENETRANT TESTING LEVEL 2

Short Title

Proposed Transferability None

Proposed Description and Requisites: This course covers principles of Liquid Penetrant Testing including application, defect classification, and evaluation for Level II.

Qualifying classroom hours for Liquid Penetrant Testing Level II.

Proposed Discipline Industrial Maintenance

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?

No

Comments & Other Relevant Information for Discussion:
None.

Reviewer
Comments

Approval Path

- 03/02/22 3:59 pm
Tim Myres (TimM): Approved for 1ED Curriculum Rep

Course Change Request

New Course Proposal

Date Submitted: 03/02/22 3:40 pm

Viewing: **AATA F103A : ULTRASONIC TESTING LEVEL 1**

Last edit: 03/09/22 8:51 am

Changes proposed by: Chris Allen (10030133)

In Workflow

- 1ED Curriculum Rep
- Curriculum Coordinator
- Activation

Course Proposal Form

Faculty Author: Dylan Lennox

Effective Term: Summer 2023

Subject: Apprenticeship: Aerospace (AATA) Course Number: F103A

Department: Apprenticeship (A P)

Division: Apprenticeship (1ED)

Units: 3

Hours: 40 hours lecture per quarter

Course Title: ULTRASONIC TESTING LEVEL 1

Short Title:

Proposed Transferability: None

Proposed Description and Requisites: This course covers the principles of Ultrasonic Testing including the theory of sound waves, piezoelectricity, equipment, testing standards, and history of ultrasonics for Level 1.

Qualifying classroom hours for Ultrasonic Testing Level I.

Proposed Discipline: Industrial Maintenance

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?

No

Comments & Other Relevant Information for Discussion:
None.

Reviewer Comments:

Approval Path

- 03/02/22 3:59 pm
Tim Myres (TimM): Approved for 1ED Curriculum Rep

Course Change Request

New Course Proposal

Date Submitted: 03/02/22 3:43 pm

Viewing: **AATA F103B : ULTRASONIC TESTING LEVEL 2**

Last edit: 03/09/22 1:07 pm

Changes proposed by: Chris Allen (10030133)

In Workflow

- 1ED Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 03/02/22 3:59 pm
Tim Myres (TimM): Approved for 1ED Curriculum Rep

Course Proposal Form

Faculty Author Dylan Lennox

Effective Term Summer 2023

Subject Apprenticeship: Aerospace (AATA) Course Number F103B

Department Apprenticeship (A P)

Division Apprenticeship (1ED)

Units 2.5

Hours 40 hours total: 30 lecture, 10 laboratory

Course Title ULTRASONIC TESTING LEVEL 2

Short Title

Proposed Transferability None

Proposed Description and Requisites: This course covers application of Ultrasonic Testing, defect classification, and evaluation for Level II.

Qualifying classroom hours for Ultrasonic Testing Level II.

Proposed Discipline Industrial Maintenance

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?

No

Comments & Other Relevant Information for Discussion:
None.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 03/02/22 3:44 pm

Viewing: **AATA F104A : ULTRASONIC PHASED ARRAY THEORY**

Last edit: 03/09/22 8:52 am

Changes proposed by: Chris Allen (10030133)

In Workflow

- 1ED Curriculum Rep
- Curriculum Coordinator
- Activation

Course Proposal Form

Faculty Author Dylan Lennox

Effective Term Summer 2023

Subject Apprenticeship: Aerospace (AATA) Course Number F104A

Department Apprenticeship (A P)

Division Apprenticeship (1ED)

Units 3

Hours 40 hours lecture per quarter

Course Title ULTRASONIC PHASED ARRAY THEORY

Short Title

Proposed Transferability None

Proposed Description and Requisites: This course covers the theory of phased array ultrasonic testing including Huygens principle, standards of testing, and application.

Qualifying classroom hours for Phased Array Ultrasonic Testing.

Proposed Discipline Industrial Maintenance

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?
No

Comments & Other Relevant Information for Discussion:
None.

Reviewer
Comments

Approval Path

- 03/02/22 3:59 pm
Tim Myres (TimM): Approved for 1ED Curriculum Rep

Course Change Request

New Course Proposal

Date Submitted: 03/02/22 3:44 pm

Viewing: **AATA F104B : ULTRASONIC PHASED ARRAY LAB**

Last edit: 03/09/22 1:08 pm

Changes proposed by: Chris Allen (10030133)

In Workflow

- 1ED Curriculum Rep
- Curriculum Coordinator
- Activation

Course Proposal Form

Faculty Author Dylan Lennox

Effective Term Summer 2023

Subject Apprenticeship: Aerospace (AATA) Course Number F104B

Department Apprenticeship (A P)

Division Apprenticeship (1ED)

Units 2

Hours 40 hours total: 10 lecture, 30 laboratory

Course Title ULTRASONIC PHASED ARRAY LAB

Short Title

Proposed Transferability None

Proposed Description and Requisites: This course is a hands-on lab where students will use ultrasonic and phased array equipment, learn to calibrate the machine and perform scans on test objects.

Qualifying classroom hours for Ultrasonic Phased Array.

Proposed Discipline Industrial Maintenance

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?

No

Comments & Other Relevant Information for Discussion:
None.

Reviewer
Comments

Approval Path

- 03/02/22 3:59 pm
Tim Myres (TimM): Approved for 1ED Curriculum Rep

Course Change Request

New Course Proposal

Date Submitted: 03/02/22 3:45 pm

Viewing: **AATA F105A : RADIOGRAPHIC TESTING LEVEL 1**

Last edit: 03/09/22 8:53 am

Changes proposed by: Chris Allen (10030133)

In Workflow

- 1ED Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 03/02/22 3:59 pm
Tim Myres
(TimM): Approved for 1ED Curriculum Rep

Course Proposal Form

Faculty Author Dylan Lennox

Effective Term Summer 2023

Subject Apprenticeship: Aerospace (AATA) Course Number F105A

Department Apprenticeship (A P)

Division Apprenticeship (1ED)

Units 3

Hours 40 hours lecture per quarter

Course Title RADIOGRAPHIC TESTING LEVEL 1

Short Title

Proposed Transferability None

Proposed Description and Requisites: This course covers the basics of radiation physics, history of radioactive materials and applications, principles of Radiographic Testing, theory of radioactive material and how it is used in Nondestructive Testing, and testing standards for Level I.

Qualifying classroom hours for Radiographic Testing Level I.

Proposed Discipline Industrial Maintenance

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?

No

Comments & Other Relevant Information for Discussion:
None.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 03/02/22 3:46 pm

Viewing: **AATA F105B : RADIOGRAPHIC TESTING LEVEL 2**

Last edit: 03/09/22 1:09 pm

Changes proposed by: Chris Allen (10030133)

In Workflow

- 1ED Curriculum Rep
- Curriculum Coordinator
- Activation

Course Proposal Form

Faculty Author Dylan Lennox

Effective Term Summer 2023

Subject Apprenticeship: Aerospace (AATA) Course Number F105B

Department Apprenticeship (A P)

Division Apprenticeship (1ED)

Units 2.5

Hours 40 hours total: 30 lecture, 10 laboratory

Course Title RADIOGRAPHIC TESTING LEVEL 2

Short Title

Proposed Transferability None

Proposed Description and Requisites: This course covers a more in-depth study of radiation physics as well as application of radiographic testing, defect identification and classification, and evaluation.

Qualifying classroom hours for Radiographic Testing Level II.

Proposed Discipline Industrial Maintenance

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?

No

Comments & Other Relevant Information for Discussion:
None.

Reviewer
Comments

Approval Path

- 03/02/22 3:59 pm
Tim Myres (TimM): Approved for 1ED Curriculum Rep

Course Change Request

New Course Proposal

Date Submitted: 03/02/22 3:47 pm

Viewing: **AATA F105C : NON-FILM RADIOGRAPHIC TESTING**

Last edit: 03/09/22 1:09 pm

Changes proposed by: Chris Allen (10030133)

In Workflow

- 1ED Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 03/02/22 3:59 pm
Tim Myres (TimM): Approved for 1ED Curriculum Rep

Course Proposal Form

Faculty Author Dylan Lennox

Effective Term Summer 2023

Subject Apprenticeship: Aerospace (AATA) Course Number F105C

Department Apprenticeship (A P)

Division Apprenticeship (1ED)

Units 2.5

Hours 40 hours total: 30 lecture, 10 laboratory

Course Title NON-FILM RADIOGRAPHIC TESTING

Short Title

Proposed Transferability None

Proposed Description and Requisites: This course covers the principles of Non-film Radiographic Testing including computer radiography and digital radiography, defect identification and classification, and evaluation.

Qualifying classroom hours for Non-Film Radiographic Testing.

Proposed Discipline Industrial Maintenance

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?

No

Comments & Other Relevant Information for Discussion:
None.

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 03/02/22 3:48 pm

Viewing: **AATA F105R : RADIATION SAFETY**

Last edit: 03/09/22 1:10 pm

Changes proposed by: Chris Allen (10030133)

In Workflow

- 1ED Curriculum Rep
- Curriculum Coordinator
- Activation

Course Proposal Form

Faculty Author Dylan Lennox

Effective Term Summer 2023

Subject Apprenticeship: Aerospace (AATA) Course Number F105R

Department Apprenticeship (A P)

Division Apprenticeship (1ED)

Units 2.5

Hours 40 hours total: 30 lecture, 10 laboratory

Course Title RADIATION SAFETY

Short Title

Proposed Transferability None

Proposed Description and Requisites: This course covers the principles of radiation, industrial radiation safety, proper handling and storage of radioactive materials, and current regulations.

Upon successful completion, students receive a Radiation Safety Certificate.

Proposed Discipline Industrial Maintenance

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?

No

Comments & Other Relevant Information for Discussion:
None.

Reviewer
Comments

Approval Path

- 03/02/22 3:59 pm
Tim Myres (TimM): Approved for 1ED Curriculum Rep

Course Change Request

New Course Proposal

Date Submitted: 02/02/22 11:54 am

Viewing: **ETHN F007. : INTRODUCTION TO PACIFIC ISLANDS & OCEANIA STUDIES**

Last edit: 03/01/22 8:13 am

Changes proposed by: Ulysses Acevedo (20503805)

In Workflow

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

Approval Path

1. 02/28/22 11:48 am
Allison Herman
(hermanallison):
Approved for 1LA
Curriculum Rep

Course Proposal Form

Faculty Author Ulysses Acevedo

Effective Term Summer 2023

Subject Ethnic Studies (ETHN) Course Number F007.

Department English (ENGL)

Division Language Arts (1LA)

Units 4

Hours 4 hours lecture

Course Title INTRODUCTION TO PACIFIC ISLANDS & OCEANIA STUDIES

Short Title

Proposed UC/CSU

Transferability

Proposed Description and Requisites: This introductory course examines the history, politics, identity, culture, immigration, environment, and contemporary social issues of Hawai'i and the Pacific Islands of Polynesia, Micronesia, and Melanesia. This course will focus on the experiences of Pacific Islanders from Hawai'i, Samoa, American Samoa, Tonga, Fiji, Guam, Palau, Marshall Islands, Tahiti, New Zealand, and Australia.

Proposed Discipline Ethnic Studies

To which Degree(s) or Certificate(s) would this course potentially be added?
AA Humanities, AA-T Social Justice Studies

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

No

Comments & Other Relevant Information for Discussion:
N/A

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 01/30/22 8:55 pm

Viewing: **ETHN F008. : INTRODUCTION TO LAND & LABOR**

Last edit: 03/01/22 8:13 am

Changes proposed by: Ulysses Acevedo (20503805)

In Workflow

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

Approval Path

1. 02/28/22 11:48 am
Allison Herman
(hermanallison):
Approved for 1LA
Curriculum Rep

Course Proposal Form

Faculty Author Ulysses Acevedo

Effective Term Summer 2023

Subject Ethnic Studies (ETHN) Course Number F008.

Department English (ENGL)

Division Language Arts (1LA)

Units 4

Hours 4 hours lecture

Course Title INTRODUCTION TO LAND & LABOR

Short Title

Proposed UC/CSU

Transferability

Proposed Description and Requisites: This particular course examines key historical events and debates in the field of Ethnic Studies that center around land and labor, including disputes about territory and natural resources, slavery and other forms of unfree labor, labor migration and recruitment, and U.S. and transnational borders.

Proposed Discipline Ethnic Studies

Discipline

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

AA Transfer Social Justice Studies; AA Ethnic Studies

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

No

Comments & Other Relevant Information for Discussion:

N/A

Reviewer

Comments

Key: 8759

[Preview Bridge](#)

Course Change Request

New Course Proposal

Date Submitted: 02/08/22 2:48 pm

Viewing: **MATH F080. : QUANTITATIVE REASONING**

Last edit: 03/02/22 11:41 am

Changes proposed by: Nicole Gray (10813734)

In Workflow

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

Approval Path

1. 02/22/22 3:43 pm
Kathy Armstrong
(armstrongkathy):
Approved for 1PS
Curriculum Rep

Course Proposal Form

Faculty Author Nicole Gray

Effective Term Summer 2023

Subject Mathematics (MATH) Course Number F080.

Department Mathematics (MATH)

Division Physical Sciences, Mathematics & Engineering (1PS)

Units 5

Hours 5 hours lecture

Course Title QUANTITATIVE REASONING

Short Title QUANTITATIVE REASONING

Proposed Transferability CSU Only

Proposed Description and Requisites: Students will be able to apply mathematical reasoning in their personal, professional, and academic lives, to investigate new contexts, develop and propose possible solutions, discuss and analyze proposed plans, and make decisions. Students will learn to value the collaborative process which provides variety of perspectives and approaches to investigating and exploring the problem solving process. Students will learn individually and collaboratively to analyze quantitative information and apply quantitative skills in a variety of real life contexts and express their findings verbally and in writing.

Proposed Discipline Mathematics

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

This course could be used to satisfy the local GE quantitative reasoning requirement for any AA/AS degree that require no further math studies.

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

No

Comments & Other Relevant Information for Discussion:

The math department is proposing this new course so that students will have the opportunity to take a valuable quantitative reasoning course. In the spirit of AB705 we want to offer all students the opportunity to satisfy their quantitative reasoning GE requirement with a transfer level course. This course provides a meaningful learning experience for students that helps them to utilize their current quantitative skills used in everyday life to bridge the gap to doing academic math and quantitative reasoning.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 02/08/22 2:48 pm

Viewing: **MATH F280. : JUST-IN-TIME SUPPORT FOR MATH 80**

Last edit: 03/02/22 11:42 am

Changes proposed by: Nicole Gray (10813734)

In Workflow

- 1PS Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 02/22/22 3:44 pm
Kathy Armstrong
(armstrongkathy):
Approved for 1PS
Curriculum Rep

Course Proposal Form

Faculty Author Nicole Gray

Effective Term Summer 2023

Subject Mathematics (MATH) Course Number F280.

Department Mathematics (MATH)

Division Physical Sciences, Mathematics & Engineering (1PS)

Units 2.5

Hours 2.5 hours lecture

Course Title JUST-IN-TIME SUPPORT FOR MATH 80

Short Title

Proposed Transferability None

Proposed Description and Requisites: A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in Quantitative Reasoning. Intended for students who are concurrently enrolled in MATH 80 at Foothill College. Topics include: a review of computational skills developed in beginning and intermediate algebra, including order of operations, use of variables, percentages, ratios, rates, proportionality, use of formulas, linear equations, unit analysis and conversions.

Proposed Discipline Mathematics

To which Degree(s) or Certificate(s) would this course potentially be added?
None. This is a support class.

Are there any other departments that may be impacted from the addition of this course?
No

Comments & Other Relevant Information for Discussion:

This course is needed to help support students in doing transfer level work in the Math 80 Quantitative Reasoning course.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 02/23/22 1:04 pm

Viewing: **NCP F404A : UNDOCUMENTREPRENEURSHIP: DISCOVER & DEVELOP**

Last edit: 03/03/22 9:38 am

Changes proposed by: Martha Escalera (20145078)

In Workflow

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

Approval Path

1. 02/23/22 1:24 pm Benjamin Kaupp (kauppben): Approved for 1SR Curriculum Rep

Course Proposal Form

Faculty Author	Martha Escalera		
Effective Term	Summer 2023		
Subject	Non-Credit: Parenting Education (NCP)	Course Number	F404A
Department	Family Engagement Institute (FEI)		
Division	Student Resource and Support Programs (1SR)		
Units	0		
Hours	16 hours lecture total per quarter (meets for 8 weeks)		
Course Title	UNDOCUMENTREPRENEURSHIP: DISCOVER & DEVELOP		
Short Title			

Proposed Transferability: None

Proposed Description and Requisites: This noncredit course focuses on supporting the undocumented student community to explore small business ideas, discover talents and strengths, develop a vision, and design a path towards entrepreneurship. The course provides an overview of business structures, helps build the entrepreneur mindset, and prepares students with resources, skills and abilities needed to establish a small business plan. The course focuses on self-development, using a combination of teaching, hands-on and reflective exercises. Students will have the opportunity to engage and learn from guest entrepreneurs reflective of the undocumented community served to help develop an entrepreneurial mindset. This course is intended to provide support and resources primarily to, but not limited to, students from marginalized, immigrant communities such as undocumented/AB 540/Dreamers, mixed-status families, and allies.

Proposed Discipline: Vocational (short term): Noncredit

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? No

Comments & Other Relevant Information for Discussion: N/A

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 02/23/22 1:05 pm

Viewing: **NCP F404B : UNDOCUMENTREPRENEURSHIP: DESIGN & DELIVER**

Last edit: 03/03/22 9:39 am

Changes proposed by: Martha Escalera (20145078)

In Workflow

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

Approval Path

1. 02/23/22 1:24 pm Benjamin Kaupp (kauppben): Approved for 1SR Curriculum Rep

Course Proposal Form

Faculty Author	Martha Escalera		
Effective Term	Summer 2023		
Subject	Non-Credit: Parenting Education (NCP)	Course Number	F404B
Department	Family Engagement Institute (FEI)		
Division	Student Resource and Support Programs (1SR)		
Units	0		
Hours	16 hours lecture total per quarter (meets for 8 weeks)		
Course Title	UNDOCUMENTREPRENEURSHIP: DESIGN & DELIVER		
Short Title			

Proposed Transferability: None

Proposed Description and Requisites: This noncredit course focuses on supporting the undocumented student community to design a small business plan, to support entrepreneurship endeavors specific to the undocumented community. The course focuses on navigating the undocumentrepreneurial landscape, building a road map with goals, mapping a career strategy, learning about the financial literacy tools and resources (ICA, ITIN, LLC, Cooperatives, etc.) to start a business and implement a marketing and business plan. Students will have the opportunity to interview guest entrepreneurs reflective of the community served to learn about effective business strategies, marketing tools, and lessons learned. This course is intended to provide support and resources primarily to, but not limited to, students from marginalized, immigrant communities such as undocumented/AB 540/Dreamers, mixed-status families, and allies.

Proposed Discipline: Vocational (short term): Noncredit

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? No

Comments & Other Relevant Information for Discussion: N/A

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 02/23/22 1:05 pm

Viewing: **NCP F404C : UNDOCUMENTREPRENEURSHIP: CONNECT**

Last edit: 03/03/22 9:39 am

Changes proposed by: Martha Escalera (20145078)

In Workflow

- 1SR Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 02/23/22 1:24 pm
Benjamin Kaupp (kauppben):
Approved for 1SR Curriculum Rep

Course Proposal Form

Faculty Author	Martha Escalera		
Effective Term	Summer 2023		
Subject	Non-Credit: Parenting Education (NCP)	Course Number	F404C
Department	Family Engagement Institute (FEI)		
Division	Student Resource and Support Programs (1SR)		
Units	0		
Hours	8 hours lecture total per quarter (meets for 4 weeks)		
Course Title	UNDOCUMENTREPRENEURSHIP: CONNECT		
Short Title			

Proposed Transferability: None

Proposed Description and Requisites: This noncredit course focuses on supporting students to connect and network with local business organizations, non-profit organizations, and small business entrepreneurs reflective of the undocumented community. Students will have an opportunity to create a business pitch and explore and seek seed funding. This course is intended to provide support and resources primarily to, but not limited to, students from marginalized, immigrant communities such as undocumented/AB 540/Dreamers, mixed-status families, and allies.

Proposed Discipline: Vocational (short term): Noncredit

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? No

Comments & Other Relevant Information for Discussion: N/A

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 02/03/22 10:24 am

Viewing: **RSPT F300. : LEADERSHIP & MANAGEMENT**

Last edit: 03/07/22 2:17 pm

Changes proposed by: Brenda Hanning (10777689)

In Workflow

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

Approval Path

1. 03/02/22 9:37 pm
Lisa Schultheis (schultheislisa):
Approved for 1BH Curriculum Rep

Course Proposal Form

Faculty Author	Brenda Hanning		
Effective Term	Summer 2023		
Subject	Respiratory Therapy (RSPT)	Course Number	F300.
Department	Respiratory Therapy (RSPT)		
Division	Biological and Health Sciences (1BH)		
Units	5		
Hours	5 hours lecture		
Course Title	LEADERSHIP & MANAGEMENT		
Short Title			

Proposed Transferability CSU Only

Proposed Description and Requisites: Leadership and Management theory and application with emphasis on communication, and problem solving in respiratory care. Leadership and management styles and models will be explored.

Proposed Discipline Respiratory Technologies

To which Degree(s) or Certificate(s) would this course potentially be added?
Bachelor of science in Respiratory Care

Are there any other departments that may be impacted from the addition of this course?
No

Comments & Other Relevant Information for Discussion:

This course will be an upper division course for the baccalaureate degree in respiratory care.

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 02/28/22 4:35 pm

Viewing: **RSPT F304. : CLINICAL SPECIALIST & CHRONIC DISEASE MANAGEMENT**

Last edit: 03/07/22 2:17 pm

Changes proposed by: Brenda Hanning (10777689)

In Workflow

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

Approval Path

1. 03/02/22 9:37 pm
Lisa Schultheis (schultheislisa):
Approved for 1BH Curriculum Rep

Course Proposal Form

Faculty Author Brenda Hanning

Effective Term Summer 2023

Subject Respiratory Therapy (RSPT) Course Number F304.

Department Respiratory Therapy (RSPT)

Division Biological and Health Sciences (1BH)

Units 5

Hours 5 hours lecture

Course Title CLINICAL SPECIALIST & CHRONIC DISEASE MANAGEMENT

Short Title

Proposed Transferability CSU Only

Proposed Description and Requisites: This course explores the role of clinical specialist, case manager, asthma educator, and other specialties. This course examines programs such as smoking cessation, pulmonary rehabilitation, lung nodule, better breathers, and similar programs.

Proposed Discipline Respiratory Technologies

To which Degree(s) or Certificate(s) would this course potentially be added?
Bachelors of Science in Respiratory Care

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

No

Comments & Other Relevant Information for Discussion:
This course will be an upper division course.

Reviewer
Comments

Key: 8768

[Preview Bridge](#)

Course Change Request

New Course Proposal

Date Submitted: 02/04/22 11:19 am

Viewing: **RSPT F305. : RESPIRATORY CARE CAPSTONE RESEARCH PROJECT**

Last edit: 03/07/22 2:17 pm

Changes proposed by: Brenda Hanning (10777689)

In Workflow

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

Approval Path

1. 03/02/22 9:37 pm
Lisa Schultheis (schultheislisa):
Approved for 1BH Curriculum Rep

Course Proposal Form

Faculty Author Brenda Hanning

Effective Term Summer 2023

Subject Respiratory Therapy (RSPT) Course Number F305.

Department Respiratory Therapy (RSPT)

Division Biological and Health Sciences (1BH)

Units 5

Hours 5 hours lecture

Course Title RESPIRATORY CARE CAPSTONE RESEARCH PROJECT

Short Title

Proposed Transferability CSU Only

Proposed Description and Requisites: Capstone course with a focus on case management, clinical specialty, pulmonary diagnostics, interventional pulmonology, and research.

Proposed Discipline Respiratory Technologies

To which Degree(s) or Certificate(s) would this course potentially be added?
Bachelor of Science in Respiratory Care

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

No

Comments & Other Relevant Information for Discussion:
This is an upper division course.

Reviewer
Comments

Key: 8770

[Preview Bridge](#)

Course Change Request

New Course Proposal

Date Submitted: 02/28/22 4:29 pm

Viewing: **RSPT F306. : PULMONARY DIAGNOSTICS**

Last edit: 03/07/22 2:18 pm

Changes proposed by: Brenda Hanning (10777689)

In Workflow

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

Course Proposal Form

Faculty Author	Brenda Hanning		
Effective Term	Summer 2023		
Subject	Respiratory Therapy (RSPT)	Course Number	F306.
Department	Respiratory Therapy (RSPT)		
Division	Biological and Health Sciences (1BH)		
Units	5		
Hours	5 hours lecture		
Course Title	PULMONARY DIAGNOSTICS		
Short Title			

Approval Path

1. 03/02/22 9:38 pm
Lisa Schultheis (schultheislisa):
Approved for 1BH Curriculum Rep

Proposed Transferability CSU Only

Proposed Description and Requisites: Advanced study of tests and procedures used to diagnose cardiopulmonary abnormalities.

Proposed Discipline Respiratory Technologies

To which Degree(s) or Certificate(s) would this course potentially be added?
Bachelor of Science in Respiratory Care

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

No

Comments & Other Relevant Information for Discussion:
This will be an upper division course.

Reviewer
Comments

Key: 8769

[Preview Bridge](#)



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

58th SESSION RESOLUTIONS **Spring Plenary**

FOR DISCUSSION AT AREA MEETINGS

MARCH 18-19, 2022

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 April 9, 2022.

Resolutions Committee 2021-2022

Amber Gillis, ASCCC South Representative, Area C (Chair)
Stephanie Curry, ASCCC Area A Representative (2nd Chair)
Nancy Persons, Santa Rosa College, Area B
Craig Rutan, Santiago Canyon College, Area D
Manuel Velez, ASCCC South Representative, Area D

SPRING 2022 VIRTUAL RESOLUTIONS PROCESS

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

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

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

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

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

CONSENT CALENDAR

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

Consent Calendar resolutions and amendments are marked with an *.

Resolutions and amendments submitted at Area Meetings are marked with a +.

Resolutions and amendments submitted during open comment period are marked with a #.

- *1.01 S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges
- *1.02 S22 Adding Anti- Racism to the Academic Senate for California Community Colleges' Vision Statement
- *3.01 S22 Develop and Publish and IDEAA Liaison Handbook
- *3.02 S22 Adopt the *DEI in Curriculum Model Principles and Practices* Framework
- *5.01 S22 Request Funding for Mental Health Resources, Services, and Professional Learning
- *6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)
- *7.01 S22 Public Access for Vision Resource Center Materials
- *10.01 S22 Disciplines List – Asian American Studies
- *10.02 S22 Disciplines List – Native American/American Indian Studies
- *10.03 S22 Disciplines List – Nanotechnology
- *17.01 S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students

TABLE OF CONTENTS

1.0 ACADEMIC SENATE	5
*1.01 S22 ADOPT THE PERIODIC REVIEW RUBRIC AND REPORT TEMPLATE OF THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES	5
*1.02 S22 ADDING ANTI- RACISM TO THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES’ VISION STATEMENT	5
3.0 DIVERSITY AND EQUITY.....	6
*3.01 S22 DEVELOP AND PUBLISH AN IDEAA LIAISON HANDBOOK	6
*3.02 S22 ADOPT THE <i>DEI IN CURRICULUM MODEL PRINCIPLES AND PRACTICES</i> FRAMEWORK	7
3.03 S22 OPPOSE RELIANCE ON COMMERCIAL TEXTBOOK PUBLISHERS TO ACHIEVE ZERO TEXTBOOK COST.....	7
5.0 BUDGET AND FINANCE.....	9
*5.01 S22 REQUEST FUNDING FOR MENTAL HEALTH RESOURCES, SERVICES, AND PROFESSIONAL LEARNING	9
6.0 LEGISLATIVE ISSUES	10
*6.01 S22 SUPPORT AB 1746 (MEDINA, 2022) STUDENT FINANCIAL AID: CAL GRANT REFORM ACT (AS OF MARCH 5, 2022)	10
7.0 CONSULTATION WITH THE CHANCELLOR’S OFFICE	10
*7.01 S22 PUBLIC ACCESS FOR VISION RESOURCE CENTER MATERIALS	10
7.02 S22 ENSURE THE SUSTAINABILITY OF THE ZERO-TEXTBOOK-COST DEGREE PROGRAM	11
9.0 CURRICULUM.....	12
9.01 S22 DEFINITION AND GUIDANCE FOR CROSS-LISTING COURSES	12
9.02 S22 CO-REQUISITES AND PRE-REQUISITES OF INTERMEDIATE ALGEBRA AND ARTICULATION AND C-ID ALIGNMENT 12	12
10.0 DISCIPLINES LIST	13
*10.01 S22 DISCIPLINES LIST – ASIAN AMERICAN STUDIES.....	13
*10.02 S22 DISCIPLINES LIST – NATIVE AMERICAN/AMERICAN INDIAN STUDIES.....	14
*10.03 S22 DISCIPLINES LIST – NANOTECHNOLOGY	14
13.0 GENERAL CONCERNS.....	14
13.01 S22 ENSURE THE TRANSPARENCY OF RESOURCES USED TO ESTABLISH ZERO-TEXTBOOK-COST (ZTC) CERTIFICATES AND DEGREES	14
13.02 S22 FACULTY RESPONSIBILITY FOR EQUITABLE, ACCESSIBLE LEARNING ENVIRONMENTS.....	15
13.03 S22 ESTABLISH ASCCC RISING SCHOLARS FACULTY ADVISORY COMMITTEE.....	16
13.04 S22 ESTABLISH RISING SCHOLARS FACULTY LIAISONS.....	18
13.05 S22 ADVOCATE FOR STATE AND LOCAL RISING SCHOLARS FUNDING TO SUPPORT FACULTY PROFESSIONAL LEARNING	18
17.0 LOCAL SENATES.....	19
*17.01 S22 ENSURING ADEQUATE ONLINE EDUCATION SUPPORT FOR CALIFORNIA COMMUNITY COLLEGE FACULTY AND STUDENTS.....	19
17.02 S22 INCREASE PART-TIME FACULTY REPRESENTATION AND COMMUNICATION THROUGH LOCAL PART-TIME FACULTY LIAISONS 20	20
19.0 PROFESSIONAL STANDARDS.....	21
19.01 S22 CULTURAL HUMILITY DRIVING IDEAA WORK.....	21

1.0 ACADEMIC SENATE

***1.01 S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges**

Whereas, In fall 2021 the Academic Senate for California Community Colleges adopted the *Periodic Review of the Academic Senate for California Community Colleges*¹ through Resolution [F21 01.01](#) *Adopt the updated Periodic Review of the Academic Senate for California Community Colleges* which required the ASCCC to:

Following the approval of this document through the ASCCC resolution process (for consideration Fall 2021), the ASCCC will form a workgroup to create the Periodic Review Criteria Template and Rubric:

1. A version to be completed by the ASCCC and
2. A version to be completed by the PRC.

The templates and rubrics will be considered through the resolution process by the delegates of the ASCCC at the next Plenary Session (Spring 2022); and

Whereas, The Academic Senate for California Community Colleges Executive Committee formed a work group and created the required documents in the *Periodic Review Rubric and Report Template*² for consideration by the delegates at the spring Plenary Session 2022;

Resolved, That the Academic Senate for California Community Colleges adopts the *Periodic Review Rubric and Report Template*

Contact: ASCCC Executive Committee

***1.02 S22 Adding Anti- Racism to the Academic Senate for California Community Colleges' Vision Statement**

Whereas, the Academic Senate for California Community Colleges adopted its new Vision statement at its Fall 2020 Plenary Session;

Whereas, since that time, the Academic Senate for California Community Colleges has focused on the prioritization and inclusion of Anti-Racism in its DEI efforts through various resolutions and position papers;

Whereas, the Academic Senate for California Community Colleges recognizes that effective progress at Anti-Racism require life-long approaches and commitments; and

Whereas, the Academic Senate for California Community Colleges Executive Committee, at its March 5, 2022 meeting voted to adopt “Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA)” as its acronym for the work that the Academic Senate for California Community Colleges is doing;

¹ [Periodic Review Overview](#)

² [Periodic Review Rubric and Report Template](#)

Resolved, That the Academic Senate for California Community Colleges updates its vision, mission, and values to include anti-racism, for consideration by delegates at the Fall 2022 Plenary session.

Contact: ASCCC Executive Committee

3.0 DIVERSITY AND EQUITY

***3.01 S22 Develop and Publish an IDEAA Liaison Handbook**

Whereas, The California Community Colleges system has prioritized inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work—including through the California Community Colleges Chancellor’s Office Call to Action, the DEI Task Force Recommendations, and the Vision for Success goals—to eliminate equity gaps and to align with the California Community College Chancellor’s Office inclusion of accessibility (the acronym and terms used by the Chancellor’s Office is DEIA³);

Whereas, In June of 2020, the President of the Academic Senate for California Community Colleges, in the Call for Action, challenged system faculty to Support Infusing Anti-Racism/No Hate Education in Community Colleges and “to put these words into practice”;

Whereas, the Faculty of California Community College passed [Resolution SP21 3.02 Include Cultural Competence in Faculty Evaluations](#) recommending that local academic senates to establish a local Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Liaison because “[i]nformation related to inclusion, diversity, equity, and anti-racism may not always be disseminated to all faculty at local colleges and districts and therefore all faculty would benefit from the creation of a local inclusion, diversity, equity, and anti-racism liaison to act as a conduit between the Academic Senate for Community Colleges and local faculty”; and

Whereas, currently, information related to inclusion, diversity, equity, anti-racism, and accessibility can be found in various locations on the Academic Senate for California Community Colleges website creating an unnecessary barrier to needed resources for IDEAA liaisons and other interested faculty;

Resolved, That the Academic Senate for California Community Colleges develops and publishes an IDEAA Liaison Handbook by Spring 2023.

Contact: [Muhammed Sharif-Idiris](#), Equity and Diversity Action Committee

³ DEIA, used by the California Community Chancellor’s Office, is *diversity, equity, inclusion, and accessibility*.

***3.02 S22 Adopt the *DEI in Curriculum Model Principles and Practices* Framework**

Whereas, [Resolution F20 3.04](#) *Develop Resources on Effective Practices for Anti-Racist, Equitable, and Inclusive Instructional Strategies*⁴ directed the “Academic Senate for California Community Colleges [to] develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies and present the resources to local academic senates”;

Whereas, Curriculum is one of the areas of the Academic Senate for California Community Colleges’ 10+1 academic and professional matters purview per [Title 5 §53200](#) and that the Academic Senate for California Community College has committed to supporting inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work through multiple resolutions, approved papers, its mission statements, and role in professional learning;

Whereas, The California Community College Curriculum Committee (5C) has produced a resource entitled, *DEI in Curriculum Model Principles and Practices*, that was developed collaboratively with representatives from the Academic Senate for California Community Colleges, Student Senate for California Community Colleges (SSCCC), California Community College Chancellor's office (CCCCO) and representatives from Administrative and Classified constituencies; and

Whereas, the Student Senate for California Community Colleges in their Anti-Racism Plan of Action⁵ calls for curriculum changes to “Ensure that the community college curriculum is responsive to all cultures in an effort to foster cultural appreciation, awareness, acceptance, and value”;

Resolved, That the Academic Senate for California Community Colleges adopts the *DEI In Curriculum Model Principles and Practices* and encourages local senates to use the model to review their curriculum practices; and

Resolved, That the Academic Senate for California Community Colleges works with system partners to support the implementation of the *DEI in Curriculum Model Principles and Practices* through collaborative professional learning.

Contact: ASCCC Executive Committee

3.03 S22 Oppose Reliance on Commercial Textbook Publishers to Achieve Zero Textbook Cost

Whereas, California Education Code §78052 (a) states that “It is the intent of the Legislature that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses to reduce the overall cost of

⁴ <https://www.asccc.org/resolutions/develop-resources-effective-practices-anti-racist-equitable-and-inclusive-instructional>

⁵ https://ssccc.org/file_download/inline/d0fb70f5-a721-4f61-9815-778806fcd3b6

education for students and decrease the time it takes students to complete degree programs,” a goal that can promote student success without impinging on either academic freedom or faculty’s rights to choose appropriate instructional materials;

Whereas, California Education Code §78052 establishes that community college districts that develop and implement zero-textbook-cost degrees shall do the following:

- prioritize the development and implementation of a degree from an existing associate degree for transfer and, to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content.
- develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented.
- develop and implement a degree that other community college districts can use or adapt, and post each degree, and the contents of the degree, on the online clearinghouse of information established pursuant to Item 6870-101-0001 of the Budget Act of 2016, or a successor internet website. All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408. Testing and assessment materials posted online pursuant to this paragraph shall be safeguarded to maintain the integrity of those materials. This paragraph shall not be construed to prohibit faculty from providing sample test and assessment materials to students;

Whereas, Higher Education Emergency Relief Funds (HEERF) and similar funding have been used to purchase textbooks for students, an efficient and temporary approach to textbook affordability that does not meet the intent or requirements established in California Education Code §78052; and

Whereas, Governor Gavin Newsom expressed an commitment to lowering costs for students by disrupting the entire system of commercial textbook publishing during his press conference unveiling his 2021 – 2022 budget proposal, saying he was “committed” to addressing the “usurious costs associated with textbooks,”⁶ which emphasizes his interest in seeing the state’s substantial financial commitment to zero-textbook-cost degrees implemented in ways that are consistent with the intent of California Education Code §78052 through long-term, sustainable solutions rather than primarily through short-term solutions such as funding for one-time or temporary purchases from commercial publishers;

Resolved, That the Academic Senate for California Community Colleges support the stated intent of California Education Code §78052, recognizing the importance of eliminating or reducing textbook costs in a sustainable manner while still preserving the faculty’s right and responsibility under academic freedom to select the most appropriate instructional materials, whether digital or in print; and

⁶ Zinshteyn, Mikhail. (2021, January 13). “Newsom calls textbooks ‘racket,’ proposes money to create free ones.” *CalMatters*. <https://calmatters.org/education/2021/01/newsom-fund-free-textbooks/>.

Resolved, That the Academic Senate for California Community Colleges opposes the use of mechanisms to achieve zero-textbook-costs that are not sustainable and are inconsistent with the intent of California Education Code §78052.

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

5.0 BUDGET AND FINANCE

***5.01 S22 Request Funding for Mental Health Resources, Services, and Professional Learning**

Whereas, The Academic Senate for California Community Colleges (ASCCC) adopted Resolution [F21 03.03](#) *Support for Mental Health Awareness and Trauma Informed Teaching and Learning* that calls for the ASCCC to continue to support and advocate for funding for mental health resources, services, and professional learning on trauma-informed teaching and learning; and

Whereas, The Academic Senate for California Community Colleges adopted Resolution [S16 06.04](#) *Mental Health Services* which urged “local senates to advocate for the improvement of and access to mental health services at their local campuses” and “support consistent resourcing and funding to enable the expansion of and improve access to mental health services for community college students;”

Resolved, That the Academic Senate for California Community Colleges includes a request for funding for mental health resources, services, and professional development on trauma-informed teaching and learning in the California Community Colleges Chancellor’s Office 2023-24 System Budget Proposal; and

Resolved, That the Academic Senate for California Community Colleges supports AB1987⁷ (Salas, 2022, as of March 5, 2022) Postsecondary education: student mental health spending: report and AB 2122⁸ (Choi, 2022, as of March 5, 2022) Public postsecondary education: mental health hotlines: student identification cards.

Contact: ASCCC Legislative and Advocacy Committee

⁷ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1987

⁸ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

6.0 LEGISLATIVE ISSUES

***6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)**

Whereas, The delegates of the Academic Senate for California Community Colleges adopted Resolution S16 06.01⁹ *Support Legislation to Increase Cal Grant Awards*, as proposed in AB 1721 (Medina, 2016) and AB 1892 (Medina, 2016) at the 2016 Spring Plenary Session;

Whereas, The Academic Senate for California Community Colleges has prioritized Support on Expansion of Cal Grants¹⁰;

Whereas, The Academic Senate for California Community Colleges continues to advocate for increases to Cal Grant awards¹¹; and

Whereas, AB 1746¹² (Medina, 2022, as of March 5, 2022) Student financial aid: Cal Grant Reform Act would revise the existing Cal Grant Program into a new Cal Grant Program that would revise and recast the provisions establishing and governing the existing Cal Grant Program into a new Cal Grant 2 and Cal Grant 4 program, expand eligibility to be consistent with Pell Grant income eligibility, and include an inflationary increase to community college awards;

Resolved, That the Academic Senate for California Community Colleges supports AB 1746¹³ (Medina, 2022, as of March 5, 2022) Student financial aid: Cal Grant Reform Act (as of March 5, 2022); and

Resolved, That the Academic Senate for California Community Colleges continues to advocate for increases in Cal Grant award amounts in order to help students with funding for the total cost of attendance.

Contact: ASCCC Legislative and Advocacy Committee

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

***7.01 S22 Public Access for Vision Resource Center Materials**

⁹ Resolution S16 06.01: <https://asccc.org/resolutions/support-legislation-increase-cal-grant-awards>

¹⁰ ASCCC Position January 2019:

<https://www.asccc.org/sites/default/files/Cal%20Grant%20Letter%20of%20Support%20-%20Jan%2014%202019.pdf>

¹¹ Rostrum article, *Cal Grant Modernization and the True Cost of College*, April 2021

¹² https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

¹³ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

Whereas, The California Community Colleges have taken a national lead on transforming educational systems through Inclusion, Equity, Diversity, Anti-Racism and Accessibility creating a repository of supporting materials;

Whereas, The California Community Colleges Chancellor's Office has collected documents, PowerPoints, trainings, webinars, and other resources in the Vision Resource Center that are used across the system for professional development; and

Whereas, Current access to the Vision Resource Center is restricted by password authentication that requires a current email with a .edu address that restricts access of materials to retired faculty, part-time faculty, industry partners, some students, and the general public;

Resolved, That the Academic Senate for California Community Colleges works with the California Community College Chancellor's Office to establish an option for public access to the material in the Vision Resource Center.

Contact: ASCCC Executive Committee

7.02 S22 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program

Whereas, California Education Code §78052 requires that districts “Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented” and that the California Community Colleges Chancellor's Office ensure that “a grant does not result in the development or implementation of duplicate degrees for a subject matter to avoid duplication of effort and ensure the development and implementation of the greatest number of degrees for the benefit of the greatest number of students,” a requirement that can only be met for the Zero-Textbook-Cost Degree Program if the implementation of the program is truly statewide and collaborative;

Whereas, The Academic Senate for California Community Colleges recognizes that open educational resources are “the preferred and most sustainable mechanism for eliminating course costs” (Resolution 03.05 F21);

Whereas, The Academic Senate for California Community Colleges has requested that the California Community Colleges Chancellor's Office, as part of the Zero-Textbook-Cost Degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts to facilitate the adaptation and adoption of open educational resources (Resolution 07.01 F21), effectively advocating for a statewide solution to address local Zero-Textbook-Cost implementation challenges; and

Whereas, The Academic Senate for California Community Colleges has established mechanisms for convening discipline faculty for the purposes of making curriculum determinations, including systems for ensuring statewide vetting of developed resources;

Resolved, That the Academic Senate for California Community Colleges works with the

California Community Colleges Chancellor’s Office, as part of the Zero-Textbook-Cost Degree Program, to establish the funding and process necessary to ensure that ZTC resources will remain current and relevant beyond the 2027 reporting deadline established in California Education Code §78052.

Contact: [Julie Bruno](#), ASCCC Open Educational Resources Initiative

9.0 CURRICULUM

9.01 S22 Definition and Guidance for Cross-Listing Courses

Whereas, The Course Outline of Record (COR) is at the center of local curricular process; its required elements have been outlined in [California Code of Regulations Title 5 § 55002](#) and the application of those requirements is detailed in the [Program and Course Approval Handbook \(PCAH\)](#);

Whereas the submission criteria for CSU GE Area F allows “courses without ethnic studies prefixes” to be submitted for Area F “if cross-listed with a course with an ethnic studies prefix”^{14, 15} but the processes should maintain the integrity of the discipline and instruction; and

Whereas, there is a lack of system guidance on the definition and appropriate practice of cross-listing sufficient to guide colleges on course development and submission;

Resolved, That the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor’s Office to revise the Program and Course Approval Handbook to include a definition of cross-listing and guidance for its implementation; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to include in future publications, webinars, and other resources guidance and multiple examples of whether, how, and when to appropriately cross-list courses.

Contact: [Sarah Harris](#), ASCCC Curriculum Committee

9.02 S22 Co-Requisites and Pre-Requisites of Intermediate Algebra and Articulation and C-ID Alignment

¹⁴ https://www.asccc.org/sites/default/files/COR_0.pdf

¹⁵ <https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/geac/Documents/GE-Reviewers-Guiding-Notes.pdf>

Whereas, [AB 705](#) (Irwin, 2017) was passed in 2017 and discouraged the placement of students into pre-transfer intermediate algebra and encouraged placing students directly into transfer-level math based on multiple measures data;

Whereas, With the implementation of AB 705 (Irwin, 2017), the scheduling of pre-transfer math courses, such as intermediate algebra, has significantly reduced over the past three years, with some colleges completely eliminating offerings in response to a [2022 required plan](#) from the California Community College Chancellor's Office that asks colleges to justify, with data, the scheduling of pre-transfer math courses;

Whereas, California State University and University of California articulation requirements require a prerequisite or corequisite of intermediate algebra skills for the transfer of courses such as biology; and

Whereas, C-ID also recommends prerequisites of intermediate algebra skills for course alignment;

Resolved, that the Academic Senate for California Community Colleges works with the California Community College Chancellor's Office and the Academic Senates of the California State University and University of California to provide continued guidance for the articulation of courses that require requisites below transfer level math.

Contact: [Adrienne C. Brown](#), ASCCC Curriculum Committee

10.0 DISCIPLINES LIST

***10.01 S22 Disciplines List – Asian American Studies**

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 revision of the Asian American Studies:

Master's degree in Asian American studies OR a master's in Ethnic Studies and bachelor's degree in Asian American studies OR the equivalent; and

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

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Asian American Studies.

Contact: ASCCC Standards & Practices Committee

***10.02 S22 Disciplines List – Native American/American Indian Studies**

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 Native American/American Indian Studies:

Master’s degree in Native American/American Indian studies OR a master’s in Ethnic Studies and bachelor’s degree in Native American/American Indian studies OR the equivalent; and

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

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Native American/American Indian Studies.

Contact: ASCCC Standards & Practices Committee

***10.03 S22 Disciplines List – Nanotechnology**

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 Nanotechnology:

Master of Science Degree in a STEM-related field, such as Chemistry, Physics, Biochemistry, or Engineering and a minimum of two years teaching nanotechnology courses in a college/university or two years of industry work experience as a leading scientist/engineer on a nanotechnology project; and

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

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Nanotechnology.

Contact: ASCCC Standards & Practices Committee

13.0 GENERAL CONCERNS

13.01 S22 Ensure the Transparency of Resources Used to Establish Zero-Textbook-Cost

(ZTC) Certificates and Degrees

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 (California Code of Regulations Title 5 §59404);

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July 2010 require 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;

Whereas, The Academic Senate for California Community Colleges encourages 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 (Resolution 20.02 F20); and

Whereas, Textbook information is commonly provided to students prior to and at the time of registration via a section-specific link to the bookstore, and the provided information may in some cases be inaccurate, misleading, or missing;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to urge faculty to submit their course resource information in a timely manner, regularly check the class schedule to ensure their sections are marked with a zero-cost or low-cost icon if appropriate, and ensure that their textbook and class resource information is clear and accurate.

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

13.02 S22 Faculty Responsibility for Equitable, Accessible Learning Environments

Whereas, Accessibility in the digital learning environment is an essential part of an equitable learning environment, and students deserve to have access to digital learning materials and environments without revealing their disability status as provisioned by [Section 508 of the Rehabilitation Act](#);

Whereas, Accessibility in the digital learning environment—or compliance with Section 508 of the Rehabilitation Act—is required for all government-funded institutions including the California Community Colleges, and the California Community Colleges’ Chancellor’s Office Information and Communication Technology and Instructional Material Accessibility Standard ¹⁶(2020) says that “ensuring equal access to equally effective instructional materials

¹⁶ <https://drive.google.com/file/d/1Bss1F09dH4yrc6cCid6zNK0HfLuXV5vp/view>

and ICT [information communication technology] is the responsibility of all California Community College administrators, faculty, and staff”;

Whereas, accessibility is an academic and professional matter, and faculty should have and maintain full freedom of and purview over their instructional materials and digital learning environments, while fulfilling their obligation as educators to provide accessible learning environments as required legally and as a tool for closing equity gaps;

Resolved, that the Academic Senate of California Community Colleges urges local senates to make accessibility a campus-wide priority, as it relates to faculty agency over and equitable student access in teaching and learning environments;

Resolved, that the Academic Senate for California Community Colleges updates its paper [Ensuring Effective Online Programs: A Faculty Perspective](#) by Fall 2022 to include clarification of the differences between Accommodations (as referenced in [Section 504 of the Rehabilitation Act](#)) and Accessibility (as referenced in Section 508 of the Rehabilitation Act) as these definitions relate to faculty fulfilling their responsibility as educators in all modalities, and also develop other resources as appropriate; and

Resolved, that the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor’s Office and other stakeholders to guide the development of the local infrastructure necessary to support faculty with professional development, tools, and expert support in the creation of fully accessible learning environments.

Contact: ASCCC Online Education Committee

13.03 S22 Establish ASCCC Rising Scholars Faculty Advisory Committee

Whereas, At this time the California Community Colleges (CCC) serve over 15,000 incarcerated students at 35 California Department of Corrections and Rehabilitation (CDCR) site locations, in addition to numerous unique county regions and expects that number to reach over 20,000 students and 1000 FTE within 3 years;

Whereas, CDCR, county justice centers, and California community colleges are bound by complicated constraints, including laws, contractual agreements, policies, and funding formulas; and policies, procedures, and processes that meet the needs of incarcerated students, faculty, and collegiate support staff serving the incarcerated students and support the needs of the corrections staff under the Memorandum of Understanding (MOU) between the California Community Colleges Chancellor’s Office and CDCR need to be established to preserve the best interest of both systems while meeting the goals of educating incarcerated students; and

Whereas, All parties, including but not limited to the California Community Colleges Chancellor’s Office, colleges, Academic Senate for California Community Colleges (ASCCC), Student Senate for California Community Colleges (SSCCC), and CDCR, must work together to ensure that those working within the colleges and those working within the various facilities, representing the various government (federal, state, and local) agencies and unions, are

appropriately relied upon to address incarcerated student needs, curricular and support services, curriculum and program development, transitional (incarcerated to paroled or released) support services, and community college to state university transfer needs, but current faculty representation in academic and professional matters is minimal at best as ASCCC only has two representative seats on the Chancellor's Office Rising Scholars Advisory Committee, and there is no current mechanism for ASCCC to collaborate with, regularly solicit input from, or prepare and provide professional development for faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges establishes a Rising Scholars Faculty Advisory Committee, to include faculty teaching in incarcerated education and at least one formerly incarcerated student;

Resolved, That the Academic Senate for California Community Colleges charges the Rising Scholars Faculty Advisory Committee with developing and sustaining a regional professional learning network in the area of prison education utilizing local Academic Senate structures, dedicated to the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#), and furthering the advancement of local programs and local professional learning in the areas of equity, pedagogy, and community building amongst prison education practitioners, and with advancing the faculty voice in spaces where incarcerated education is discussed and policies or agreements are made, including with the Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and CDCR, so that faculty primacy in academic and professional matters is honored and the education provided to incarcerated students by California community colleges is a model for educating incarcerated students;

Resolved, that the Academic Senate for California Community Colleges expects the ASCCC Rising Scholars Faculty Advisory Committee to disseminate policies, procedures, and MOUs produced by ASCCC, the Rising Scholars Network, the California Community Colleges Chancellor's Office, and/or CDCR to their local networks of faculty teaching in incarcerated environments, and share faculty-related concerns, problems, and barriers experienced at the local level to the ASCCC Rising Scholars Faculty Advisory Committee for communication with the Rising Scholars Network, the California Community Colleges Chancellor's Office, and CDCR; and

Resolved, That the Academic Senate of California Community Colleges requests of the Chancellor's Office and California Department of Corrections and Rehabilitation (CDCR) that the Academic Senate for California Community Colleges and the Academic Senate Rising Scholars Faculty Advisory Committee be consulted for MOUs concerning prison education, particularly the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#) between CDCR and the California Community Colleges Chancellor's Office and, for local MOUs between CDCR and local colleges, with local academic senates.

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

13.04 S22 Establish Rising Scholars Faculty Liaisons

Whereas, Facilitation of teaching and learning in incarcerated environments is a coordinated effort of many entities, including California Department of Corrections and Rehabilitation (CDCR), California Community College Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and local jails, and faculty are often excluded from system-level communications specific to Rising Scholars programs;

Whereas, Direct communication to faculty as a critical constituency in incarcerated education is currently missing, and system-level MOU's, standard procedure, and best practices, have been imposed on California Community College faculty without the knowledge of or participation in those processes, and, when top-down policies, procedures, and practices affect the work of faculty working inside of the prisons, the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#) issues have been ignored;

Whereas, the Academic Senate for California Community Colleges and faculty engaged in incarcerated education whether through face-to-face college, correspondence, or other distance education college instruction could both benefit from having a mechanism for direct sharing of information with and for solicitation of input from faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges urges local senates to identify a faculty member teaching engaged in incarcerated instruction inside of prisons, jails, or other local carceral facilities to act as a local Rising Scholars liaisons to facilitate communication among Rising Scholars faculty, the local academic senate, and the Academic Senate for California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges be responsible for working collaboratively with these liaisons to ensure communication and opportunities for input on the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#) issues are met by CDCR, California Community Colleges Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and the ASCCC before implementation of those said policies, procedures, and practices; and

Resolved, That the Academic Senate for California Community Colleges urges local senates to request utilization of local Rising Scholars funds to compensate their designated Rising Scholars liaisons.

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

13.05 S22 Advocate for State and Local Rising Scholars Funding to Support Faculty Professional Learning

Whereas, AB 417 Rising Scholars Network: justice-involved students (McCarty, 2021)¹⁷ charges the California Community Colleges Chancellor's Office with establishing the Rising Scholars

¹⁷ [AB 417 Rising Scholars Network \(McCarty, 2021\)](#)

Network and providing funding to up to 50 community colleges for services in support of justice-involved students;

Whereas, Faculty are integral participants in the education of justice-involved students, and ongoing professional development specific to education in incarcerated environments is critical to ensuring the delivery of high quality instruction within the constructs and opportunities in these environments;

Resolved, That the Academic Senate for California Community Colleges requests of the California Community College Chancellor's Office through the Rising Scholars Network compensation to support ongoing preparation and delivery of statewide faculty professional development and facilitation of a statewide faculty community of practice for incarcerated education; and

Resolved, That the Academic Senate for California Community Colleges encourages local academic senates to advocate for designation of Rising Scholars funds or other monies to support ongoing professional development at the local level for part- and full-time faculty delivering incarcerated instruction, especially in-person.

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

17.0 LOCAL SENATES

***17.01 S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students**

Whereas, the COVID pandemic forced a quick pivot, within weeks after California Governor Newsom's March 19, 2020 [Stay At Home Order](#), of most of California's community colleges' course offerings from in-person to online teaching and learning;

Whereas, most of this online teaching and learning necessitated faculty and students quickly learned how to use and navigate learning management systems (LMS) and other online educational tools and services for course delivery and engagement;

Whereas, the California Community Colleges' Chancellor's Office responded by November 2, 2020¹⁸ to the sudden systemwide shift to online teaching and learning, by providing all California Community Colleges funding support until June 30, 2021 for the following array of online learning tools: Canvas LMS, Canvas Studio, Pisces Online Tutoring Platform, Zoom, Labster virtual science lab platform, NetTutor online tutoring service, as well as special pricing for California community colleges to access/purchase the following services: SmarterServices online readiness assessment; Urkund and Turnitin online plagiarism and student integrity services; Proctorio online proctoring service; Pronto online student engagement service; Esri

¹⁸ <https://www.cccco.edu/-/media/CCCCO-Website/Files/DII/nov022020-ongoing-digital-resources-support-memo-dii-v2.pdf?la=en&hash=E284243BE2321D09DC590BF69D1C85BC47EC003A>

geographic information system; Grackledocs accessibility for Google G-Suite; Adobe digital and electronic signature platform; TimelyMD Telehealth services; OptimumHQ contact tracing software; Cranium Café online student services platform; and Uber Eats food aid distribution platform; and

Whereas, the impact of this sudden and dramatic increase of online learning tools on local college campuses, even beyond the California Community Colleges Chancellor's Office June 30, 2021 funding support deadline, has created a very high demand for local campus online education support services and staff to assist faculty, staff, students, and administrators in the adoption, setup, and use, including the troubleshooting, of these online tools;

Resolved, that the Academic Senate for California Community Colleges survey local Academic Senates about online education tools used at their campus, online education support their campus provides, and whether there is equitable access to and use of online education support across all faculty and student groups;

Resolved, that the Academic Senate for California Community Colleges urges all local colleges and districts to work collaboratively with their local Academic Senates and online education support areas to identify and mitigate equity gaps regarding online education support access and delivery to faculty and students, and that online education support areas receive adequate support from their local colleges in order to provide services needed by students and faculty; and

Resolved, that the Academic Senate for California Community Colleges encourages local academic senates to formally acknowledge their appreciation for their online education and course design support professionals for all the ways in which they have supported faculty and students, especially during the COVID pandemic and the unprecedented demand that it created for online education support services.

Contact: ASCCC Online Education Committee

17.02 S22 Increase Part-Time Faculty Representation and Communication through Local Part-Time Faculty Liaisons

Whereas, Part-time faculty comprise the majority of the faculty on every community college campus and are vital to the success and retention of students throughout the California Community College system, and that the representation of part-time faculty is crucial for the Academic Senate for California Community Colleges and California Community College Chancellor's Office to fulfill their respective missions;

Whereas, Although the Academic Senate for California Community Colleges continues to encourage local academic senates to include part-time faculty participation in governance in response to Resolutions [F20 1.02](#) and [S21 19.01](#), professional development, committee service, and other leadership opportunities and yet support for the participation of part-time faculty still varies widely and is generally insufficient;

Whereas, The Academic Senate for California Community Colleges appoints part-time faculty to numerous initiatives, workgroups, committees, and task forces to ensure their voices are represented, but it is often difficult to retain part-time faculty involvement throughout the academic year; and

Whereas, Information pertinent to teaching and learning which impact the roles and responsibilities of part-time faculty may not always be disseminated to all local colleges and districts;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to identify a part-time faculty member to act as a part-time faculty liaison to increase communication between the local academic senates and their respective local part-time faculty.

Contact: ASCCC Part-Time Faculty Committee

19.0 PROFESSIONAL STANDARDS

19.01 S22 Cultural Humility Driving IDEAA Work

Whereas, [Resolution SP14 3.01 *Infusing Cultural Competence*](#) directed “the Academic Senate for California Community Colleges [to] engage in cultural competency and equity training at its annual Executive Committee orientation, and use the information from that training to develop its cultural competency plan as a model for local senates”;

Whereas, Resolution SP14 3.01 *Infusing Cultural Competence* directed “the Academic Senate for California Community Colleges [to] report its cultural competency plan to the body by Spring 2015 and include in that plan a component that will encourage greater diversity in local senates”;

Whereas, Cultural competence, as an epistemological and ontological concept, reifies approaches that fail to recognize that the only constant of culture is that it is constantly changing, which, in turn, demands that our understanding and appreciation of culture must constantly evolve and progress; and

Whereas, Cultural humility, as an epistemological and ontological concept, offers approaches that align with inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work that the Academic Senate for the California Community Colleges has been engaged in;

Resolved, That the Academic Senate for California Community Colleges recognizes that cultural humility, as an epistemological and ontological concept, shall inform the professional training at its annual Executive Committee orientation; and

Resolved, That the Academic Senate for California Community Colleges make available the Cultural Humility Tool¹⁹ and respective resources as a model for local senates to develop their own cultural humility action plan that will guide and/or enhance the IDEAA efforts engaged in by local senates and the Academic Senate for California Community Colleges.

Contact: [Nadia Khan](#), Equity and Diversity Action Committee

¹⁹ [Cultural Humility Tool](#)

Courses not Taught in Four Years - 2022 list

Division	Course Code	Course Title	Extension granted in 2016/17/19	Extension granted last time - 2020 (if applicable)	Notes
BSS	ACTG_F068C	ADVANCED TAX ACCOUNTING III			
BSS	ANTH_F067B	CULTURES OF THE WORLD: BELIZE	Yes - 2019	N/A (carryover approval from 2019)	
APPR	APPR_F150.	JOB SAFE/OSHA/MATH/HERITAGE I			
APPR	APPR_F151.	OXY-ACC/PLASTIC WELD/SOLDER/BR			
APPR	APPR_F154.	GAS & WATER SUPPLY			
APPR	APPR_F157.	STEAMFITTING & PIPEFITTING			
APPR	APPR_F161.	AC, PNEUMATIC CONTROLS			
APPR	APPR_F162C	ELEC CONTROLS, DDC CONTROLS			
APPR	APPR_F166.	JOB SUPERVISION			
APPR	APPR_F167.	START, TEST & BALANCE			
APPR	APPR_F168.	SUPERMARKET REFRIGERATION			
APPR	APPT_F125.	RESIDENTIAL BLUEPRINT READING	Yes - all three years	Approved 3/17; will be offered spring 2022	
APPR	APPT_F126.	RESID PIPING LAYOUT/INSTALL/FI	Yes - all three years	Approved 3/17; will be offered fall 2022	
APPR	APPT_F128.	RESIDENTIAL GAS INSTALL;SERV W	Yes - all three years	Approved 3/17; will be offered spring 2023	
APPR	APPT_F188.	ADVANCED PLAN READING/CAD			
APPR	APSM_F130.	SMQ-30 ADVANCED WELDING	Yes - 2019	Approved 3/17; will be offered winter 2021	
APPR	APSM_F131.	SMQ-31 CAD DETAILING			
APPR	APSM_F132.	SMQ-32 INTERMEDIATE CAD DETAIL			
APPR	APSM_F133.	SMQ-33 ADVANCED ARCHITECTURAL			
APPR	APSM_F134.	SMQ-34 ADVANCED LAYOUT FABRICA	Yes - 2019	Approved 3/17; will be offered winter 2020	
FA	ART_F005C	SCULPTURE			Approved 3/17; will be offered spring 2022
FA	ART_F073R	INDEPENDENT STUDY IN ART			
KA	ATHL_F031B	SPORT TECH/COND SOFTBALL			
KA	ATHL_F045B	SPORT TECH/COND WMN'S TENNIS			

Courses not Taught in Four Years - 2022 list

Division	Course Code	Course Title	Extension granted in 2016/17/19	Extension granted last time - 2020 (if applicable)	Notes
KA	ATHL_F071R	INDEPENDENT STUDY IN ATHLETICS			
KA	ATHL_F073R	INDEPENDENT STUDY IN ATHLETICS			
BSS	BUSI_F019.	BUSINESS LAW II			
BSS	BUSI_F053.	SURVEY OF INT'L BUSINESS			
BSS	BUSI_F090A	PRINCIPLES OF MANAGEMENT			
PSME	CHEM_F01AH	HONORS GENERAL CHEMISTRY			
PSME	CHEM_F01BH	HONORS GENERAL CHEMISTRY			
PSME	CHEM_F009.	CHEMISTRY OF COOKING			
PSME	CHEM_F13BH	HONORS ORGANIC CHEMISTRY LAB			
PSME	CHEM_F13CH	HONORS ORGANIC CHEMISTRY LAB			
BSS	CHLD_F054C	LEADERSHIP: EFFCT DIRECTORS			
CNSL	CNSL_F089.	ADV LEADERSHIP REALITIES			
PSME	C S_F001M	INT ALGOR/DATA STRUC METH JAVA			
PSME	C S_F002M	INTERMED ALGRM/DATA STRUCT C++			
PSME	C S_F050E	INTRO TO IP NETWORK SECURITY			
PSME	C S_F052B	ADV SWITCH/CAMPUS LAN DESGN CC			
PSME	C S_F071A	DATA ANALYTICS & MANAGEMENT			
PSME	C S_F080A	OPEN SOURCE CONTRIBUTION			
PSME	C S_F082A	INTRO SOFTWARE QUALITY ASSURAN			
PSME	C S_F084A	DB-DRIVEN WEB APP DEVLPMNT	Yes - 2019	N/A (carryover approval from 2019)	
PSME	C S_F084B	DISTRIBUTED DATABASES			
KA	DANC_F070R	INDEPENDENT STUDY IN DANCE			
KA	DANC_F071R	INDEPENDENT STUDY IN DANCE			
KA	DANC_F072R	INDEPENDENT STUDY IN DANCE			
KA	DANC_F073R	INDEPENDENT STUDY IN DANCE			
BH	EMS_F120.	EMERGENCY MEDICAL SERV ACADEMY		Approved 3/17; hope to offer in 2022-23 year	Formerly EMT 309; EMT 120
BH	EMS_F200.	PARAMEDIC ACADEMY		Approved 3/17; hope to offer in 2021-22 year	Formerly EMTP 200
LA	ENGL_F041.	LIT OF MULTICULT AMERICA			

Courses not Taught in Four Years - 2022 list

Division	Course Code	Course Title	Extension granted in 2016/17/19	Extension granted last time - 2020 (if applicable)	Notes
PSME	ENGR_F049.	ENGINEERING PROFESSION			
LA	ESLL_F246.	APPLIED GRAMMAR/EDIT SKILLS	Yes - 2019	Approved 3/17; will be offered fall 2020	
BSS	GEOG_F011.	INTRO MAPPING & SPATIAL REASON	Yes - 2019	Approved 3/17	cross-listed w/ GIST 11 (regularly taught)
BSS	HIST_F04CH	HONORS HISTORY OF WESTERN CIV			
BSS	HIST_F019.	HISTORY OF ASIA:CHIN/JAP	Yes - 2019	N/A (carryover approval from 2019)	
BSS	HIST_F020.	HIST RUSSIA/SOVIET UNION			
BH	HORT_F054D	LANDSCAPE CONSTR:APPLIED PRACT			
BH	HORT_F060G	LANDSCAPE DESIGN:INTERM COMPUT			
BH	HORT_F090A	CONTAINER PLANTING LANDSCAPING			
BH	HORT_F090E	HORT & LANDSCAPE PHOTOGRAPHY	Yes - 2019	N/A (carryover approval from 2019)	
BH	HORT_F090F	LANDSCAPE DESGN:BASIC PRINCIPL			
BH	HORT_F090K	LANDSCAPING WITH EDIBLES	Yes - 2019	N/A (carryover approval from 2019)	
BH	HORT_F090L	PLANT PROPAGATION:BASIC SKILLS	Yes - 2019	N/A (carryover approval from 2019)	
BH	HORT_F090N	PLANT MATERIALS:FALL COLOR			
BSS	HUMN_F054H	HONORS INST SEMINAR IN HUMANIT			
KA	<i>KINS_F072R</i>	<i>INDEPENDENT STUDY KINESIOLOGY</i>			
KA	<i>KINS_F073R</i>	<i>INDEPENDENT STUDY KINESIOLOGY</i>			
BSS	LINC_F050B	TECH IN K-12 CLASSRM III			
BSS	LINC_F081A	USING DIGITAL IMAGES I			
BSS	LINC_F090A	WEBINARS			
BSS	LINC_F092.	SEMINAR INSTRUCT DESIGN & TECH			
BSS	LINC_F097.	IPADS IN EDUCATION			
BSS	LINC_F097A	IPADS FOR TEACHING & LEARNING			
BSS	LINC_F098B	TEACH/LEARN DIGITAL AGE II			
PSME	MATH_F067.	ENHANCED LEARNG W MATHEMATICA			
FA	MDIA_F006.	FILM & NEW MEDIA GENRES			
FA	MDIA_F031.	DIGITAL VIDEO EDITING II			
FA	MDIA_F052.	SCRIPTWRITING FOR FILM & VIDEO			
FA	MTEC_F066A	MUSIC VIDEO PRODUCTION			

Courses not Taught in Four Years - 2022 list

Division	Course Code	Course Title	Extension granted in 2016/17/19	Extension granted last time - 2020 (if applicable)	Notes
FA	MTEC_F070G	PRO TOOLS 310P-AVID CERTIF			
FA	MTEC_F072A	PRODUCING MUSIC WITH REASON			
FA	MTEC_F080B	ENTERTAINMENT LAW & NEW MEDIA			
FA	MTEC_F080C	BASICS OF MUSIC PUBLISHING			
FA	MUS_F003D	THEORY & MUSICIANSHIP IV			
FA	MUS_F007.	CONTEMP MUSIC STYLES:ROCK/POP/			
FA	MUS_F009A	MUSIC & MEDIA:EDISON-HENDRIX			
FA	MUS_F047A	INTRO MUSICAL THEATRE PRODUCTI			cross-listed w/ THTR 47A (regularly taught)
FA	MUS_F047B	INTRM MUSIC THTR PROD WORKSHOP			cross-listed w/ THTR 47B (regularly taught)
FA	MUS_F047C	ADV MUSIC THEATRE PROD WORKSHO			cross-listed w/ THTR 47C (regularly taught)
FA	MUS_F047D	ADV MUSCL THEATR PROD WKSHP II			cross-listed w/ THTR 47D (regularly taught)
FA	MUS_F072R	INDEPENDENT STUDY MUS/MUS TECH			
LA	NCEL_F403B	TRANSTN TO COLLEGE ESL PART II	Yes - 2019	Approved 3/17; will be offered fall 2020	
SRC	PHDA_F024.	MODIFIED STRETCHING/FLEXIBILIT			
KA	PHED_F014.	NUTRITIONAL ASSESSMENT/FITNESS			
KA	PHED_F015C	ADVANCED PICKLEBALL			
KA	PHED_F021D	VINYASA FLOW YOGA			
KA	PHED_F021E	RESTORATIVE YOGA			
KA	PHED_F040.	BEGINNING VOLLEYBALL			
KA	PHED_F040A	INTERMEDIATE VOLLEYBALL			
KA	PHED_F040C	VOLLEYBALL: GAME SKILLS			
KA	PHED_F042.	BOWLING FOR FITNESS			
KA	PHED_F071R	INDEPENDENT STUDY PHYSICAL EDU			
KA	PHED_F072R	INDEPENDENT STUDY PHYSICAL EDU			
KA	PHED_F073R	INDEPENDENT STUDY PHYSICAL EDU			
BSS	PHIL_F012.	PHILOSOPHY OF SCIENCE			

Courses not Taught in Four Years - 2022 list

Division	Course Code	Course Title	Extension granted in 2016/17/19	Extension granted last time - 2020 (if applicable)	Notes
FA	PHOT_F068E	LECTURE TOPICS IN PHOTOGRAPHY			
FA	PHOT_F078A	LANDSCAPE FIELD STUDY IN PHOTO	Yes - 2019	N/A (carryover approval from 2019)	
FA	PHOT_F078B	SOCIAL CONCERNS FIELD STUDY/PH			
FA	PHOT_F078C	DOCUMENTARY FIELD STUDY PHOTO			
FA	PHOT_F078D	MUSEUM/GALLERY FIELD STUDY IN			
BSS	PSYC_F054H	HONORS INSTITUTE SEMINAR PSYC			
BH	R T_F071.	ADV CLINICAL EXPER:MRI	Yes - all three years	N/A (carryover approval from 2019)	
<i>BSS</i>	<i>SOSC_F070R</i>	<i>INDEPENDENT STUDY SOCIAL SCIEN</i>			
<i>BSS</i>	<i>SOSC_F071R</i>	<i>INDEPENDENT STUDY SOCIAL SCIEN</i>			
<i>BSS</i>	<i>SOSC_F072R</i>	<i>INDEPENDENT STUDY SOCIAL SCIEN</i>			
<i>BSS</i>	<i>SOSC_F073R</i>	<i>INDEPENDENT STUDY SOCIAL SCIEN</i>			
FA	THTR_F002B	HISTORY DRAM LIT:MOLIERE-MODRN			
FA	THTR_F007.	INTRODUCTION TO DIRECTING			
				Approved 3/17; no timeline provided for offering	
FA	THTR_F012A	STAGE & SCREEN			
FA	THTR_F026.	INTRO FASHION HIST/COSTM DES			
FA	THTR_F046A	THTR DEVELOPMENT WORKSHOP I			
FA	THTR_F046B	THTR DEVELOPMENT WORKSHOP II			
FA	THTR_F046C	THEATRE DEVL P WORKSHOP III			
FA	THTR_F046D	THEATRE DEVL P WORKSHOP IV			
<i>FA</i>	<i>THTR_F071R</i>	<i>INDEPENDENT STUDY THEATRE ARTS</i>			
<i>FA</i>	<i>THTR_F073R</i>	<i>INDEPENDENT STUDY THEATRE ARTS</i>			
<i>BSS</i>	<i>WMN_F070R</i>	<i>INDEPENDENT STUDY WMN'S STUDIE</i>			
<i>BSS</i>	<i>WMN_F071R</i>	<i>INDEPENDENT STUDY WMN'S STUDIE</i>			
<i>BSS</i>	<i>WMN_F072R</i>	<i>INDEPENDENT STUDY WMN'S STUDIE</i>			
<i>BSS</i>	<i>WMN_F073R</i>	<i>INDEPENDENT STUDY WMN'S STUDIE</i>			

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: BSS

Course Number: Anth67B

Course Title: Cultures of the World: Belize

Justification for retaining the course (please include information as to why the course was not taught in four years):

We are seriously considering a return to Belize to re-imagine our Maya program in the next few years.

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

Summer 2023

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

Summer offering of this course for purposes of providing background on the subject

Comments & other relevant information for discussion:

Division Dean: Kurt Hueg

Date: 3/7/22

Division Curriculum Representative: Juan Garcia

Date: 3/2/22

Date of Approval by Division Curriculum Committee: 2/24/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: APPR

Course Number: APPT 125

Course Title: Residential Blueprint Reading

Justification for retaining the course (please include information as to why the course was not taught in four years):

The residential program will be including this course into their program moving forward. This program recently has been reactivated.

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

Fall 2022

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

Course will be included into the residential program moving forward due to workforce demands.

Comments & other relevant information for discussion:

Division Dean: Chris Allen

Date: 2/15/22

Division Curriculum Representative: Tim Myres

Date: 3/4/22

Date of Approval by Division Curriculum Committee: 2/22/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: APPR

Course Number: APPT 126

Course Title: Residential Piping Layout & Installation; Residential Fixtures

Justification for retaining the course (please include information as to why the course was not taught in four years):

The residential program will be including this course into their program moving forward. This program recently has been reactivated.

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

Fall 2022

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

Course will be included into the residential program moving forward due to workforce demands.

Comments & other relevant information for discussion:

Division Dean: Chris Allen

Date: 2/15/22

Division Curriculum Representative: Tim Myres

Date: 3/4/22

Date of Approval by Division Curriculum Committee: 2/22/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: APPR

Course Number: APPT 128

Course Title: Residential Gas Installations; Service Work

Justification for retaining the course (please include information as to why the course was not taught in four years):

The residential program will be including this course into their program moving forward. This program recently has been reactivated.

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

Fall 2022

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

Course will be included into the residential program moving forward due to workforce demands.

Comments & other relevant information for discussion:

Division Dean: Chris Allen

Date: 2/15/22

Division Curriculum Representative: Tim Myres

Date: 3/4/22

Date of Approval by Division Curriculum Committee: 2/22/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: APPR

Course Number: APSM 130

Course Title: SMQ-30 Advanced Welding

Justification for retaining the course (please include information as to why the course was not taught in four years):

Course was not included in the students scheduled courses. Will begin being offered as elective

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

Fall 2022

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

Course will be included as an elective facilitating apprentice's ability to take specific classes geared towards their industry related career path.

Comments & other relevant information for discussion:

Division Dean: Chris Allen

Date: 2/15/22

Division Curriculum Representative: Brian Murphy

Date: 2/15/22

Date of Approval by Division Curriculum Committee: 2/22/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: APPR

Course Number: APSM 131

Course Title: SMQ-31 CAD Detailing

Justification for retaining the course (please include information as to why the course was not taught in four years):

Course was not included in the students scheduled courses. Will begin being offered as elective

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

Fall 2022

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

Course will be included as an elective facilitating apprentice's ability to take specific classes geared towards their industry related career path.

Comments & other relevant information for discussion:

Division Dean: Chris Allen

Date: 2/15/22

Division Curriculum Representative: Brian Murphy

Date: 2/15/22

Date of Approval by Division Curriculum Committee: 2/22/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: APPR

Course Number: APSM 132

Course Title: SMQ-32 Intermediate CAD Detailing

Justification for retaining the course (please include information as to why the course was not taught in four years):

Course was not included in the students scheduled courses. Will begin being offered as elective

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

Fall 2022

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

Course will be included as an elective facilitating apprentice's ability to take specific classes geared towards their industry related career path.

Comments & other relevant information for discussion:

Division Dean: Chris Allen

Date: 2/15/22

Division Curriculum Representative: Brian Murphy

Date: 2/15/22

Date of Approval by Division Curriculum Committee: 2/22/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: APPR

Course Number: APSM 133

Course Title: SMQ-33 Advanced Architectural

Justification for retaining the course (please include information as to why the course was not taught in four years):

Course was not included in the students scheduled courses. Will begin being offered as elective

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

Fall 2022

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

Course will be included as an elective facilitating apprentice's ability to take specific classes geared towards their industry related career path.

Comments & other relevant information for discussion:

Division Dean: Chris Allen

Date: 2/15/22

Division Curriculum Representative: Brian Murphy

Date: 2/15/22

Date of Approval by Division Curriculum Committee: 2/22/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: APPR

Course Number: APSM 134

Course Title: SMQ-34 Advanced Layout Fabrication

Justification for retaining the course (please include information as to why the course was not taught in four years):

Course was not included in the students scheduled courses. Will begin being offered as elective

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

Fall 2022

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

Course will be included as an elective facilitating apprentice's ability to take specific classes geared towards their industry related career path.

Comments & other relevant information for discussion:

Division Dean: Chris Allen

Date: 2/15/22

Division Curriculum Representative: Brian Murphy

Date: 2/15/22

Date of Approval by Division Curriculum Committee: 2/22/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: BSS

Course Number: BUSI 19
Course Title: Business Law II

Justification for retaining the course (please include information as to why the course was not taught in four years):

BUSI 19 is the second half of the core business law subject area, of which BUSI 18 is the first half. Deactivating this course will seriously impair the business law course offering be detrimental to those students who wish to include this subject area prior to transfer to a 4-year institution. This course was not taught in the past few years primarily due to faculty issues that arose from the pandemic.

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

We anticipate that this course will be offered again in Winter/Spring of the 2022-23 academic year.

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

This course will likely be most successful in the winter and/or spring of any given year, in order to allow a sufficient level of interest and pipeline of students who will have taken BUSI 18 in Fall/Winter of that year. BUSI 18 typically has a very large and successful cohort of students who consistently take this course every year, and the division plans to capitalize on this cycle to grow demand and enrollment.

Division Dean: Kurt Hueg

Date: 3/7/22

Division Curriculum Representative: Julie Jones

Date: 3/2/22

Date of Approval by Division Curriculum Committee: 2/24/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: BSS

Course Number: BUSI 53

Course Title: Survey of International Business

Justification for retaining the course (please include information as to why the course was not taught in four years):

BUSI 53 is a gateway course focused on International Business. Given the current business environment in the global marketplace, this relevance of this course has risen dramatically and we anticipate demand for this course to increase significantly. This course was not taught in the past few years primarily due to faculty issues that arose from the pandemic.

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

We anticipate that this course will be offered again in Spring of the 2022-23 academic year.

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

As a gateway course focused on international business, the division anticipates that student demand for this course will be high if students are made sufficiently aware of the course offering. Our initial plan to re-ignite demand for this course will be to work with Foothill Marketing to develop and implement a marketing campaign for this course to stimulate demand. In addition, we intend to work with on-campus entities (clubs, programs, etc.) to connect the course to relevant student experiences on campus that will further attract students to the course.

Division Dean: Kurt Hueg

Date: 3/7/22

Division Curriculum Representative: John Jones

Date: 3/2/22

Date of Approval by Division Curriculum Committee: 2/24/22

**Foothill College
College Curriculum Committee
Course Deactivation Exemption Request**

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

Division: PSME

Course Number: C S 52B

Course Title: ADVANCED SWITCHING & CAMPUS LAN DESIGN (CCNP)

Justification for retaining the course (please include information as to why the course was not taught in four years):

Course is relevant as a work force course. Challenge is finding an instructor due to limitations such as college's support for a new FT hire.

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

In upcoming academic year.

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

Offering of the course once a year.

Comments & other relevant information for discussion:

Division Dean: Ram Subramaniam

Date: 3/4/22

Division Curriculum Representative: Kathleen Armstrong

Date: 3/4/22

Date of Approval by Division Curriculum Committee: 3/4/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: PSME

Course Number: C S 80A

Course Title: Open Source Distribution

Justification for retaining the course (please include information as to why the course was not taught in four years):

The course was in the process of being updated to meet current industry standards, but we had to pause when the faculty author became unavailable. The course is important in providing students avenues to grow beyond the personal assignments in their computer science courses.

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

Fall 2022

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

Plan is to offer the course once a year. The course discusses development projects that are open to the public and is a community effort. Course includes tools and techniques to enable students to become involved in development of open-source projects. Contribution to an open-source project will enable a student to gain experience in projects relevant to the community and highlight their resume for careers in software development.

Comments & other relevant information for discussion:

Division Dean: Ram Subramaniam

Date: 3/4/22

Division Curriculum Representative: Kathleen Armstrong

Date: 3/4/22

Date of Approval by Division Curriculum Committee: 3/4/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: PSME

Course Number: C S 82A

Course Title: INTRODUCTION TO SOFTWARE QUALITY ASSURANCE

Justification for retaining the course (please include information as to why the course was not taught in four years):

Students have been requesting this course, especially as it concerns tools related to Software Quality Assurance such as Selenium (an open source tool used to automate tests on web browsers). Mike Murphy from Computer Science and Laurence Lew from Business are in the process of creating a joint certificate where C S 82A is a requirement.

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

In upcoming academic year.

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

Offering of the course once a year.

Comments & other relevant information for discussion:

Division Dean: Ram Subramaniam

Date: 3/4/22

Division Curriculum Representative: Kathleen Armstrong

Date: 3/4/22

Date of Approval by Division Curriculum Committee: 3/4/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: PSME

Course Number: C S 84B

Course Title: DISTRIBUTED DATABASES

Justification for retaining the course (please include information as to why the course was not taught in four years):

This course may be integrated with our new certificates in Cloud Computing. The challenge is finding an instructor due to limitations such as college's support for a new FT hire.

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

In upcoming academic year.

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

Offering of the course once a year.

Comments & other relevant information for discussion:

Division Dean: Ram Subramaniam

Date: 3/4/22

Division Curriculum Representative: Kathleen Armstrong

Date: 3/4/22

Date of Approval by Division Curriculum Committee: 3/4/22

**College Curriculum Committee
Course Deactivation Exemption Request**

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

Division: Business and Social Sciences

Course Number: CHLD 54C

Course Title: LEADERSHIP IN ACTION: HOW EFFECTIVE DIRECTORS GET THINGS DONE

Justification for retaining the course (please include information as to why the course was not taught in four years):

This course was formally taught by Jeanne Thomas who retired, so we didn't immediately offer it again. Then COVID greatly affected how directors operate, leaving them little time to take classes. We hope to reincorporate the course into our schedule next year.

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

We will aim for a Fall 2022 offering, COVID dependent.

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

We like to cycle through all of our 54 series classes, in turn to best meet the needs of early childhood directors in the area. 54C will be one that I target first, as it can directly meet needs now.

Comments & other relevant information for discussion:

Division Dean: Kurt Hueg

Date: 3/7/22

Division Curriculum Representative: [Signature]

Date: 3/2/22

Date of Approval by Division Curriculum Committee: 2/24/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: Counseling

Course Number: CNSL 89

Course Title: Advanced Leadership Realities

Justification for retaining the course (please include information as to why the course was not taught in four years):

This course should be retained as it may be included in an updated Certificate of Completion in Leadership and Service in progress. The course has not been taught for four years as the certificate has been in transition. This was part of a series of courses that were previously part of the leadership service certificate curriculum.

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

Winter/Spring 2023

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

The course will be offered once per year in the winter or spring quarters.

Comments & other relevant information for discussion:

Other courses in the series include: CNSL 86, 87, and 88.

Division Dean: Roosevelt Charles

Date: 03/04/22

Division Curriculum Representative: AB Fee

Date: 3/4/22

Date of Approval by Division Curriculum Committee: 3/4/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: BHS

Course Number: EMS 200

Course Title: Paramedic Academy

Justification for retaining the course (please include information as to why the course was not taught in four years):

We plan on utilizing this course as soon as Summer of 2022

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

Summer of 2022

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

We plan on making this a required core content of the paramedic program which will guarantee the success. We want to formalize the offering as we have held a shortened version that was not required.

Comments & other relevant information for discussion:

We believe that this course will be very instrumental in ensuring student success

Division Dean: 

Date: 3/1/22

Division Curriculum Representative: Lisa Schultheis

Date: 3/1/22

Date of Approval by Division Curriculum Committee: 3/1/22

**Foothill College
College Curriculum Committee
Course Deactivation Exemption Request**

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

Division: BSS

Course Number: HIST 19

Course Title: History of Asia: China / Japan

Justification for retaining the course (please include information as to why the course was not taught in four years):

This course was to be taught by our new FT hire in history in 2018. The search was unsuccessful, but the course is necessary to provide a more diverse history curriculum in line with the college plan for equity.

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

Spring 2023

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

Course will be offered once a year both in person and online, perhaps in conjunction with the Asian American Studies course offered by the Ethnic Studies department.

Comments & other relevant information for discussion:

Division Dean: Kurt Hueg

Date: 3/7/22

Division Curriculum Representative: John Jones

Date: 3/2/22

Date of Approval by Division Curriculum Committee: 2/24/22

**Foothill College
College Curriculum Committee
Course Deactivation Exemption Request**

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

Division: BSS

Course Number: HIST 20

Course Title: History of Russia / Soviet Union

Justification for retaining the course (please include information as to why the course was not taught in four years):

This course was offered in spring 2020 but was cancelled due to low enrollment. It is the only history course we offer to fulfill List B of support courses for the AA-T in History.

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

Fall 2022

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

Course will be offered once a year and taught consistently by a FT faculty member. Course will also be offered online.

Comments & other relevant information for discussion:

Division Dean: Kurt Hueg

Date: 3/7/22

Division Curriculum Representative: John Jones

Date: 3/2/22

Date of Approval by Division Curriculum Committee: 2/24/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: BHS

Course Number: HORT 54D

Course Title: Landscape Construction: Applied Practices

Justification for retaining the course (please include information as to why the course was not taught in four years):

The course has not been taught for 4 years because the previous director was on sabbatical for 4 Spring quarters running and did not schedule it. This is a hands-on class and the last two were virtual. In addition, 54A, B, & C need to be taught before 54D can be taught.

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

I do not have it scheduled because some of the 54 series are currently being taught online.

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

This course is usually scheduled but COVID has disrupted that cycle.

Comments & other relevant information for discussion:

Division Dean: 

Date: 3/1/22

Division Curriculum Representative: Lisa Schultheis

Date: 3/1/22

Date of Approval by Division Curriculum Committee: 3/1/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: BHS

Course Number: HORT 60G

Course Title: Landscape Design: Intermediate Computer Applications

Justification for retaining the course (please include information as to why the course was not taught in four years):

HORT 45 was taught in Fall of 2021. At the time, the computers in 8401 were deemed outdated and could not handle the upgrade to VectorWorks 2022. We had the license for the software, but ETS informed us that the computers could not handle it. We decided to teach HORT45 but hold off on 60G until we had computers that could handle an upgrade. In other words, we felt that teaching a software package that was 5 years old was not in the best interest of our students.

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

That will depend on when ETS gives us the hardware.

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

Unfortunately, I am at the mercy of ETS. I have scheduled a meeting with John Vandercook on February 24th to sort it out.

Comments & other relevant information for discussion:

Division Dean:  _____

Date: 3/1/22

Division Curriculum Representative: Lisa Schultheis _____

Date: 3/1/22

Date of Approval by Division Curriculum Committee: 3/1/22 _____

**Foothill College
College Curriculum Committee
Course Deactivation Exemption Request**

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

Division: BHS

Course Number: HORT 90A

Course Title: Container Planting in the Landscape

Justification for retaining the course (please include information as to why the course was not taught in four years):

This is a class that is hands-on and COVID has disrupted our teaching cycle.

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

Currently I am hiring faculty at horticulture to teach this and a number of other classes. I do not have a schedule for this class yet.

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

Once I have staff and once COVID lessens I will be scheduling this class.

Comments & other relevant information for discussion:

Division Dean: 

Date: 3/1/22

Division Curriculum Representative: Lisa Schultheis

Date: 3/1/22

Date of Approval by Division Curriculum Committee: 3/1/22

**Foothill College
College Curriculum Committee
Course Deactivation Exemption Request**

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

Division: BHS

Course Number: HORT 90E

Course Title: Horticulture & Landscape Photography

Justification for retaining the course (please include information as to why the course was not taught in four years):

This is a class that is hands-on and COVID has disrupted our teaching cycle.

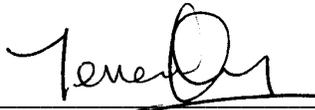
Next quarter(s) in which the course will be scheduled:

Currently I am hiring faculty at horticulture to teach this and a number of other classes. I do not have a schedule for this class yet.

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

Once I have staff and once COVID lessens I will be scheduling this class.

Comments & other relevant information for discussion:

Division Dean: 

Date: 3/1/22

Division Curriculum Representative: Lisa Schultheis

Date: 3/1/22

Date of Approval by Division Curriculum Committee: 3/1/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: BHS

Course Number: HORT 90F

Course Title: Landscape Design: Basic Principles

Justification for retaining the course (please include information as to why the course was not taught in four years):

Currently I am hiring faculty at horticulture to teach this and a number of other classes. I do not have a schedule for this class yet.

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

Once I have staff and once COVID lessens I will be scheduling this class.

Comments & other relevant information for discussion:

Division Dean: 

Date: 3/1/22

Division Curriculum Representative: Lisa Schultheis

Date: 3/1/22

Date of Approval by Division Curriculum Committee: 3/1/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: BHS

Course Number: HORT 90K

Course Title: Landscaping with edibles

Justification for retaining the course (please include information as to why the course was not taught in four years):

Currently I am hiring faculty at horticulture to teach this and a number of other classes. I do not have a schedule for this class yet.

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

Once I have staff and once COVID lessens I will be scheduling this class.

Comments & other relevant information for discussion:

Division Dean: 

Date: 3/1/22

Division Curriculum Representative: Lisa Schultheis

Date: 3/1/22

Date of Approval by Division Curriculum Committee: 3/1/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: BHS

Course Number: HORT 90L

Course Title: Plant Propagation

Justification for retaining the course (please include information as to why the course was not taught in four years):

The boiler has been down in the greenhouse for some time now. The boiler is gas-fired, and it is used for bottom heat to propagate seeds and cuttings. The district will not allow the installation of a gas-fired boiler. Not sustainable, they say. I had to do an analysis and use report on my tiny little boiler and send it to district for approval. It has finally been approved and now I am waiting for the installation of the new boiler. It has been 15 months to get this far.

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

That depends on the installation of the new boiler. Hopefully 2023.

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

This course has always been offered, but the boiler has been out for a number of years.

Comments & other relevant information for discussion:

Division Dean:  _____

Date: 3/1/22

Division Curriculum Representative: Lisa Schultheis _____

Date: 3/1/22

Date of Approval by Division Curriculum Committee: 3/1/22 _____

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: *Business and Social Sciences*

Course Number: *LINC 81A*

Course Title: *Using Digital Images 1*

Justification for retaining the course (please include information as to why the course was not taught in four years):

Most LINC programs have transitioned to 1-unit Digital Image courses, as digital images have become more critical in instructional design. However, a poll of our dual enrollment instructors indicates that this course is of interest for future dual enrollment programs.

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

Fall 2022

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

This course will become part of the dual enrollment program with Mt. Pleasant high school and will be offered annually beginning in the 22-23 academic year. This course may also be included in new dual enrollment programs with Los Altos Union High School District and Monta Vista High School.

Comments & other relevant information for discussion:

Division Dean: *Kurt Hueg*

Date: *3/7/22*

Division Curriculum Representative: *John Jones*

Date: *3/2/22*

Date of Approval by Division Curriculum Committee: *2/24/22*

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: Fine Arts and Communication

Course Number: MDIA 31

Course Title: Digital Video Editing II

Justification for retaining the course (please include information as to why the course was not taught in four years):

This course is an elective for the new AS-T in Film/TV/Electronic Media degree . The roll out of the elective courses for the new degree was delayed due to COVID-19.

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

In department planning stage, will be offered either in Spring 2023 or 2024.

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

To be offered annually. Success relies on communication to our currently enrolled AS-T FTVE students and advertisement of our new course offerings to the community.

Comments & other relevant information for discussion:

Division Dean: 

Date: 03/08/2022

Division Curriculum Representative: Hilary Jones

Date: 03/08/2022

Date of Approval by Division Curriculum Committee: 03/03/2022

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: Fine Arts and Communication

Course Number: MDIA 52

Course Title: SCRIPTWRITING FOR FILM & VIDEO

Justification for retaining the course (please include information as to why the course was not taught in four years):

This course was (until recently) an elective for the new AS-T in Film/TV/Electronic Media degree . The roll out of the elective courses for the new degree was delayed due to COVID-19. This course must be offered in the 22-23 academic year, it is now a core course in the February 2022 revision of the TMC FTVE degree template.

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

In department planning stage, will be offered during the 22-23 academic year.

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

To be offered annually. Success relies on communication to our currently enrolled AS-T FTVE students and advertisement of our new course offerings to the community.

Comments & other relevant information for discussion:

Division Dean: 

Date: 03/08/2022

Division Curriculum Representative: Hilary Gomes

Date: 03/8/2022

Date of Approval by Division Curriculum Committee: 03/08/22

**Foothill College
College Curriculum Committee
Course Deactivation Exemption Request**

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

Division: FINE ARTS & COMMUNICATION

Course Number: MTEC66A
Course Title: MUSIC VIDEO PRODUCTION

Justification for retaining the course (please include information as to why the course was not taught in four years):

This is an important course for the Music Technology program. It's our only course in Music Video Production, which is vital for students looking to market and monetize their artistic work in the modern music industry. This course hasn't been taught in the past four years due to the Covid pandemic.

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

Fall 2024

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

Music Tech faculty are committed to offering this course every other year beginning in Fall of 2024.

Comments & other relevant information for discussion:

Division Dean:  Date: 02/16/2022
Division Curriculum Representative: Hilary Gomes Date: 2/22/22
Date of Approval by Division Curriculum Committee: 2/22/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: FINE ARTS & COMMUNICATION

Course Number: MTEC70G
Course Title: PRO TOOLS 310P – AVID CERTIFICATION

Justification for retaining the course (please include information as to why the course was not taught in four years):

This is capstone course in audio post production and is important for students looking to go into that field. This course hasn't been taught in the past four years due to the Covid pandemic.

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

Spring 2023

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

Music Tech faculty are committed to offering this course on a four-year cycle beginning in Spring 2023.

Comments & other relevant information for discussion:

Division Dean:  _____

Date: 02/16/2022

Division Curriculum Representative: Hilary Jones

Date: 2/22/22

Date of Approval by Division Curriculum Committee: 2/22/22

**Foothill College
College Curriculum Committee
Course Deactivation Exemption Request**

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

Division: FINE ARTS & COMMUNICATION

Course Number: MTEC80B
Course Title: ENTERTAINMENT LAW & NEW MEDIA

Justification for retaining the course (please include information as to why the course was not taught in four years):

This course is an important support course for the MTEC degree and part of our Music Business Certificate of Achievement. This course hasn't been taught in the last four years because the previous faculty member teaching the course retired.

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

Fall 2024

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

Music Tech faculty are committed to offering this course annually beginning in Fall 2024.

Comments & other relevant information for discussion:

Division Dean:  _____

Date: 02/16/2022

Division Curriculum Representative: Hilary Jones

Date: 2/22/22

Date of Approval by Division Curriculum Committee: 2/22/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: FINE ARTS & COMMUNICATION

Course Number: MTEC80C
Course Title: BASICS OF MUSIC PUBLISHING

Justification for retaining the course (please include information as to why the course was not taught in four years):

This course is an important support course for the MTEC degree and part of our Music Business Certificate of Achievement. This course hasn't been taught in the last four years because the previous faculty member teaching the course retired.

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

Fall 2024

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

Music Tech faculty are committed to offering this course annually beginning in Fall 2024.

Comments & other relevant information for discussion:

Division Dean: _____


Date: 03/04/2022

Division Curriculum Representative: Hilary Jones

Date: 3/4/22

Date of Approval by Division Curriculum Committee: 2/22/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: Fine Arts and Communication

Course Number: Music 3D

Course Title: Theory and Musicianship IV

Justification for retaining the course (please include information as to why the course was not taught in four years):

This course was created specifically to address the requirements of the AA-T in music. This course has not been offered because other hurdles (e.g., performance classes, studio instruction), have prevented Foothill from meeting the AA-T requirements. However, recent developments suggest it may now be possible to create this degree, and for this reason we would like to keep the course active.

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

Unknown--offering this course will be dependent on creating the AA-T degree.

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

Assuming the successful creating of an AA-T in music, this course would be offered once every 2 years.

Comments & other relevant information for discussion:

Division Dean: 

Date: 02/14/2022

Division Curriculum Representative: Hilary Gomes

Date: 2/22/22

Date of Approval by Division Curriculum Committee: 2/22/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: Fine Arts and Communication

Course Number: MUS 47A,B,C,D

Course Title: Musical Theatre Production course sequence

Justification for retaining the course (please include information as to why the course was not taught in four years):

Covid has impacted all productions. We expect to return this summer to a smaller scale production and can begin offering this cross-listed sequence.

The cross-listing of the musical production was created in an attempt to offer performance classes in the Music Dept. The Music Dept has limited performance opportunities. Since successfully creating the courses, we haven't yet offered them. The pandemic impacted when the department was able to produce musicals.

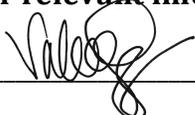
Next quarter(s) in which the course will be scheduled:

** SUMMER 2022 – presuming we are able to produce a summer musical

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

The pandemic impacted when the department was able to produce musicals. We are currently in production for a remount of a show under strict protocols. By summer, we hope to be back with a smaller scale summer production. It will be cross-listed with MUS

Comments & other relevant information for discussion:

Division Dean: 

Date: 02/14/2022

Division Curriculum Representative: Hilary Jones

Date: 2/22/22

Date of Approval by Division Curriculum Committee: 2/22/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: Language Arts

Course Number: NCEL 403B

Course Title: TRANSITIONING TO COLLEGE ESL PART II

Justification for retaining the course (please include information as to why the course was not taught in four years):

We would like to keep NCEL 403B active because it is one of the required courses for the noncredit Bridge to College ESL Pathway Certificate of Competency. Furthermore, NCEL 403B is also included on the noncredit Bridge to College Level English Certificate of Competency as a support course option. Although this course has not run during recent years, we hope to grow interest in the above-referenced certificate, so losing this course would undermine this initiative.

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

We don't know for sure yet, but we would like to see it scheduled in the 2022-2023 academic year, if possible.

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

Assuming the noncredit Bridge to College Level English Certificate of Competency program is able to gain traction, and hopefully this will be bolstered by an increased return to campus in the coming quarters as the COVID-19 pandemic wanes, the courses required for this certificate, including NCEL 403B, will ideally be offered at least once each academic year.

Comments & other relevant information for discussion:

Division Dean: Valerie Fong

Date: 3/8/2022

Division Curriculum Representative: Benjamin Armerding

Date: 2/28/2022

Date of Approval by Division Curriculum Committee: 2/28/2022

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: SRC

Course Number: PHDA 24

Course Title: MODIFIED STRETCHING & FLEXIBILITY

Justification for retaining the course (please include information as to why the course was not taught in four years):

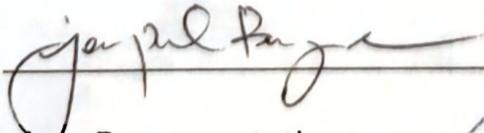
THE COURSE WAS NOT TAUGHT DUE TO LACK OF STAFFING, EXACERBATED BY THE PANDEMIC. WITH THE END OF THE PANDEMIC AND THE INCREASE OF STUDENT ATTENDANCE IT WILL ONLY MORE BE OFFERED

Next quarter(s) in which the course will be scheduled: FALL '23
WINTER '23

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

AS THE COURSE IS ELIGIBLE FOR UC TRANSFER, IT IS IMPORTANT TO OFFER AT LEAST ONCE PER YEAR. WITH POSSIBLE FUTURE INTEGRATION IN THE ITW PROGRAM WE FORESEE SIGNIFICANT GROWTH IN INTEREST.

Comments & other relevant information for discussion:

Division Dean: 

Date: 3/9/21

Division Curriculum Representative: 

Date: 3/9/21

Date of Approval by Division Curriculum Committee: 3/9/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: Kinesiology and Athletics

Course Number: PHED 15C

Course Title: Advanced Pickleball

Justification for retaining the course (please include information as to why the course was not taught in four years):

The pickleball classes were relatively new, starting in 2018 -19 school year. Before the pandemic, the beginning and intermediate pickleball courses were offered. As students successfully passed the beginning class, they would progress into the intermediate and ultimately the advanced course. However, when the pandemic hit pickleball could no longer be offered and the advanced course never was never scheduled. We plan to bring back these classes as soon as the county and college are ready to have more in person classes and when students are ready to return.

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

Fall 2022

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

As long as we meet the number of students required to keep a course going, the pickleball classes will be on going classes, which would include the PHED 15C.

Comments & other relevant information for discussion:

Division Dean:



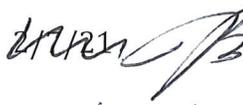
Date: 2/16/22

Division Curriculum Representative:



Date: 2/23/22

Date of Approval by Division Curriculum Committee:

Date: 

2/23/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: Kinesiology & Athletics Division

Course Number: PHED 21E

Course Title: Restorative Yoga

Justification for retaining the course (please include information as to why the course was not taught in four years):

The focus over the last four years was on Pilates and Hatha yoga but by keeping this course it will allow for a greater variety of offerings to our students.

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

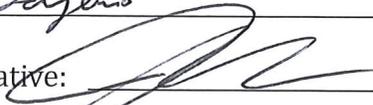
Fall 2023

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

Keeping this course will allow students to continue their yoga studies in a wider range of subject matter than simply Pilates & Hatha Yoga. This will allow students to deepen their knowledge of yoga as well as help retain students in the Kinesiology department.

Comments & other relevant information for discussion:

Division Dean:  Date: 2/23/22

Division Curriculum Representative:  Date: 2/23/22

Date of Approval by Division Curriculum Committee: 2/23/22

**Foothill College
College Curriculum Committee
Course Deactivation Exemption Request**

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

Division: KIN/ATHL

Course Number: ~~PHED 20~~ PHED 40 JB
Course Title: BEGINNING VOLLEYBALL

Justification for retaining the course (please include information as to why the course was not taught in four years):

This course was a successfully enrolled evening course offered one time a year when the intercollegiate team was not in season. We feel this class could be offered every quarter or at least two quarters of the year when it doesn't conflict with gym time. The class was a success in teaching beginning volleyball skills and was well enrolled when offered.

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

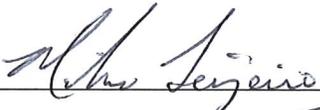
We would like to offer this class in winter 2023 and possibly spring 2023.

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

This course will be offered one to two times per academic year.

Comments & other relevant information for discussion:

The division has seen a growth in enrollment with team sport classes prior to COVID. With COVID this was eliminated. We would like to offer team sport classes again because we feel they would be successful.

Division Dean: 

Date: 2/9/22

Division Curriculum Representative: 

Date: 2/23/22

Date of Approval by Division Curriculum Committee: 2/23/22

**Foothill College
College Curriculum Committee
Course Deactivation Exemption Request**

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

Division: KIN/ATHL

Course Number: PHED 40A

Course Title: INTERMEDIATE VOLLEYBALL

Justification for retaining the course (please include information as to why the course was not taught in four years):

This course was a successfully enrolled evening course offered one time a year when the intercollegiate team was not in season. We feel this class could be offered every quarter or at least two quarters of the year when it doesn't conflict with gym time. The class was a success in teaching beginning volleyball skills and was well enrolled when offered.

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

We would like to offer this class in winter 2023 and possibly spring 2023.

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

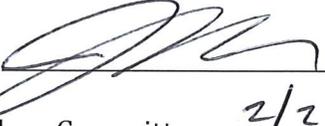
This course will be offered one to two times per academic year.

Comments & other relevant information for discussion:

The division has seen a growth in enrollment with team sport classes prior to COVID. With COVID this was eliminated. We would like to offer team sport classes again because we feel they would be successful.

Division Dean: 

Date: 2/9/22

Division Curriculum Representative: 

Date: 2/23/22

Date of Approval by Division Curriculum Committee: 2/23/22

**Foothill College
College Curriculum Committee
Course Deactivation Exemption Request**

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

Division: KIN/ATHL

Course Number: PHED 40C

Course Title: VOLLEYBALL GAME SKILLS

Justification for retaining the course (please include information as to why the course was not taught in four years):

This course was a successfully enrolled evening course offered one time a year when the intercollegiate team was not in season. We feel this class could be offered every quarter or at least two quarters of the year when it doesn't conflict with gym time. The class was a success in teaching beginning volleyball skills and was well enrolled when offered.

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

We would like to offer this class in winter 2023 and possibly spring 2023.

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

This course will be offered one to two times per academic year.

Comments & other relevant information for discussion:

The division has seen a growth in enrollment with team sport classes prior to COVID. With COVID this was eliminated. We would like to offer team sport classes again because we feel they would be successful.

Division Dean: _____



Date: _____

2/9/22

Division Curriculum Representative: _____



Date: _____

2/23/22

Date of Approval by Division Curriculum Committee: _____

2/23/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: Kinesiology & Athletics Division

Course Number: PHED 42

Course Title: Bowling for Fitness

Justification for retaining the course (please include information as to why the course was not taught in four years):

The course was taught pre-pandemic by an instructor who has since retired. We would like to bring back the class once county COVID restrictions loosen.

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

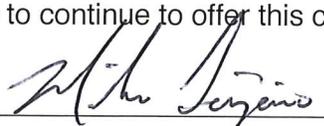
Pending county COVID restrictions we would like to offer the course starting Fall of 2022.

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

This course will be offered every quarter in the academic year.

Comments & other relevant information for discussion:

Bowling for Fitness was once one of our divisions best classes. Since the faculty member retired this class has not been taught. We will be intentional in scheduling and would like to continue to offer this class.

Division Dean: 

Date: 2/14/22

Division Curriculum Representative: 

Date: 2/23/22

Date of Approval by Division Curriculum Committee: 2/23/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: Fine Arts and Communication

Course Number: Photo F068E

Course Title: Lecture Topics in Photography

Justification for retaining the course (please include information as to why the course was not taught in four years):

For flexibility of our program and to help students who are following our Guided Pathways map, we would like to keep this class active.

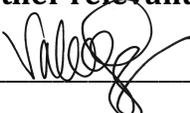
Next quarter(s) in which the course will be scheduled:

Fall 2023

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

We will use this class with our other one unit classes to keep students engaged on their Guided Pathways Map and in moving forward with the AA and certificates in photography.

Comments & other relevant information for discussion:

Division Dean: 

Date: 02/16/2022

Division Curriculum Representative: Hilary Gomes

Date: 2/22/22

Date of Approval by Division Curriculum Committee: 2/22/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: Fine Arts and Communication

Course Number: Photo F078A

Course Title: Landscape Field Study in Photo

Justification for retaining the course (please include information as to why the course was not taught in four years):

For flexibility of our program and to help students who are following our Guided Pathways map, we would like to keep this class active.

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

Spring 2024

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

We will use this class with our other one unit classes to keep students engaged on their Guided Pathways Map and in moving forward with the AA and certificates in photography.

Comments & other relevant information for discussion:

Division Dean:  _____

Date: 02/16/2022

Division Curriculum Representative: Hilary Jones

Date: 2/22/22

Date of Approval by Division Curriculum Committee: 2/22/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: Fine Arts and Communication

Course Number: Photo F078B

Course Title: Social Concerns in Photography

Justification for retaining the course (please include information as to why the course was not taught in four years):

For flexibility of our program and to help students who are following our Guided Pathways map, we would like to keep this class active.

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

Winter 2024

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

We will use this class with our other one unit classes to keep students engaged on their Guided Pathways Map and in moving forward with the AA and certificates in photography.

Comments & other relevant information for discussion:

Division Dean:  _____

Date: 02/16/2022

Division Curriculum Representative: Hilary Jones

Date: 2/22/22

Date of Approval by Division Curriculum Committee: 2/22/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: Fine Arts and Communication

Course Number: Photo F078C

Course Title: Documentary Field Study Photography

Justification for retaining the course (please include information as to why the course was not taught in four years):

For flexibility of our program and to help students who are following our Guided Pathways map, we would like to keep this class active.

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

Fall 2023

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

We will use this class with our other one unit classes to keep students engaged on their Guided Pathways Map and in moving forward with the AA and certificates in photography.

Comments & other relevant information for discussion:

Division Dean: 

Date: 02/16/2022

Division Curriculum Representative: Hilary Gomes

Date: 2/22/22

Date of Approval by Division Curriculum Committee: 2/22/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: Fine Arts and Communication

Course Number: Photo F078D

Course Title: Museum/Gallery Field Study in Photography

Justification for retaining the course (please include information as to why the course was not taught in four years):

For flexibility of our program and to help students who are following our Guided Pathways map, we would like to keep this class active.

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

Winter 2024

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

We will use this class with our other one unit classes to keep students engaged on their Guided Pathways Map and in moving forward with the AA and certificates in photography.

Comments & other relevant information for discussion:

Division Dean:  _____

Date: 02/16/2022

Division Curriculum Representative: Hilary Jones

Date: 2/22/22

Date of Approval by Division Curriculum Committee: 2/22/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: BHS

Course Number: R T 71

Course Title: ADV CLINICAL EXPER:MRI

Justification for retaining the course (please include information as to why the course was not taught in four years):

This course needs to remain active to allow the program to meet the dynamic needs of our clinical affiliates as well as our graduates. Multi-modality expertise is becoming a requirement for employment. This course allows graduates of the program who have earned their national ARRT certification and state license to pursue certification in MRI. This increases their potential for employment. We have recently partnered with Cabrillo College in an effort to support their MRI certificate program. We are actively working with our clinical partners to be able to run the course.

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

We are working toward offering this course in the next year as our collaboration with Cabrillo moves forward.

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

This course needs to remain active as the program is actively working with one of our clinical affiliates to build an opportunity for our graduates to learn a new modality, expanding opportunities for employment.

Comments & other relevant information for discussion:

This course is not open to students outside of the Radiologic Technology program or Graduates of the Radiologic Technology program.

Division Dean: _____



Date: 3/1/22

Division Curriculum Representative: Lisa Schultheis

Date: 3/1/22

Date of Approval by Division Curriculum Committee: 3/1/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: FINE ARTS

Course Number: THTR 7

Course Title: DIRECTING

Justification for retaining the course (please include information as to why the course was not taught in four years):

The last time this course was offered, it was as a fully in-person course as a daytime offering and was cancelled. COVID circumstances has negated the opportunity to offer this course more recently as it does require an in-person component. We feel it is a course that could have some more broad community appeal and would like the opportunity to explore teaching it as an evening hybrid course.

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

Winter or Spring 2023

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

If successful, we would likely look to offer it on an annual or bi-annual basis. It would also be promoted to the local performing arts community as it would likely carry opportunity and attract people to Foothill who would potentially be new students to the Foothill campus.

Comments & other relevant information for discussion:

Division Dean:  _____

Date: 02/14/2022

Division Curriculum Representative: Hilary Gomes

Date: 2/22/22

Date of Approval by Division Curriculum Committee: 2/22/22

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: FINE ARTS

Course Number: THTR 26

Course Title: INTRODUCTION TO FASHION HISTORY & COSTUME DESIGN

Justification for retaining the course (please include information as to why the course was not taught in four years):

The last time this course was offered, it was as a fully in-person course as a daytime offering and was cancelled. As this is a GE course with some potentially broader appeal than the immediate theatre arts students, we would like to be able to explore the potential of offering this course asynchronously and/or hybrid. The advent of new incoming faculty may provide an opportunity to teach this course under their umbrella of expertise. Otherwise, this may necessitate exploring options for an adjunct as no current full-time faculty carries expertise in this discipline.

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

Winter or Spring 2023

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

If successful, we would likely look to offer it on an annual or bi-annual basis as part of the Technical Theatre and General Studies AA as well as continuing its appeal as GE Humanities

Comments & other relevant information for discussion:

Division Dean:  _____

Date: 02/14/2022

Division Curriculum Representative: Hilary Jones

Date: 2/22/22

Date of Approval by Division Curriculum Committee: 2/22/22

Foothill College
Credit Program Narrative
Associate in Science 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.

The Associate in Science in Air Conditioning Mechanic degree builds upon the Certificate of Achievement in Air Conditioning Mechanic by adding requirements for general education courses. Upon completion of the program, students will be eligible to receive 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

Requirements	Course #	Title	Units	Sequence
Core Courses (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/ 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 Associate in Science 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 5 students graduating in 2021-22 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 Associate in Science in Air Conditioning Mechanic is an addition to our existing CTE programs and registered apprenticeship programs.

While this degree program 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 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.

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
TOTAL	2,373	745

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
Total Bay Region		19	96	15	130
Total Silicon Valley Sub-Region		7	63	0	70

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 CCCCO Data Mart.

Sources

O*Net Online
 Labor Insight/Jobs (Burning Glass)
 Economic Modeling Specialists International (EMSI)
 CTE LaunchBoard 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 or (831) 479-6481
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544

Foothill College
Credit Program Narrative
Associate in Science 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.

The Associate in Science in Test, Adjust and Balancing (TAB) Technician degree builds upon the Certificate of Achievement in Test, Adjust and Balancing (TAB) Technician by adding requirements for general education courses. Upon completion of the program, students will be eligible to receive 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

Requirements	Course #	Title	Units	Sequence
Core Courses (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 1, Winter = 5

Year 1, Spring = 4.5

Year 2, Fall = 5-10

Year 2, Winter = 4.5

Year 2, Spring = 4.5

Year 3, Fall = 5

Year 3, Winter = 4.5

Year 3, Spring = 4

Year 4, Fall = 4.5

Year 4, Winter = 4.5

Year 5, Fall = 4.5

Year 5, Winter = 4.5

Year 5, Spring = 4.5

TOTAL UNITS: 70

Item 4. Master Planning

The Associate in Science 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 2021-22. 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 Associate in Science 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 5th 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
Total	8,146	9,179	1,034	13%	5,278	1,056	\$20.30	\$27.84

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
TOTAL	580	623	43	7%	326	65	\$20.04	\$28.16

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
Total Bay Region		5	5	7	17
Total Silicon Valley Sub-Region		2	2	5	9

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 (All CTE Programs)	Foothill College (All CTE Programs)	State (0946.10)	Bay (0946.10)	Silicon Valley (0946.10)	Foothill College (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/
 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:

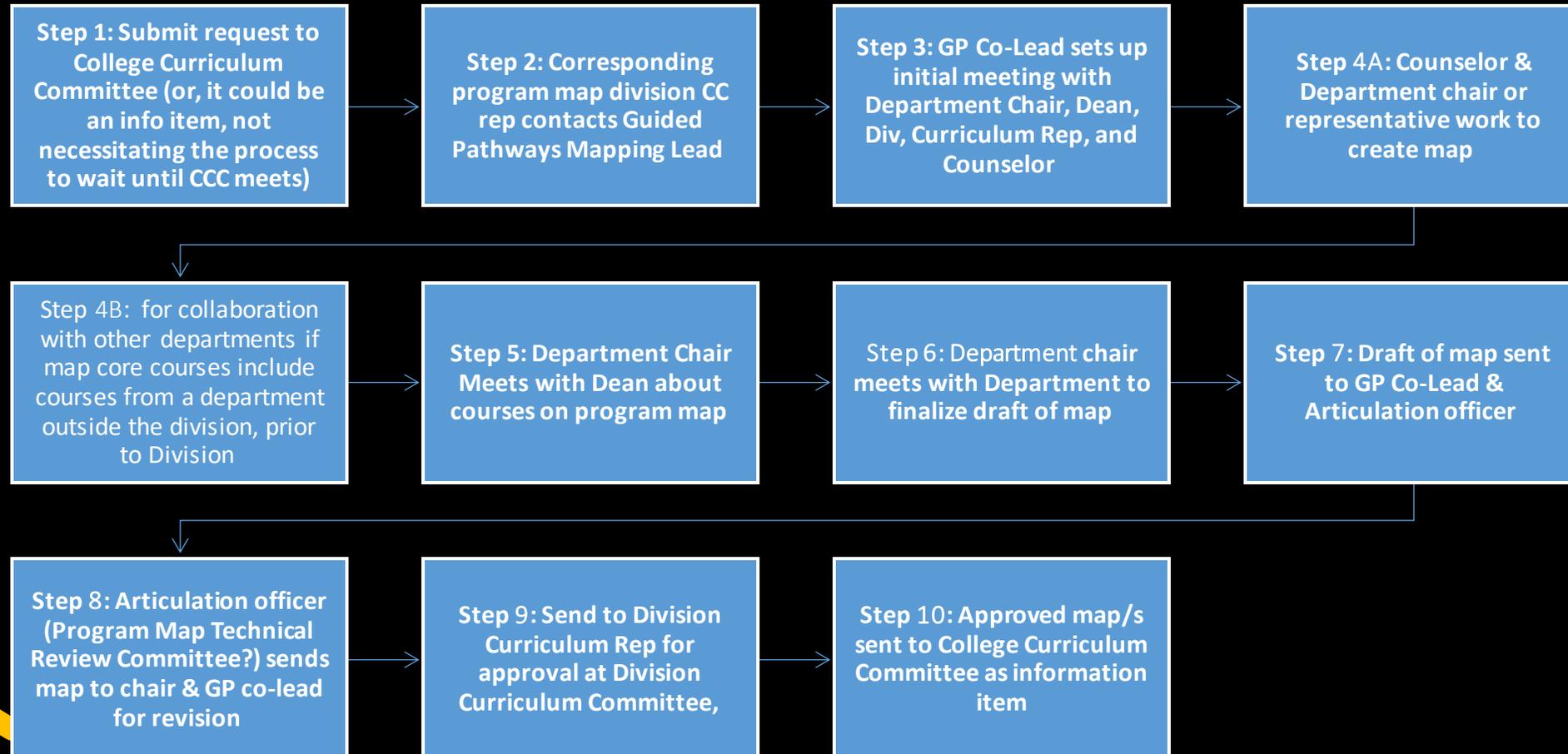
- Doreen O'Donovan, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), doreen@baccc.net or (831) 479-6481
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544



Program Mapping Process

March 15, 2022

Draft of Program Map Process



Program Map Request Form

Name of Program:

Department Chair:

Division Dean:

Type of Map:

Full-Time Student Map

Part-Time Student Map

Revised / New

Program Mapping Workflow Form

