

## College Curriculum Committee Meeting Agenda

Tuesday, June 11, 2024

2:00 p.m. – 3:30 p.m.

Administrative Conference Room 1901; virtual option via Zoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: May 28, 2024	2:00	Action	#6/11/24-1	Kaupp
2. Report Out and Check-in	2:02	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:17	Information		
4. Announcements a. New Course Proposals b. CCC Meeting Dates for 2024-25	2:22	Information	#6/11/24-2–13 #6/11/24-14	CCC Team
5. New Certificate Application: Retail Operations Specialist	2:32	2nd Read/ Action	#6/11/24-15	Kaupp
6. Stand Alone Application: ALTW 434	2:37	2nd Read/ Action	#6/11/24-16	Kaupp
7. GE Application: Area V: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1)	2:40	2nd Read/ Action	#6/11/24-17	Kaupp
8. GE Application: Area V: Steamfitting and Pipefitting Technology Apprenticeship Program		2nd Read/ Action	#6/11/24-18	Kaupp
9. GE Application: Area VI: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1)		2nd Read/ Action	#6/11/24-19	Kaupp
10. GE Application: Area VII: Steamfitting and Pipefitting Technology Apprenticeship Program		2nd Read/ Action	#6/11/24-20	Kaupp
11. New Certificate Proposal: Theatre Costume and Makeup (noncredit)	2:48	Action	#6/11/24-21	Kaupp
12. New Certificate Proposal: Theatre Production Organization (noncredit)	2:53	Action	#6/11/24-22	Kaupp
13. New Certificate Proposal: Theatre Technology (noncredit)	2:58	Action	#6/11/24-23	Kaupp
14. CCC Priorities for 2024-25	3:03	Discussion		Kaupp
15. Good of the Order	3:27			Kaupp
16. Adjournment	3:30			Kaupp

*\*Times listed are approximate*

### **Attachments:**

- #6/11/24-1      Draft Minutes: May 28, 2024
- #6/11/24-2–13      New Course Proposals: [ALTW 218B](#), [ALTW 435](#), ATHL 34, ATHL 34A, ATHL 34C, ATHL 34F, CRWR 9, HUMN 2H, HUMN 6H, HUMN 10H, [NCEL 448](#), [NCEL 451A](#),
- #6/11/24-14      CCC Meeting Dates for 2024-25
- #6/11/24-15      New Certificate Application: [Retail Operations Specialist](#)
- #6/11/24-16      Stand Alone Application: [ALTW 434](#)

- #6/11/24-17 Foothill General Education Application for Area V—Communication & Analytical Thinking: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1 - Pipe Trades Training Center students)
- #6/11/24-18 Foothill General Education Application for Area V—Communication & Analytical Thinking: Steamfitting and Pipefitting Technology Apprenticeship Program
- #6/11/24-19 Foothill General Education Application for Area VI—United States Cultures & Communities: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1 - Pipe Trades Training Center students)
- #6/11/24-20 Foothill General Education Application for Area VII—Lifelong Learning: Steamfitting and Pipefitting Technology Apprenticeship Program
- #6/11/24-21 New Certificate Proposal: [Theatre Costume and Makeup \(noncredit\)](#)
- #6/11/24-22 New Certificate Proposal: [Theatre Production Organization \(noncredit\)](#)
- #6/11/24-23 New Certificate Proposal: [Theatre Technology \(noncredit\)](#)

**2023-2024 Curriculum Committee Meetings:**

<u>Fall 2023 Quarter</u>	<u>Winter 2024 Quarter</u>	<u>Spring 2024 Quarter</u>
<del>10/3/23</del>	1/16/24	4/16/24
<del>10/17/23</del>	1/30/24	4/30/24
<del>10/31/23</del>	2/13/24	5/14/24
<del>11/14/23</del>	2/27/24	5/28/24
<del>11/28/23</del>	3/12/24	6/11/24

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

**2023-2024 Curriculum Deadlines:**

- ~~12/1/23~~ Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- ~~12/1/23~~ Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- 4/19/24 Deadline to submit curriculum sheet updates for 2024-25 catalog (Faculty/Divisions).
- 6/1/24 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- 6/21/24 Deadline to submit course updates and local GE applications for 2025-26 catalog (Faculty/Divisions).
- Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Micaela Agyare (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Jeff Bissell (KA), Sam Bliss (De Anza AVP Instruction), Cynthia Brannvall (FAC), Rachelle Campbell (HSH), Zach Cembellin (Dean, STEM), Anthony Cervantes (Dean, Enrollment Services), Sam Connell (BSS), Stephanie Crosby (Dean, SRC), Cathy Draper (HSH), Angie Dupree (BSS), Kelly Edwards (KA), Jordan Fong (FAC), Valerie Fong (Dean, LA), Evan Gilstrap (Articulation Officer), Stacy Gleixner (VP Instruction), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Ben Kaupp (Faculty Co-Chair), Andy Lee (CNSL), Don Mac Neil (KA), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Sarah Parikh (STEM), Eric Reed (LRC), Richard Saroyan (SRC), Amy Sarver (LA), Paul Starer (APPR), Shae St. Onge-Cole (HSH), Kyle Taylor (STEM), Mary Vanatta (Curriculum Coordinator), Voltaire Villanueva (AS President), Catherina Wong (De Anza CCC Faculty Co-Chair), Erik Woodbury (De Anza AS President)

## COLLEGE CURRICULUM COMMITTEE

Committee Members – 2023-24

Meeting Date: 6/11/24Co-Chairs (2)

<u>✓*</u>	Ben Kaupp	408-874-6380	Vice President, Academic Senate (tiebreaker vote only)	kauppben@fhda.edu
<u>✓*</u>	Kurt Hueg	7179	Associate Vice President of Instruction	huegkurt@fhda.edu

Voting Membership (1 vote per division)

<u>✓*</u>	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
_____	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
<u>✓</u>	Jeff Bissell	7663	KA	bisselljeff@fhda.edu
<u>✓*</u>	Cynthia Brannvall	7477	FAC	brannvallcynthia@fhda.edu
<u>✓*</u>	Zach Cembellin	7383	Dean—STEM	cembellinzachary@fhda.edu
<u>✓*</u>	Sam Connell	7197	BSS	connellsamuel@fhda.edu
<u>✓*</u>	Cathy Draper	7249	HSH	drapercatherine@fhda.edu
<u>✓</u>	Angie Dupree		BSS	dupreeangelica@fhda.edu
_____	Kelly Edwards	7327	KA	edwardskelly@fhda.edu
<u>✓*</u>	Jordan Fong	7272	FAC	fongjordan@fhda.edu
<u>✓*</u>	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
<u>✓*</u>	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
<u>✓*</u>	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
<u>✓*</u>	Andy Lee	7783	CNSL	leeandrew@fhda.edu
_____	Brian Murphy		APPR	brian@pttc.edu
<u>✓*</u>	Tim Myres		APPR	timm@smw104jatc.org
<u>✓*</u>	Sarah Parikh	7748	STEM	parikhsarah@fhda.edu
_____	Eric Reed	7091	LRC	reederic@fhda.edu
_____	Richard Saroyan	7232	SRC	saroyanrichard@fhda.edu
<u>✓*</u>	Amy Sarver	7459	LA	sarveramy@fhda.edu
_____	Shae St. Onge-Cole	7818	HSH	stonge-coleshaelyn@fhda.edu
<u>✓*</u>	Kyle Taylor	7126	STEM	taylorkyle@fhda.edu

Non-Voting Membership (4)

_____			ASFC Rep.	
<u>✓*</u>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
_____			Evaluations	
_____			SLO Coordinator	

Visitors


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 Chris Allen\*, Gina Firenzi, Patricia Gibbs, Andrew Stafford, Paul Starer
 

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\* Indicates in-person attendance

**College Curriculum Committee  
Meeting Minutes  
Tuesday, May 28, 2024  
2:00 p.m. – 3:30 p.m.  
Administrative Conference Room 1901; virtual option via Zoom**

Item	Discussion
1. Minutes: May 14, 2024 2. Report Out and Check-in	<p>Motion to approve <b>M/S</b> (Draper, Gilstrap). <b>Approved.</b></p> <p><b>Speaker: All</b> Apprenticeship: Working on Title 5 updates.</p> <p>BSS: Working on Title 5 updates; Connell mentioned new course proposals and certificate on today's agenda.</p> <p>Counseling: Working on Title 5 updates.</p> <p>HSH: Working on Title 5 updates; Draper mentioned new course proposals on today's agenda.</p> <p>Language Arts: Sarver shared working on new course proposals and late changes to curriculum sheets.</p> <p>LRC: No updates to report.</p> <p>STEM: Working on Title 5 updates.</p> <p>SRC: Working on Title 5 updates.</p> <p>Gilstrap reminded the group of the upcoming June 1 deadline for UC transfer approval submission (for both new and updated CORs). Connell asked if title change requires resubmission—Gilstrap responded, doesn't trigger need to resubmit for official approval (he simply reports such changes). Provided update on AP/IB/CLEP charts: almost done with updates for 2024-25 catalog, and mentioned four CLEP exams chart w/o associated dept. at Foothill (French Level II, German Level II, Human Growth &amp; Development, Natural Sciences). We are mandated by the state to include these, and chart will state that Foothill awards 4 units for the appropriate GE area. Mentioned ADT compliance project (for CalGETC); still has a few more faculty members to reach out to, and will do so before end of quarter. Reminded the group of Common Course Numbering faculty convenings in June, and provided update on faculty planning to attend. Updating transfer guide and advising sheets to be ready by end of quarter.</p> <p>Hueg shared first meeting of Noncredit/Credit for Prior Learning Workgroup will be June 12. Mentioned question from HSH division about getting Title 5 list earlier in the year; will follow-up w/ Vanatta to see what's possible. Connell asked about attending workgroup—Hueg responded, open to any faculty who wish to attend.</p>
3. Public Comment on Items Not on Agenda	<p>Parikh made comment about the Apprenticeship pathway for the Semiconductor program, noting Pre-STEM cert. not on today's agenda. She is still working on developing the cert. and still wishes to move forward, believing it's a great option for students working toward STEM degrees. Has received great feedback and is having more conversations later this week; plans to incorporate feedback into updated version of cert. and is hopeful that it will move forward.</p>

	<p>Kaupp made comment that he's always available to meet with folks to discuss or provide support for any type of topic and encouraged folks to reach out, noting link in all his emails to schedule time with him.</p>
<p>4. Announcements a. New Course Proposals</p>	<p><b>Speakers: CCC Team</b> The following proposals were presented: APEL 119A; EMS 60C, 61C, 62C; LINC 51C, 51D; MTEC 76A, 449, 450A, 451A, 451B, 451C, 452A, 452B, 453A, 454A, 455A, 455B, 455C, 457A, 457B, 457C, 460A, 462A, 462B, 462C, 470A, 470B, 470C, 470D, 470E, 470F, 472B, 472C, 480A, 482A, 486A, 488A, 488B, 488C, 490A. Kaupp reminded the group that new course proposals shared w/ De Anza and mentioned that De Anza folks might reach out to faculty with questions. Hueg noted Music Technology dept. developing mirrored noncredit courses for their full curriculum, which will be workforce/CTE. Lee asked Hueg if any additional programs might develop new mirrored noncredit workforce/CTE—Hueg mentioned Child Development and Accounting as possibilities. The state wants us to get students into credit instruction via noncredit (possibly via Credit for Prior Learning). New workgroup will discuss options for transitioning from noncredit to credit. Gilstrap asked Hueg if he knows what methodologies used by other colleges to assess students for Credit for Prior Learning—Hueg cannot remember offhand but recalled presentation at recent noncredit conference, which we can look at.</p>
<p>b. Division Reps for 2024-25</p>	<p>Kaupp and Vanatta asked the reps to report out at next meeting who the reps will be for their division, if possible.</p>
<p>5. New Degree Application: Public Health ADT</p>	<p><b>Speaker: Ben Kaupp</b> Second read of new Public Health ADT. No comments.</p> <p>Motion to approve <b>M/S</b> (Connell, Parikh). <b>Approved.</b></p>
<p>6. New Certificate Application: Archaeological Field Work</p>	<p><b>Speaker: Ben Kaupp</b> Second read of new Archaeological Field Work Certificate of Achievement. Connell thanked Gilstrap for helping put together supporting documentation and mentioned high demand from students for transcriptable cert. Parikh asked if cert. is workforce/CTE—Connell responded, not currently, but there is a move at the federal level to change it to workforce/CTE, and mentioned he will be publishing about cert. in a national journal. Noted discussions w/ De Anza faculty, who might create their own version of cert.</p> <p>Motion to approve <b>M/S</b> (Myres, Draper). <b>Approved.</b></p>
<p>7. GE Application: Area V: Sheet Metal Apprenticeship Program</p>	<p><b>Speaker: Ben Kaupp</b> Second read of GE application, which would approve Foothill GE Area V for students who complete the full major requirements for Sheet Metal, not one individual course. No comments.</p> <p>Motion to approve items 7-9 <b>M/S</b> (Lee, Reed). <b>Approved.</b></p>
<p>8. GE Application: Area VII: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1)</p>	<p><b>Speaker: Ben Kaupp</b> Second read of GE application, which would approve Foothill GE Area VII for students who complete the full major requirements for Air Conditioning and Refrigeration Technology (Pathway #1), not one individual course. No comments.</p> <p><i>See item 7 for motion/approval details.</i></p>

<p>9. GE Application: Area VII: Sheet Metal Apprenticeship Program</p>	<p><b>Speaker: Ben Kaupp</b>                  Second read of GE application, which would approve Foothill GE Area VII for students who complete the full major requirements for Sheet Metal, not one individual course. No comments.</p> <p><i>See item 7 for motion/approval details.</i></p>
<p>10. New Certificate Application: Retail Operations Specialist</p>	<p><b>Speaker: Ben Kaupp</b>                  First read of new Retail Operations Specialist Certificate of Achievement. Allen shared first apprenticeship class of 24 students will be completing the requirements next month! Kaupp asked if cert. related to partnership w/ Goodwill—Allen responded, yes.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>11. Stand Alone Application: ALTW 434</p>	<p><b>Speaker: Ben Kaupp</b>                  First read of Stand Alone Approval Request for ALTW 434. Will be permanently Stand Alone. Kaupp mentioned course created in partial collaboration with STEM division and is for disabled students interested in exploring career paths in STEM fields.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>12. GE Application: Area V: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1)</p>	<p><b>Speaker: Ben Kaupp</b>                  First read of GE application, which would approve Foothill GE Area V for students who complete the full major requirements for Air Conditioning and Refrigeration Technology (Pathway #1), not one individual course. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>13. GE Application: Area V: Steamfitting and Pipefitting Technology Apprenticeship Program</p>	<p><b>Speaker: Ben Kaupp</b>                  First read of GE application, which would approve Foothill GE Area V for students who complete the full major requirements for Steamfitting and Pipefitting Technology, not one individual course. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>14. GE Application: Area VI: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1)</p>	<p><b>Speaker: Ben Kaupp</b>                  First read of GE application, which would approve Foothill GE Area VI for students who complete the full major requirements for Air Conditioning and Refrigeration Technology (Pathway #1), not one individual course. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>15. GE Application: Area VII: Steamfitting and Pipefitting Technology Apprenticeship Program</p>	<p><b>Speaker: Ben Kaupp</b>                  First read of GE application, which would approve Foothill GE Area VII for students who complete the full major requirements for Steamfitting and Pipefitting Technology, not one individual course. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>16. Streamlining Student Graduation Petition Process (follow-up to resolution)</p>	<p><b>Speakers: Sam Connell and Andy Lee</b>                  Topic is follow-up to resolution presented by Connell during winter quarter, which in part asked CCC to explore ways to streamline the graduation petition process to better support students and increase completion. Lee clarified the resolution and explained current process used for students finishing up degree requirements, particularly process used by CSUs to have community colleges verify completion of requirements for transfer degrees; noted CSU's process dictates some of Foothill's deadlines for students. Transfer Center Dir. Cleve Freeman leads work to contact students receiving transfer degrees. Lee mentioned there's a range of student understanding and interest around earning an associate degree; for some students interested in</p>

transferring to a non-CSU institution, an associate degree is not on their mind, while conversely some think one is required for transfer. Counseling dept. has already been working to help clear up these misconceptions. For example, Counseling website lists schedule of specific days/times for drop-in counseling (AKA Quick Questions Sessions); encouraged folks to suggest these sessions to students.

Lee mentioned DegreeWorks software, which shows student their progress in completing the degree/cert. they've identified as their major; showed example screens to the group. Parikh asked if student needs to select a degree/cert. to see their progress or if they can select a list of courses, in general—Lee responded, counselor can create an Educational Plan for the student, which doesn't need to be tied to a specific degree/cert. Lee also mentioned Program Mapper software. Parikh asked if student has access to update DegreeWorks info—Lee responded, yes. Parikh asked if using DegreeWorks gives student priority registration—Lee responded, yes, having an Educational Plan in DegreeWorks helps with priority registration.

Lee reached out across campus to programs expecting to see growth in number of degrees/certs. awarded, including Apprenticeship, who is anticipating a triple-digit increase in students receiving associate degrees in the near future. Also spoke w/ Outreach Supervisor Josh Pelletier, who is working on setting up cert. pathways for dual enrollment students; intent is to identify students already taking courses who need just a few more to be eligible to receive cert. Mentioned new dual enrollment counselor being hired. Gibbs shared personal experience about how complicated the transfer process has been for her children (currently community college students), noting full support of intention to make the process easier for students. Asked if students commonly confused about transfer process—Lee responded, yes they can be, and provided some anecdotal examples; one of the primary goals for counselors is to help explain the process to students. Gibbs asked if student can retroactively apply for a degree/cert. if they realize they've completed requirements after leaving Foothill—Lee responded, yes.

Lee mentioned discussion w/ Enrollment Services Dean Anthony Cervantes about AB 928, which in part requires community colleges to configure application process (CCCApply) to steer potential students toward choosing an ADT major, noting students can opt-out. Gilstrap added that students will be steered toward an ADT if they select a goal of transfer and we offer an ADT in their intended major. Discussion occurred about majors which don't offer an ADT (e.g., Apprenticeship programs, Engineering, Allied Health programs, etc.); students interested in those majors may opt out of ADT selection. Parikh asked if De Anza uses DegreeWorks and if two systems are linked—Lee responded, yes, and if student attends both colleges they should see both; Gilstrap noted that Foothill and De Anza aren't always on the same schedule when it comes to updating info in DegreeWorks. Parikh asked if De Anza students would see Foothill's Engineering AS degree as an option—Lee responded, only if student has applied to Foothill, and offered to meet w/ Parikh outside of CCC for further discussion. Lee mentioned complexities in tracking requirements for community college students, since so many take classes at multiple colleges; this can make auto-awarding of degrees particularly challenging. Allen asked when ADT auto-enrolling goes into effect—Lee responded, August 1, 2024 is the date mandated by AB 928. More discussion

	<p>occurred re: students' ability to opt out and/or change intended major/pathway.</p> <p>Gibbs asked if there is a way to target particular groups of students who may be more likely to not realize they're close to completing, to make sure they meet the deadline, and asked if there is a way to identify students who have noted intent to graduate but have missed a specific requirement or two—Connell responded, this is definitely the intent of this discussion, to come up with ideas. Gibbs suggested setting up a table during campus events to provide help to students on-site, and proactively providing one-on-one support to students in certain groups. Gibbs asked if we know what the "fail rate" is for students who apply for Transfer Admission Guarantee (TAG)—Lee responded, she can check w/ Cleve Freeman. Allen asked how DegreeWorks affected for students who opt out of ADT auto-enrolling—Lee responded, DegreeWorks should still display info for the major and/or Educational Plan for the student.</p>
17. Quarter vs. Semester	<p><b>Speaker: Ben Kaupp</b></p> <p>The question of switching to semesters comes up for discussion every so often, and is again making the rounds. There's been enough discussion in multiple places/groups across campus that Kaupp feels it's worth discussing at CCC, even though CCC cannot make this decision. J. Fong mentioned division CC recently discussed topic, and colleagues asked what the impact would be and how switching might impact transferability for students, especially to UCs on quarter system. Noted feedback from faculty who like that they can teach a wider variety of courses on quarter system. Brannvall added, overall division faculty against switching. Parikh mentioned that spring quarter courses (in Engineering and other STEM depts.) tend to draw a bunch of students from semester schools (e.g., San Jose State) who are trying to not fall behind, adding usually it's the harder topics. Sarver concerned that switching to semester could make it more challenging for students to complete within two year timeline, and mentioned all of the hard work the college has done to support students in completing in two years.</p> <p>J. Fong noted division colleagues acknowledged positives about semester system, such as semesters allowing students to spend more time on projects and go deeper in their work in a particular course. Gilstrap noted that switching to semester would be a ton of work for faculty and staff, but mentioned some benefits for students, especially re: course sequences and how they articulate; currently, if a student comes to (or leaves) Foothill in the middle of taking a course sequence, they have to repeat content. Mentioned Common Course Numbering project, which he believes will highlight the fact that students need to complete three courses (vs. two) for course sequences. Discussion occurred re: students transferring to UCs from community colleges, with some noting that Foothill and De Anza continually at the top of lists when it comes to transfer rates.</p> <p>Hueg stressed this is the time to seriously consider switching to semester, because of Common Course Numbering; we are going to have to make a lot of changes to our curriculum, anyway, so it would be a good time to switch if we decide to. Mentioned discussions occurring within administration and in Faculty Association. Parikh mentioned C-ID as a precursor to Common Course Numbering and asked if the two will be aligned—Gilstrap responded, won't be aligned but Common Course Numbering will be parallel with C-ID for some time; noted that C-ID is only for CSU. Connell noted middle college is on semester system; Hueg noted dual enrollment is, as well. Reed asked if decision would be</p>



	for the whole district, not college-specific, and asked if De Anza is discussing topic—Kaupp responded, decision would apply to the district; not sure about the status of discussions at De Anza.
18. CCC Priorities for 2024-25	<b>Speaker: Ben Kaupp</b> Topic delayed to future meeting, due to time constraint.
19. Good of the Order	Kaupp thanked the group for engaging in such robust, thoughtful, and considerate discussions this year.
20. Adjournment	<b>3:30 PM</b>

**Attendees:** Micaela Agyare (LRC), Chris Allen\* (Dean, APPR), Cynthia Brannvall\* (FAC), Sam Connell\* (BSS), Cathy Draper\* (HSH), Angie Dupree\* (BSS), Kelly Edwards (KA), Gina Firenzi (APPR), Jordan Fong\* (FAC), Valerie Fong (Dean, LA), Patricia Gibbs (BSS), Evan Gilstrap\* (Articulation Officer), Matthew Hajny (APPR), Kurt Hueg\* (Administrator Co-Chair), Ben Kaupp\* (Faculty Co-Chair), Andy Lee\* (CNSL), Tim Myres\* (APPR), Sarah Parikh\* (STEM), Eric Reed\* (LRC), Richard Saroyan (SRC), Amy Sarver (LA), Andrew Stafford (APPR), Paul Starer (APPR), Kyle Taylor\* (STEM), Mary Vanatta\* (Curriculum Coordinator)

\* Indicates in-person attendance

**Minutes Recorded by:** M. Vanatta



# Course Change Request

## New Course Proposal

Date Submitted: 04/25/24 2:25 pm

Viewing: **ALTW F218B : INTERMEDIATE CURRENT EVENTS FOR STUDENTS WITH LEARNING DIFFERENCES**

Last edit: 05/30/24 9:47 am

Changes proposed by: Benjamin Kaupp (10691847)

### In Workflow

- 1SR Curriculum Rep
- Curriculum Coordinator
- Activation

### Approval Path

- 05/29/24 2:25 pm  
Richard Saroyan (saroyanrichard):  
Approved for 1SR Curriculum Rep

#### Course Proposal Form

Faculty Author	Ben Kaupp		
Effective Term	Summer 2025		
Subject	Adaptive Learning: Transition to Work (ALTW)	Course Number	F218B
Department	Adaptive Learning (A L)		
Division	Student Resource and Support Programs (1SR)		
Units	2		
Hours	2 hours lecture		
Course Title	INTERMEDIATE CURRENT EVENTS FOR STUDENTS WITH LEARNING DIFFERENCES		
Short Title			

Proposed Transferability: None

Proposed Description and Requisites: Building on foundational knowledge from our introductory course on media literacy and presentation skills in current events, this intermediate continuation class dives deeper into the art of persuasive communication and debate. Students will focus on enhancing their presentation skills with an emphasis on constructing compelling arguments, engaging in respectful disagreement, and effectively participating in debates on contemporary issues.

Proposed Discipline: Developmental Disabilities: Disabled Students Programs & Services

To which Degree(s) or Certificate(s) would this course potentially be added?  
none

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

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

Continuation of ALTW F218., which is being renamed F218A in preparation for the activation of this course.

Reviewer Comments

# Course Change Request

## New Course Proposal

Date Submitted: 06/04/24 12:42 pm

Viewing: **ALTW F435. : CREATIVITY FOR SELF-REGULATION**

Last edit: 06/06/24 10:26 am

Changes proposed by: Benjamin Kaupp (10691847)

### In Workflow

- 1SR Curriculum Rep
- Curriculum Coordinator
- Activation

### Approval Path

- 06/06/24 9:59 am  
Richard Saroyan (saroyanrichard):  
Approved for 1SR Curriculum Rep

#### Course Proposal Form

Faculty Author Ben Kaupp

Effective Term Summer 2025

Subject Adaptive Learning: Transition to Work (ALTW) Course Number F435.

Department Adaptive Learning (A L)

Division Student Resource and Support Programs (1SR)

Units 0

Hours 2 hours lecture weekly

Course Title CREATIVITY FOR SELF-REGULATION

Short Title

Proposed Transferability None

Proposed Description and Requisites: Designed to help students explore and utilize various forms of artistic expression as tools for self-regulation and emotional well-being. Through adapted music, art, and writing activities, students will engage in exploration of experiences that enhance creative expression. Emphasis is placed on fostering independent creative activities that serve as outlets for emotions, supporting students in developing their unique methods for self-expression and emotional regulation.

Proposed Discipline Specialized Instruction (Disabled Student Programs and Services): Vocational Noncredit

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

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

No

Comments & Other Relevant Information for Discussion:

Replacing ALCB 465Y with a tailored course for TTW. 465Y has been used by the TTW program in the past.

Reviewer Comments

# Course Change Request

## New Course Proposal

Date Submitted: 04/29/24 9:16 am

Viewing: **ATHL F034. : INTERCOLLEGIATE BADMINTON I (WOMEN)**

Last edit: 05/30/24 8:08 am

Changes proposed by: Kelly Edwards (11032177)

### In Workflow

- 1PE Curriculum Rep
- Curriculum Coordinator
- Activation

### Course Proposal Form

Faculty Author Kelly Edwards

Effective Term Summer 2025

Subject Athletics (ATHL) Course Number F034.

Department Athletics (ATHL)

Division Kinesiology and Athletics (1PE)

Units 3

Hours 9 hours lab

Course Title INTERCOLLEGIATE BADMINTON I (WOMEN)

Short Title

Proposed Transferability UC/CSU

Proposed Description and Requisites: Competitive intercollegiate women's badminton emphasizing early season conditioning, development of skills and strategy, and team building through pre-conference and conference competition. Intended for participants of the women's badminton team.

Advisory: Limitation on enrollment: Athletic tryout for intercollegiate team selection is required to enroll with permission of the instructor. Students will be required to have a physical prior to participation in the class. Students will be required to achieve and maintain sport-specific performance standards as evaluated by the instructor. Continued eligibility is determined by appropriate CCCAA academic and decorum rules.

Proposed Discipline Physical Education or Coaching

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

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 **Mary Vanatta (vanattamary) (04/29/24 8:48 am):** Rollback: Rolling back to author for edits

### Approval Path

- 04/08/24 10:07 am  
Jeff Bissell (bisselljeff): Approved for 1PE Curriculum Rep
- 04/29/24 8:48 am  
Mary Vanatta (vanattamary): Rollback to Initiator
- 05/29/24 4:59 pm  
Jeff Bissell (bisselljeff): Approved for 1PE Curriculum Rep

# Course Change Request

## New Course Proposal

Date Submitted: 04/29/24 2:56 pm

Viewing: **ATHL F034A : PRESEASON CONDITIONING FOR WOMEN'S BADMINTON**

Last edit: 05/30/24 8:09 am

Changes proposed by: Kelly Edwards (11032177)

### In Workflow

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

### Approval Path

1. 04/08/24 10:07 am  
Jeff Bissell (bisselljeff):  
Approved for 1PE Curriculum Rep
2. 04/29/24 8:48 am  
Mary Vanatta (vanattamary):  
Rollback to Initiator
3. 05/29/24 5:01 pm  
Jeff Bissell (bisselljeff):  
Approved for 1PE Curriculum Rep

#### Course Proposal Form

Faculty Author Kelly Edwards

Effective Term Summer 2025

Subject Athletics (ATHL) Course Number F034A

Department Athletics (ATHL)

Division Kinesiology and Athletics (1PE)

Units 2

Hours 6 hours lab

Course Title PRESEASON CONDITIONING FOR WOMEN'S BADMINTON

Short Title

Proposed UC/CSU

Transferability

Proposed Description and Requisites: The development of athletic skills and mental conditioning which is required to be successful in the intercollegiate sport of badminton.

Advisory: Limitation on enrollment: Athletic tryout for intercollegiate team selection is required to enroll with permission of the instructor. Students will be required to have a physical prior to participation in the class. Students will be required to achieve and maintain sport-specific performance standards as evaluated by the instructor. Continued eligibility is determined by appropriate CCCAA academic and decorum rules.

Proposed Discipline Physical Education or Coaching

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

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) (04/29/24 8:48 am)**: Rollback: Rolling back to author for edits

# Course Change Request

## New Course Proposal

Date Submitted: 04/29/24 2:59 pm

Viewing: **ATHL F034C : FUNCTIONAL FITNESS FOR WOMEN'S BADMINTON**

Last edit: 05/30/24 8:10 am

Changes proposed by: Kelly Edwards (11032177)

### In Workflow

- 1PE Curriculum Rep
- Curriculum Coordinator
- Activation

### Approval Path

- 04/08/24 10:07 am  
Jeff Bissell (bisselljeff):  
Approved for 1PE Curriculum Rep
- 04/29/24 8:48 am  
Mary Vanatta (vanattamary):  
Rollback to Initiator
- 05/29/24 5:02 pm  
Jeff Bissell (bisselljeff):  
Approved for 1PE Curriculum Rep

#### Course Proposal Form

Faculty Author Kelly Edwards

Effective Term Summer 2025

Subject Athletics (ATHL) Course Number F034C

Department Athletics (ATHL)

Division Kinesiology and Athletics (1PE)

Units 1

Hours 3 hours lab

Course Title FUNCTIONAL FITNESS FOR WOMEN'S BADMINTON

Short Title

Proposed UC/CSU

Transferability

Proposed Description and Requisites: This course will provide advanced training and instruction in the use of weights for the sport of badminton.

Advisory: Limitation on enrollment: Athletic tryout for intercollegiate team selection is required to enroll with permission of the instructor. Students will be required to have a physical prior to participation in the class. Students will be required to achieve and maintain sport-specific performance standards as evaluated by the instructor. Continued eligibility is determined by appropriate CCCAA academic and decorum rules.

Proposed Discipline Physical Education or Coaching

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

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) (04/29/24 8:48 am)**: Rollback: Rolling back to author for edits

# Course Change Request

## New Course Proposal

Date Submitted: 05/29/24 5:04 pm

Viewing: **ATHL F034F : INTERCOLLEGIATE BADMINTON II (WOMEN)**

Last edit: 05/30/24 8:12 am

Changes proposed by: Jeff Bissell (10796722)

### In Workflow

- 1PE Curriculum Rep
- Curriculum Coordinator
- Activation

### Approval Path

- 05/29/24 5:05 pm  
Jeff Bissell  
(bisselljeff):  
Approved for 1PE Curriculum Rep

#### Course Proposal Form

Faculty Author	Kelly Edwards		
Effective Term	Summer 2025		
Subject	Athletics (ATHL)	Course Number	F034F
Department	Athletics (ATHL)		
Division	Kinesiology and Athletics (1PE)		
Units	2		
Hours	6 hours lab		
Course Title	INTERCOLLEGIATE BADMINTON II (WOMEN)		
Short Title			

Proposed Transferability UC/CSU

Proposed Description and Requisites: Competitive intercollegiate badminton emphasizing athletic skill and strategy development and performance through conference and post-conference competition. Intended for participants of the women's badminton team.

Advisory: Limitation on enrollment: Athletic tryout for intercollegiate team selection is required to enroll with permission of the instructor. Students will be required to have a physical prior to participation in the class. Students will be required to achieve and maintain sport-specific performance standards as evaluated by the instructor. Continued eligibility is determined by appropriate CCCAA academic and decorum rules.

Proposed Discipline Physical Education or Coaching

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

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: 05/20/24 10:44 am

Viewing: **CRWR F009. : INTRODUCTION TO CREATIVE NONFICTION**

Last edit: 06/04/24 9:49 am

Changes proposed by: Richard Mills (11305033)

### In Workflow

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

### Approval Path

1. 06/03/24 3:41 pm  
Amy Sarver (sarveramy):  
Approved for 1LA Curriculum Rep

#### Course Proposal Form

Faculty Author	Richard Mills		
Effective Term	Summer 2025		
Subject	Creative Writing (CRWR)	Course Number	F009.
Department	English (ENGL)		
Division	Language Arts (1LA)		
Units	5		
Hours	5 hours lecture		
Course Title	INTRODUCTION TO CREATIVE NONFICTION		
Short Title			

Proposed Transferability UC/CSU

Proposed Description and Requisites: Provides instruction and practice in writing creative nonfiction, with an emphasis on integrated reading and writing. Students will study and emulate published works, learn elements of craft and writing-process strategies, create original works of creative nonfiction, and participate in workshop and/or peer critique. Instruction will also focus on the history and development of the creative nonfiction genre as well as the diverse forms within the genre, such as memoir, personal essay, lyric essay, travel writing, and literary journalism. Students will read and analyze published creative nonfiction from the twentieth and twenty-first centuries to deepen their understanding of the genre, the elements of creative-nonfiction-writing craft, and the influence of cultural, historical, and institutional contexts on the production of creative nonfiction. Little to no experience in creative writing is required to enroll.

Prerequisite: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249.

Proposed Discipline English

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

English, AA  
English AA-T

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

No



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

A Creative Nonfiction course would benefit students in a number of ways. The modes of writing encompassed by Creative Nonfiction—ranging from memoir and personal essay to magazine features, opinion writing, and cultural commentary—are very influential on public discourse today, and many of the most discourse-defining books of the past ten years have been produced by writers of Creative Nonfiction (Ta-Nahisi Coates, Roxanne Gay, etc.). A Creative Nonfiction course would therefore empower student voices, providing a path for students to make substantive contributions to public discourse. A Creative Nonfiction course would offer students the tools they need to investigate the ways in which their personal experiences interact with public life and to convey their unique perspectives to an audience. The Foothill-DeAnza district's stated value of "Leadership" entails "uplift[ing] our student voices by providing them with a foundation to cultivate their leadership strengths," a goal to which a Creative Nonfiction course would contribute.

A Creative Nonfiction course would also provide students an opportunity not available to them elsewhere in our course offerings. While many instructors, thankfully, encourage students to explore their experiences and develop their individual voices in classes like ENGL 1A, the course outline requires "thesis-based compositions" that are "appropriate to the academic community"—the main writing projects students do are therefore typically in the genre of academic essay writing. Courses such as ENGL 1A and 1B fulfill the vital function of preparing students to successfully engage in academic discourse, but a Creative Nonfiction would allow students to focus on original, literary, perhaps innovative work that draws on their lived experiences and their unique perspectives. Moreover, in the Creative Writing program, while fiction and poetry courses are of course tremendously valuable, there is no Creative Nonfiction offering. Perhaps the level of mediation involved in fiction and poetry, and the formal properties of these genres, while appealing to many students, might represent a barrier for others who would like to explore their experiences and perspectives in literary writing, and who would be served by a Creative Nonfiction course.

Reviewer  
Comments

# Course Change Request

## New Course Proposal

Date Submitted: 05/29/24 2:34 pm

Viewing: **HUMN F002H : HONORS CULTURES, CIVILIZATIONS & IDEAS: OF EMPIRES & CONFLICT**

Last edit: 06/04/24 8:08 am

Changes proposed by: Mona Rawal (20178896)

### In Workflow

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

### Approval Path

1. 06/03/24 3:45 pm  
Angelica Dupree (dupreeangelica):  
Approved for 1SS Curriculum Rep

#### Course Proposal Form

Faculty Author	Mona Rawal for Natalie Latteri		
Effective Term	Summer 2025		
Subject	Humanities (HUMN)	Course Number	F002H
Department	Humanities (HUMN)		
Division	Business and Social Sciences (1SS)		
Units	4		
Hours	4 Hours of lecture		
Course Title	HONORS CULTURES, CIVILIZATIONS & IDEAS: OF EMPIRES & CONFLICT		
Short Title			

Proposed Transferability UC/CSU

Proposed Description and Requisites: An interdisciplinary and thematic approach to the history of human culture and ideas. Major eras covered span from roughly 500-1600 CE and include the premodern cultures of India's Rajput, Japan's Samurai, Northern European Vikings, Christendom's Crusaders, Genghis Khan's Mongol Empire, the Aztecs of Mesoamerica, and the Assassins of the Islamic Golden Age. Class discussions, projects, and lectures address the impact of war and warrior culture on the development of worldviews, moral and ethical values and the arts in civilizations across the globe and throughout time. As an honors course, this is a full seminar with advanced teaching methods focusing on major writing, reading, and research assignments, student class presentations, group discussions and interactions.

Proposed Discipline Humanities

To which Degree(s) or Certificate(s) would this course potentially be added?  
AA in Humanities, Certificate of Achievement, Foothill GE

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

No

Comments & Other Relevant Information for Discussion:  
This Honors course will be stacked with HUMN 2.

Reviewer  
Comments

# Course Change Request

## New Course Proposal

Date Submitted: 05/29/24 2:48 pm

Viewing: **HUMN F006H : HONORS THE SHOCK OF THE NEW:  
FROM THE MODERN TO THE CONTEMPORARY**

Last edit: 06/04/24 8:12 am

Changes proposed by: Mona Rawal (20178896)

### In Workflow

- 1SS Curriculum Rep
- Curriculum Coordinator
- Activation

### Approval Path

- 06/03/24 3:45 pm  
Angelica Dupree  
(dupreeangelica):  
Approved for 1SS  
Curriculum Rep

#### Course Proposal Form

Faculty Author	Mona Rawal		
Effective Term	Summer 2025		
Subject	Humanities (HUMN)	Course Number	F006H
Department	Humanities (HUMN)		
Division	Business and Social Sciences (1SS)		
Units	4		
Hours	4 hours of lecture per week		
Course Title	HONORS THE SHOCK OF THE NEW: FROM THE MODERN TO THE CONTEMPORARY		
Short Title			

Proposed Transferability UC/CSU

Proposed Description and Requisites: An interdisciplinary and thematic approach to the history of human culture and ideas. Major eras covered include: Modernity (from cubism and expressionism to jazz and film), the Soviet Union and Nazi Germany, the Atomic Age, Post-Colonialism (India, Africa, Latin America, the Middle East), Post-Modernity, and the Digital Age. Class discussions, projects, and lectures address the development of worldviews, moral and ethical values, and the arts in Asia, Europe, the Americas, and Africa throughout the 20th century and beyond. As an honors course, this is a full seminar with advanced teaching methods focusing on major writing, reading, and research assignments, student class presentations, group discussions and interactions.

Proposed Discipline Humanities

To which Degree(s) or Certificate(s) would this course potentially be added?  
AA in Humanities, Certificate of Achievement, Foothill GE

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 intended to be stacked with HUMN 6.

Reviewer Comments

# Course Change Request

## New Course Proposal

Date Submitted: 05/23/24 4:22 pm

Viewing: **HUMN F010H : HONORS ON THE MOVE: ARTISTIC REPRESENTATIONS OF MIGRANT EXPERIENCE**

Last edit: 06/04/24 8:16 am

Changes proposed by: Mona Rawal (20178896)

### In Workflow

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

### Approval Path

1. 06/03/24 3:45 pm  
Angelica Dupree (dupreeangelica):  
Approved for 1SS Curriculum Rep

#### Course Proposal Form

Faculty Author	Mona Rawal		
Effective Term	Summer 2025		
Subject	Humanities (HUMN)	Course Number	F010H
Department	Humanities (HUMN)		
Division	Business and Social Sciences (1SS)		
Units	4		
Hours	4 lecture		
Course Title	HONORS ON THE MOVE: ARTISTIC REPRESENTATIONS OF MIGRANT EXPERIENCE		
Short Title			

Proposed Transferability UC/CSU

Proposed Description and Requisites: Interdisciplinary exploration of artistic expressions that frame human displacement to understand the cultural, social and political aspects of global migration and immigration. The course analyzes literature, music, film, examples from the digital & graphic arts, multimedia journalism and podcasts that contextualize the responses, values and resilience in the face of humanitarian crises. The honors section offers deeper theoretical content, assignments that require more reflective analysis of the issues and more rigorous assessment and an additional summative project.

Proposed Discipline Humanities

To which Degree(s) or Certificate(s) would this course potentially be added?  
Humanities AA, Certificate of Achievement in Humanities

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

No

Comments & Other Relevant Information for Discussion:  
This is the Honors version of HUMN 10.

Reviewer Comments

# Course Change Request

## New Course Proposal

Date Submitted: 05/17/24 12:58 pm

Viewing: **NCEL F448. : ADVANCED GRAMMAR REVIEW**

Last edit: 06/04/24 11:52 am

Changes proposed by: Katie Ha (20177821)

### In Workflow

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

### Course Proposal Form

Faculty Author: Katie Ha

Effective Term: Summer 2025

Subject: Non-Credit: English as a Second Language (NCEL)      Course Number: F448.

Department: English for Second-Language Learners (ESLL)

Division: Language Arts (1LA)

Units: 0

Hours: 3 hours lecture weekly

Course Title: ADVANCED GRAMMAR REVIEW

Short Title:

Proposed Transferability: None

Proposed Description and Requisites: A review of essential grammar and greater in-depth examination of grammatical and lexical structures used in academic and professional writing designed for nonnative speakers of English. This course is delivered entirely online.

Proposed Discipline: ESL

To which Degree(s) or Certificate(s) would this course potentially be added?  
Non-Credit English as a Second Language for Degrees and Transfer Certificate

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:

### Approval Path

1. 05/31/24 7:24 pm  
Amy Sarver (sarveramy):  
Approved for 1LA Curriculum Rep

# Course Change Request

## New Course Proposal

Date Submitted: 05/17/24 2:43 pm

Viewing: **NCEL F451A : COMPOSITION & READING INSTRUCTIONAL SUPPORT FOR ENGLISH LANGUAGE LEARNERS**

Last edit: 06/04/24 11:53 am

Changes proposed by: Katie Ha (20177821)

### In Workflow

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

### Approval Path

1. 05/31/24 7:23 pm  
Amy Sarver  
(sarveramy):  
Approved for 1LA Curriculum Rep

#### Course Proposal Form

Faculty Author David McCormick

Effective Term Summer 2025

Subject Non-Credit: English as a Second Language (NCEL) Course Number F451A

Department English for Second-Language Learners (ESLL)

Division Language Arts (1LA)

Units 0

Hours 2 hours lecture weekly

Course Title COMPOSITION & READING INSTRUCTIONAL SUPPORT FOR ENGLISH LANGUAGE LEARNERS

Short Title

Proposed Transferability None

Proposed Description and Requisites: Designed to assist second language learners in developing the reading and writing skills and strategies required for success in ENGL 1A and similar transfer-level, writing-intensive courses. Reinforcement of reading skills and strategies as they pertain to comprehension of content and critical analysis of rhetorical elements. Development of critical thinking skills and strategies related to the process of expository and argumentative writing. Application of essay revision and editing skills to include appropriate content, coherence, sentence efficiency and variety, and grammatical accuracy.

Proposed Discipline ESL

To which Degree(s) or Certificate(s) would this course potentially be added?  
Non-Credit English as a Second Language for Degrees and Transfer

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

Yes

What Department(s)?

Other Department	Effect on Department
English	This course is an alternative option to NCEN 401A, which is intended for a native English-speaking population. Without this new ESL version of the course, non-native speakers might otherwise choose the NCEN counterpart.

Comments & Other Relevant Information for Discussion:

Prior to this new course, ESL students only have had the option of choosing the credit version, which is ESLL 201. NCEN 401A, therefore, provides a tuition free option for students who not need the credits. This in turn may further efforts to make course offerings more affordable, and thus more equitable.

Reviewer  
Comments

Key: 9045

[Preview Bridge](#)

**Foothill College  
College Curriculum Committee  
2024-25 Meeting Dates**

**Fall Quarter:**

October 8  
October 22  
November 5  
November 19  
December 3

**Winter Quarter:**

January 21  
February 4  
February 18  
March 4  
March 18

**Spring Quarter:**

April 15  
April 29  
May 13  
May 27  
June 10

All meetings fall on Tuesday and will be held from 2:00 p.m. – 3:30 p.m. in Administrative Conference Room 1901 (likely w/ Zoom option).

*Note: Meeting dates are tentative and subject to change. The final schedule will be confirmed via calendar invitations sent to CCC members via email.*



# Retail Operations Specialist, Certificate of Achievement

## Basic Information

### Faculty Author(s)

Users
Gina Firenzi

### Department

Apprenticeship

### Division

Apprenticeship

### Title of Degree/Certificate

Retail Operations Specialist

### Type of Award

Certificate of Achievement

### Workforce/CTE Program:

Yes

### Effective Catalog Edition:

2024-2025

## Certificate of Achievement Workforce Narrative

### Program Goals and Objectives

The general objective of the Certificate of Achievement in Retail Operations Specialist is to prepare students for entry-level positions in retail operations. The program involves recognizing the value of growth mindset and overcoming negative habits and barriers that hinder growth and success in the workplace. Students will also learn collaboration with team members, inventory management, cost and budget management, and revenue generation. Additionally, the program emphasizes the utilization of merchandising processes to build brand image and customer loyalty. The academic goal of the certificate is to create a pathway to an associate degree in Business Administration and facilitate transfer to a four-year institution.

### Program Learning Outcomes

- Students will be able to identify fixed mindsets and promote growth mindsets and resiliency to be successful in the workplace.

- Students will be able to explain how retailers use merchandising processes to build a brand image and customer loyalty.
- Students will be able to discuss the process of inventory management, merchandising, and valuation strategies leading to excellent customer service and sales.
- Students will be able to recognize the financial implication of strategic retail decisions.
- Students will be able to demonstrate an understanding of decisions retailers make to satisfy customer needs in a rapidly changing and competitive environment.
- Students will be able to collaborate with team members to work through conflicts, problem solve, and achieve efficient results.
- Students will be able to establish and use Kaizen decision-making, goal setting, problem solving, and time management skills to address personal/professional development issues.
- Students will be able to assess the planning process and apply basic tenets in management and problem solving.
- Students will be able to understand best practices for effective management and analyze the impact on organizational performance.

### **Catalog Description**

The Certificate of Achievement in Retail Operations Specialist provides students with in-class instruction and paid on-the-job training to kickstart their careers with Goodwill of Silicon Valley and advance in the retail industry. Upon completion of the certificate, students will acquire skills in retail merchandising, pricing, the Kaizen mentality, and methods to solve organizational and workplace challenges. Additionally, they will gain a fundamental understanding of business management. Graduates of the program will be eligible to receive a certificate of achievement from Foothill and a certificate from the CA State Division of Apprenticeship Standards and Federal Department of Labor Office of Apprenticeship.

Per California Code of Regulations, this program is limited to students admitted to the Goodwill Retail Operations Specialist Apprenticeship program.

### **Program Requirements**

**Core Course Units: 12**

Course List		
Code	Title	Units
<a href="#"><u>APPR F140A</u></a>	GOODWILL HUMAN & PROCESS DEVELOPMENT	4
<a href="#"><u>APPR F140B</u></a>	RETAIL MARKETING, MERCHANDISING & CUSTOMER SERVICE	4
<a href="#"><u>BUSI F090A</u></a>	PRINCIPLES OF MANAGEMENT	4

**Total Units: 12**

### **Proposed Sequence**

<b>Term</b>	<b>Units</b>
Year 1, Fall	4
Year 1, Winter	4
Year 1, Spring	4

### **Master Planning**

Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. This certificate provides underrepresented students of color with an academic pathway to higher education and a progression toward a Business Administration degree.

### **Enrollment and Completer Projections**

We project to have 14-16 students completed by Spring, 2024. The projection is based on our current enrollment. After five years, we project to have about 60-75 students completed the program.

### **Historical Enrollment Data**

<b>Course #</b>	<b>Course Title</b>	<b>Y1 - Annual Sections</b>	<b>Y1 - Annual Enrollment</b>	<b>Y2 - Annual Sections</b>	<b>Y2 - Annual Enrollment</b>
APPR 140A	Goodwill Human & Process Development	1	21	N/A	N/A
APPR 140B	Retail Marketing, Merchandising & Customer Service	1	16	N/A	N/A
BUSI 090A	Principles of Management	1	16	N/A	N/A

### **Place of Program in Curriculum/Similar Programs**

This program offers an opportunity for Foothill College to collaborate with Goodwill of Silicon Valley in providing instructional and support services to a newly registered non-traditional apprenticeship program known Retail Operations Specialist (Approved Standards #101119).

### **Similar Programs at Other Colleges in Service Area**

There is no similar program offered in Foothill's service area. However, Las Positas Community College offers a similar program in partnership with another employer.

### **Additional Information Required for State Submission**

**TOP Code:** 0506.50 - Retail Store Operations and Management

**CIP Code:** 52.1803 - Retailing and Retail Operations.

**Will any new resources be required (e.g., facilities, equipment, personnel)?** No

**Gainful Employment:** Yes

**Distance Education:** 100%



# Labor Market Information Report

## Customer Service Occupations

### Foothill College

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

December 2023

#### Recommendation

Based on all available data, there appears to be an “undersupply” of Customer Service 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 17,981 students in the Bay region and 4,221 students in the Silicon Valley Sub-Region.

#### Introduction

This report provides student outcomes data on employment and earnings for TOP 0506.50 - Retail Store Operations and Management programs 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.

This report profiles Customer Service Occupations in the 12 county Bay region and in the Silicon Valley sub-region for an existing low unit, local certificate(s) for Customer Service Specialist at Foothill College.

- **Retail Salespersons (41-2031):** Sell merchandise, such as furniture, motor vehicles, appliances, or apparel to consumers. Excludes “Cashiers” (41-2011).  
 Entry-Level Educational Requirement: No formal educational credential  
 Training Requirement: Short-term on-the-job training  
 Percentage of Community College Award Holders or Some Postsecondary Coursework: 38%
  
- **Customer Service Representatives (43-4051):** Interact with customers to provide information in response to inquiries about products and services and to handle and resolve complaints. Excludes individuals whose duties are primarily installation, sales, or repair.  
 Entry-Level Educational Requirement: High school diploma or equivalent  
 Training Requirement: Short-term on-the-job training  
 Percentage of Community College Award Holders or Some Postsecondary Coursework: 42%

#### Occupational Demand

**Table 1. Employment Outlook for Customer Service Occupations in Bay Region**

Occupation	2021 Jobs	2026 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Retail Salespersons	72,742	72,839	96	0%	54,986	10,997	\$15	\$17
Customer Service Representatives	43,832	46,823	2,990	7%	35,022	7,004	\$18	\$22

Occupation	2021 Jobs	2026 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
<b>Total</b>	<b>116,575</b>	<b>119,661</b>	<b>3,087</b>	<b>3%</b>	<b>90,007</b>	<b>18,001</b>		

Source: Lightcast 2022.3

**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 Customer Service Occupations in Silicon Valley Sub-region**

Occupation	2021 Jobs	2026 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Retail Salespersons	16,824	16,455	-369	-2%	12,431	2,486	\$17	\$17
Customer Service Representatives	11,086	11,730	643	6%	8,674	1,735	\$20	\$23
<b>Total</b>	<b>27,910</b>	<b>28,184</b>	<b>274</b>	<b>1%</b>	<b>21,104</b>	<b>4,221</b>		

Source: Lightcast 2022.3

**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**

Occupation	Bay Region	Silicon Valley
Retail Salespersons	37,227	8,338
Customer Service Representatives	20,149	4,294

Source: Lightcast

**Table 4a. Top Job Titles for Customer Service Occupations for latest 12 months - Bay Region**

Title	Bay	Title	Bay
Retail Sales Associates	5,183	Retail Sales Consultants	725
Sales Associates	4,921	Beauty Advisors	619
Customer Service Representatives	3,410	Retail Store Associates	514
Retail Associates	1,287	Customer Success Managers	480
Seasonal Sales Associates	1,061	Service Advisors	431
Customer Service Associates	1,024	Retail Sales Representatives	393
Store Associates	992	Outlet Sales Associates	361
Seasonal Retail Associates	898	Customer Service Specialists	334
Customer Service Cashiers	766	Sales Floor Associates	305

Source: Lightcast

**Table 4b. Top Job Titles for Customer Service Occupations for latest 12 months - Silicon Valley Sub-Region**

Title	Silicon Valley	Title	Silicon Valley
Sales Associates	1,236	Seasonal Retail Associates	160
Retail Sales Associates	1,028	Beauty Advisors	143
Customer Service Representatives	734	Customer Success Managers	137
Seasonal Sales Associates	270	Service Advisors	108
Retail Associates	253	Retail Store Associates	103
Customer Service Associates	237	Retail Sales Representatives	81
Store Associates	180	Client Service Representatives	78
Customer Service Cashiers	170	Customer Service Specialists	68
Retail Sales Consultants	161	Customer Service Agents	64

Source: Lightcast

**Industry Concentration****Table 5. Industries hiring Customer Service Workers in Bay Region**

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2021)	Jobs in Industry (2026)	% Change (2021-26)	% Occupation Group in Industry (2022)
Clothing and Clothing Accessories Retailers	11,568	10,688	-8%	10%
Home Centers	5,132	4,546	-11%	4%
Department Stores	4,287	4,242	-1%	4%
Warehouse Clubs and Supercenters	4,388	4,147	-6%	3%
All Other General Merchandise Retailers	4,093	4,358	6%	3%
New Car Dealers	3,680	3,896	6%	3%
Supermarkets and Other Grocery (except Convenience) Stores	3,599	3,632	1%	3%
Electronics and Appliance Retailers	3,536	2,713	-23%	3%
Sporting Goods Retailers	3,279	3,281	0%	3%
Shoe Retailers	3,171	2,926	-8%	3%

Source: Lightcast 2022.3

**Table 6. Top Employers Posting Customer Service Occupations in Bay Region and Silicon Valley Sub-Region**

Employer	Bay	Employer	Silicon Valley
Macy's	1,387	Macy's	322
AT&T	1,181	AT&T	221

Employer	Bay	Employer	Silicon Valley
Gap	797	Nordstrom	214
Walgreens Boots Alliance	781	Walgreens Boots Alliance	148
T-Mobile US	639	T-Mobile US	140
TJX	611	Bloomingdale's	136

Source: Lightcast

## Educational Supply

There are seven (7) community colleges in the Bay Region issuing 20 awards on average annually (last 3 years ending 2021-22) on TOP 0506.50 - Retail Store Operations and Management. In the Silicon Valley Sub-Region, there are no community colleges that issued awards on average annually (last 3 years) on this TOP code.

**Table 7a. Community College Awards on TOP 0506.50 - Retail Store Operations and Management in Bay Region**

College	Subregion	Associate Degree	High unit Certificate	Low unit Certificate	Total
Chabot	East Bay	0	1	0	1
Laney	East Bay	0	0	0	0
Las Positas	East Bay	0	0	0	0
Los Medanos	East Bay	0	0	0	0
San Francisco	Mid-Peninsula	0	0	0	0
San Mateo	Mid-Peninsula	0	0	18	18
Solano	North Bay	1	0	0	1
<b>Total</b>		<b>1</b>	<b>1</b>	<b>18</b>	<b>20</b>

Source: Data Mart

Note: The annual average for awards is 2019-20 to 2021-22.

## Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 18,001 annual openings for the Customer Service occupational cluster and 20 annual (3-year average) awards for an annual undersupply of 17,981 students. In the Silicon Valley Sub-Region, there is also a gap with 4,221 annual openings and no annual (3-year average) awards for an annual undersupply of 4,221 students.

## Student Outcomes

**Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0506.50 - Retail Store Operations and Management**

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 0506.50	Bay 0506.50	Silicon Valley 0506.50	Foothill 0506.50
Students with a Job Closely Related to Their Field of Study	74%	88%	62%	N/A	N/A	N/A
Median Annual Earnings for SWP Exiting Students	\$53,090	\$73,174	\$34,904	\$38,377	N/A	N/A
Median Change in Earnings for SWP Exiting Students	24%	42%	38%	61%	N/A	N/A



Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 0506.50	Bay 0506.50	Silicon Valley 0506.50	Foothill 0506.50
Exiting Students Who Attained the Living Wage	54%	66%	50%	N/A	N/A	N/A

Source: Launchboard Strong Workforce Program Median of 2018 to 2021.

## Skills and Education

**Table 9. Top Skills for Customer Service Occupations in Bay Region**

Skill	Posting	Skill	Posting
Merchandising	17,943	Retail Operations	2,636
Selling Techniques	11,458	General Mathematics	2,542
Product Knowledge	7,784	Customer Relationship Management	2,541
Cash Register	7,689	Warehousing	2,272
Cash Handling	4,164	Inventory Management	2,093
Loss Prevention	3,829	Customer Support	2,035
Marketing	3,526	Customer Inquiries	1,968
Visual Merchandising	3,308	Housekeeping	1,931
Point Of Sale	3,221	Balancing (Ledger/Billing)	1,894
Stocking Merchandise	2,722	Outbound Calls	1,843

Source: Lightcast

Source: Lightcast

**Table 10. Education Requirements for Customer Service Occupations in Bay Region**

Education Level	Job Postings	% of Total
High school or GED	18,674	71%
Associate degree	2,045	8%
Bachelor's degree & higher	5,682	21%

Source: Lightcast

Note: 60% of records have been excluded because they do not include a degree level. As a result, the chart above may not be representative of the full sample.

## Methodology

Occupations for this report were identified by use of job descriptions and skills listed in O\*Net. Labor demand data is sourced from Lightcast occupation and job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CCCCO Data Mart and CTE Launchboard.

## Sources

O\*Net Online

Lightcast

CTE LaunchBoard [www.calpassplus.org](http://www.calpassplus.org)

Launchboard  
Statewide CTE Outcomes Survey  
Employment Development Department Unemployment Insurance Dataset  
Living Insight Center for Community Economic Development  
Chancellor's Office MIS system

## **Contacts**

For more information, please contact:

- Leila Jamoosian, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (COE), [leila@baccc.net](mailto:leila@baccc.net)
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, [icarrese@ccsf.edu](mailto:icarrese@ccsf.edu) or (415) 267-6544

# **ALTW F434. : CAREER PATH EXPLORATION: STEM CAREERS FOR STUDENTS WITH LEARNING DIFFERENCES**

**Proposal Type**

New Course

**Effective Term**

Fall 2024

**Subject**

Adaptive Learning: Transition to Work (ALTW)

**Course Number**

F434.

**Department**

Adaptive Learning (A L)

**Division**

Student Resource and Support Programs (1SR)

**Units**

0

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

2

**Weekly Lab Hours**

0

**Weekly Out of Class Hours**

4

**Special Hourly Notation**

**Total Contact Hours**

24

**Total Student Learning Hours**

72

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

As a course for the disabled, there is significant pedagogical research showing that this population is often best served through repetition of existing curriculum.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

**Is Basic Skills applicable to this course?**

No

**Grading**

Non-Credit Course (Receives no Grade)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

- **Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.**

- Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

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#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Basic Skills

#### Criteria B. Need

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

#### Evidence

TTW represents Foothill's commitment to serving disabled populations. As such, this program has a unique set of goals that in the current Title 5 environment cannot lead to certification. Students who successfully complete courses within the TTW program are expected to have developed the independence and skills needed to determine if they will be successful in traditional college classes.

#### Attach evidence

#### Need/Justification

Students who successfully complete courses within the TTW program are expected to have developed the independence and skills needed to determine if they will be successful in traditional college courses. This program brings to the table students who have traditionally

been excluded from career paths capable of supporting independence in adulthood and as such it is crucial for the college to support this vulnerable population.

### **Course Description**

Specifically designed for students with learning differences, this course aims to broaden student's horizons and inspire them to consider careers in Science, Technology, Engineering, and Mathematics (STEM). Through a combination of experiential learning and guest lectures, students will gain valuable insights into various STEM fields. The curriculum emphasizes hands-on activities, interactive projects, and real-world scenarios to provide a practical understanding of STEM concepts. The guest lectures, featuring professionals from diverse STEM backgrounds, offer students the opportunity to connect with role models and explore potential career paths. By the end of the course, participants will have a clearer understanding of possibilities within STEM and the confidence to pursue their interests in these dynamic fields.

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

### **Course Objectives**

The student will be able to:

1. Articulate and understand future career paths available to them in STEM fields.
2. Demonstrate basic knowledge of computer components and programming languages.
3. Communicate with stakeholders in STEM fields.
4. Work in a group environment to effectively complete technical tasks.

### **Course Content**

1. Career exploration
  1. Guest lectures
  2. Career path options
  3. Minimum qualifications and education requirements
  4. Job searching skills
2. Computer programming
  1. Vocabulary and component identification
  2. Basic device assembly
  3. Programming
  4. Troubleshooting and testing
3. Communication skills
  1. Introductions and networking
  2. Appropriate work/school behavior
4. Group work

1. Teamwork
2. Leadership
3. Following instructions
4. Conflict resolution

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

Dedicated classroom space to support long-term experiential learning projects; technology tools as applicable.

**Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

Instructor observation  
Group projects  
Final project  
Presentations

**Methods of Instruction**

**Methods of Instruction may include but are not limited to the following:**

Lecture  
Individual and group research  
Project-based learning  
Cooperative experiential education

**Representative Text(s)**

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

**Other Materials**

No outside course materials required.

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

1. Short paragraph response to discussion questions
2. Visits to organizations in the community related to STEM fields
3. Presentations

**Authorized Discipline(s):**

Adapted Computer Technology: Disabled Students Programs and Services OR Computer Information Systems OR Developmental Disabilities: Disabled Students Programs and Services OR Robotics OR Specialized Instruction (Disabled Student Programs and Services): Vocational Noncredit

**Faculty Service Area (FSA Code)**  
DEVELOPMENTAL DISABILITIES

**Taxonomy of Program Code (TOP Code)**  
4930.31 - Living Skills, Disabled

**Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.**

**Please describe how you have incorporated principles of equity during this revision:**  
2/27/24 - In creating this COR, we have considered and ensured that students from a wide variety of backgrounds are given access to career paths that are traditionally closed to them. In instructional design and pedagogy, we are following best practices of universal design for learning. We highlight role models with whom marginalized students can identify. By providing all supplies and not requiring any supplemental texts, the course also provides access to educational experiences that would normally be closed to those without the financial or geographic advantages that allow for exposure to technology career paths.

Articulation Office Only

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

Division Dean Only

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**Seat Count**

**Load**

**FOAP Codes:**

**Fund Code**

**Org Code**

**Account Code**

1320

**Program Code**



## General Education Review Request

### AREA V - COMMUNICATION & ANALYTICAL THINKING

**Course Number & Title: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1 - Pipe Trades Training Center Students)**

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#### **Breadth Criteria:**

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in

the context of cultural constructs and historical and contemporary events and issues).

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

#### **Depth Criteria for Area V - Communication & Analytical Thinking:**

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement *must* offer students the opportunity to:

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

- C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
- C6. Identify goals when applying analytical skills;
- C7. Recognize limitations of applicable methodologies;
- C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

## General Education Review Request AREA V - COMMUNICATION & ANALYTICAL THINKING

**Course Number & Title: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1 - Pipe Trades Training Center students)**

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Please map each appropriate component from the Course Outline of Record to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

### **Depth Map: Must include the following:**

**C1. Apply the analytical skills learned in the course to other disciplines;**

#### **Matching course component(s):**

HVAC students utilize analytical skills through the troubleshooting and problem solving curriculum they are involved with. Students will use a number of different reasoning techniques such as deduction and induction as well as cause and effect and problem solving to make decisions. The analytics explored in this curriculum extends to areas of measurement, mathematics, and science. For example, several assignments call for measuring air pressure, temperature and humidity to determine a properly fit and working system.

**APPT 155 (HVAC Program, Year 3, Semester 1, Module 13, Advanced Electrical Controls)** This session covers three lab exercises using Ohm's Law calculations: a lab in which the Journeyworker will draw and wire up the alternating operation of multiple lights using momentary contact push button switches, along with a lab in which the Journeyworker will perform a meter usage lab that is wired up in the lab and will answer test question with actual meter measurements, and a lab pertaining to meter usage diagram electrical sequence of operation. The session also includes labs pertaining to troubleshooting refrigeration, heating, or air-conditioning systems.

**APPT 155 (HVAC Program, Year 3, Semester 1, Module 14, Heating and Air Conditioning Systems)** This session covers steam heating distribution systems, air-source heat pump systems, water-source and geothermal heat pump systems, fuel oil heating systems and miscellaneous heating systems. Installing, servicing, and troubleshooting air-source heat pump systems, water-source, geothermal heat pump systems, and HVAC systems is discussed in this session as well.

**C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;**

#### **Matching course component(s):**

HVAC students develop both communication and computation skills backed by their technical and evaluative curriculum. For one, students take a Customer Service course where they must learn how to communicate the systems as well as problems in a way to build and insure customer satisfaction. Students must do this both in writing as well as verbally. This process also involves evaluating customer needs and care and to find ways of interpreting concerns the customers may have. Additionally, HVAC students must learn computation to avoid concerns customers may have. This involves learning precision of measurement and diagramming systems for efficiency.

**APPT 151 (HVAC Program, Year 1, Semester 1, Module 2, Customer Service)** Topics covered in this section include customer satisfaction, communication skills, and the evolution and proper application of quality service. Various communication styles and recovery skills will be thoroughly covered. The identification of difficult service situations - such as indifferent, irate, and demanding customers - will be reviewed.

**APPT 155 (HVAC Program, Year 3, Semester 1, Module 13, Advanced Electrical Controls)** This session covers three lab exercises using Ohm's Law calculations: a lab in which the Journeyworker will draw and wire up the alternating operation of multiple lights using momentary contact push button switches, along with a lab in which the Journeyworker will perform a meter usage lab that is wired up in the lab and will answer test question with actual meter measurements, and a lab pertaining to meter usage diagram electrical sequence of operation. The session also includes labs pertaining to troubleshooting refrigeration, heating, or air-conditioning systems.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**APPT 158 (HVAC Program, Year 4, Semester 2, Module 22, Chillers)** This session covers installing, servicing, and chiller troubleshooting scenarios along with Trane Air Conditioning Clinic, Helical Rotary Water Chillers, Carrier Tech Service Training, Troubleshooting Reciprocating Liquid Chillers, and Ice Storage Systems.

**C3.** Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;

**Matching course component(s):**

HVAC students write several reports where they must learn to read, interpret and analyze the work of others while getting feedback from peers/co-workers to produce an end result. Specifically, students take part in a series of labs where they will symbolically learn how to draw up plans for troubleshooting different components of refrigeration, heating and air conditioning systems. Another main component of the HVAC curriculum centers on students being able to read and interpret the psychometric chart. Students must understand this chart with such detail that they can determine problems along what way.

**APPT 155 (HVAC Program, Year 3, Semester 1, Module 13, Advanced Electrical Controls)** This session covers three lab exercises using Ohm's Law calculations: a lab in which the Journeyworker will draw and wire up the alternating operation of multiple lights using momentary contact push button switches, along with a lab in which the Journeyworker will perform a meter usage lab that is wired up in the lab and will answer test question with actual meter measurements, and a lab pertaining to meter usage diagram electrical sequence of operation. The session also includes labs pertaining to troubleshooting refrigeration, heating, or air-conditioning systems, a lab covering Carrier 30 GA wiring schematic sequence of operation, and a lab covering the Carrier 50 DA wiring schematic sequence of operation.

**APPT 159 (HVAC Program, Year 5, Semester 1, Module 23, Start-up Airside)** This session covers a review of basic science, an introduction to testing, balancing, and adjusting. It will review properties of air and the psychometric chart, along with problems in the psychometric chart. Air distribution systems, accessories and air flow in ducts will also be discussed. Instruments for measuring air temperature, humidity and air pressure and when to use them and how to perform start-up and initial tests will be discussed. This session contains a Fan Laws Lab, Fan Law Written Lab, and an Air Balance Lab.

**C4.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

**Matching course component(s):**

HVAC students learn to communicate and express their ideas using universally understood terms of the industry. Students work on projects that are evaluated and received by project managers and journeymen who rely on the precise communication of the student. Something unique to this field is the ability of students to understand the discipline and the systems so well that they can communicate it to customers. This means students must be able to logically explain (sometimes in the simplest way) how something works.

**APPT 151 (HVAC Program, Year 1, Semester 1, Module 2, Customer Service)** Topics covered in this section include customer satisfaction, communication skills, and the evolution and proper application of quality service. Various communication styles and recovery skills will be thoroughly covered. The identification of difficult service situations - such as indifferent, irate, and demanding customers - will be reviewed.

**APPT 159 (HVAC Program, Year 5, Semester 1. Module 23 & 24)**

**Start, Test & Balance - Start-up -** This session covers a review of basic science, an introduction to testing, balancing, and adjusting. It will review properties of air and the psychometric chart, along with problems in the psychometric chart. Air distribution systems, accessories and air flow in ducts will also be discussed. Instruments for measuring air temperature, humidity and air pressure and when to use them and how to perform start-up and initial tests will be discussed. This session contains a Fan Laws Lab, Fan Law Written Lab, and an Air Balance Lab.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

Start, Test & Balance - Water Side - This session covers hydronic balancing instruments, devices, and start up and initial tests of hydronic systems. A direct and reverse water lab will be conducted, and fluid flow in piping systems and centrifugal pumps will be discussed.

**Depth Map: should include some or all:**

**C5.** Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;

**Matching course component(s):**

HVAC students are given a number of projects to work through where they are asked to evaluate someone's previous work or idea and form their own opinion and position on such. For example, the instructor will introduce students to a previous mechanical schedule/blueprints. Students are then asked to critique that schedule and propose changes and recommendations for improvement. There are several labs where students are paired and given drawings to analyze and propose solutions for. Additionally, students are taught the process of troubleshooting where they build on an existing idea. In their classes, instructors will give open-ended problems that need diagnosis and in small groups or individually students will examine feedback from each other and the instructor and offer new proposed solutions.

**APPT 152 (HVAC Program, Year 1, Semester 2, Module 6, Basic Refrigeration and Heating)** This session covers an introduction to air conditioning, electric meter principles, temperature, pressure, thermodynamics, and indoor air quality. Along with forced air furnace components and controls, forced air heating distribution systems, and combustion and fuels being discussed, the session covers HVACR and the refrigeration cycle/system print reading. Forced air furnace components and controls, forced air heating distribution systems, and combustion and fuels will be covered as well. The apprentices will get practice of plotting several different psychometric scenarios and deriving pertinent information.

**APPT 158 (HVAC Program, Year 4, Semester 2, Module 22, Chillers)** This session covers installing, servicing, and chiller troubleshooting scenarios along with Trane Air Conditioning Clinic, Helical Rotary Water Chillers, Carrier Tech Service Training - Book Title: Troubleshooting Reciprocating Liquid Chillers, and Ice Storage Systems.

**APPT 159 (HVAC Program, Year 5, Semester 1, Module 23 & 24, Air Side & Water Side Balancing)** This session covers a review of basic science, an introduction to testing, balancing, and adjusting. It will review properties of air and the psychometric chart, along with problems in the psychometric chart. Air distribution systems, accessories and air flow in ducts will also be discussed. Instruments for measuring air temperature, humidity and air pressure and when to use them and how to perform start-up and initial tests will be discussed. This session contains a Fan Laws Lab, Fan Law Written Lab, and an Air Balance Lab. The Instructor will present blueprints and mechanical schedules to the class. The Instructor will lay out the scenarios and the students will give feedback on their ideas on how to solve the issues found.

The instructor will then go through how to solve each scenario and analyze how each student solved the problems. The students will be given a chance to evaluate their ideas and see how they can improve on system start-up and balancing.

**C6.** Identify goals when applying analytical skills;

**Matching course component(s):**

HVAC students utilize analytical thinking throughout their program. Part of this thinking approach requires the students to start with a goal and through a process figure out ways of achieving that goal. There are several courses within the program where students work on self-paced projects. This autonomy allows students to establish the goals, experiment, test, balance and achieve them on their own. Students are often encouraged to critically think about their process. Some students start with their weaker goals first to get them out of the way whereas other students develop a process for starting with their strengths.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**APPT 159 (HVAC Program, Year 5, Semester 1. Module 23 & 24)**

Start, Test & Balance - Start-up - This session covers a review of basic science, an introduction to testing, balancing, and adjusting. It will review properties of air and the psychometric chart, along with problems in the psychometric chart. Air distribution systems, accessories and air flow in ducts will also be discussed. Instruments for measuring air temperature, humidity and air pressure and when to use them and how to perform start-up and initial tests will be discussed. This session contains a Fan Laws Lab, Fan Law Written Lab, and an Air Balance Lab.

Start, Test & Balance - Water Side - This session covers hydronic balancing instruments, devices, and start up and initial tests of hydronic systems. A direct and reverse water lab will be conducted, and fluid flow in piping systems and centrifugal pumps will be discussed.

**C7. Recognize limitations of applicable methodologies;**

**Matching course component(s):**

HVAC students must understand the limitations of the systems as well as the external concerns and barriers such as safety procedures. Students take a specific course on safety and environmental limitations which covers fire safety and OSHA procedures.

**APPT 151 (HVAC Program, Year 1, Semester 1, Module 3, Trade Related Safety & Environment)** This session covers various procedures including: fire safety, aerial lift, crane, and OSHA safety, and electrical safety. Expectations for OSHA certification, introduction to OSHA standards, workplace hazards, back safety, and heat illness will be discussed. Journeyworkers will also participate in an arc flash lab activity after being exposed to NFPA70E arc flash information.

**C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.**

**Matching course component(s):**

HVAC students are continuously learning the technologies that support refrigeration and HVAC systems. This includes updates and recent technologies. Specific to the field is a new Human Interface Software for Air Conditioning units that connects phones and computers to the systems. Students will learn this system, use the system and teach it to clients/customers.

**APPT 152 (HVAC Program, Year 1, Semester 2, Module 6, Basic Refrigeration and Heating)** This session covers an introduction to air conditioning, electric meter principles, temperature, pressure, thermodynamics, and indoor air quality. Along with forced air furnace components and controls, forced air heating distribution systems, and combustion and fuels being discussed, the session covers HVACR and the refrigeration cycle/system print reading. Forced air furnace components and controls, forced air heating distribution systems, and combustion and fuels will be covered as well. The apprentices will get practice of plotting several different psychometric scenarios and deriving pertinent information.

**APPT 157 (HVAC Program, Year 4, Semester 1, Module 19, Commercial HVACR Equipment)** This session will cover compressor lab room activities including disassembling and reassembling various semi-hermetic refrigerant compressors. Sizing, selecting, and installing the piping to the cooling tower pump along with: basic equipment installation methods, equipment selection, control, and installation, air in the system, pipe size and layout, radiation required, and hydronic terms will also be discussed.

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1. Communication** (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Matching course component(s):**

HVAC apprenticeship students complete coursework using analytical reading, writing, speaking skills including evaluation, synthesis and research throughout the program - specifically students learn about and describe control systems, safe work practices including handling high pressure gas cylinders, various heating equipment, and Personal Protective Equipment (PPE). (HVAC Program, Year 3, Semester 2, Module 15 - Control Systems); (HVAC Program, Year 3, Semester 2, Module 16 - Pneumatic Controls); (HVAC Program, Year 3, Semester 2, Module 17 - DDC Controls)

The following apprenticeship courses: (APPT 154)

**B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).**

**Matching course component(s):**

HVAC Apprenticeship students use computation throughout the program including in units such as “APPT 155 Advanced Electrical Controls” that requires use of Ohm’s Law to determine wiring schematic values, discussion of meter usage diagrams in the electrical sequence of operation, conducting meter usage and alternating lights labs, and describing HVAC system load calculations, designs, and balancing. (HVAC Program, Year 3, Semester 1, Module 13 - Advanced Electrical Controls)

The following apprenticeship courses: (APPT 155)

**B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).**

**Matching course component(s):**

HVAC Apprenticeship students analyze the relationships of business and economic activities to the functioning of society as a whole in units on the evolution of service, identifying customers and constructive communication styles, including developing listening, clarifying and empathy skills. This is done in the process of developing a critical eye. (HVAC Program, Year 1, Semester 1, Module 2 - Customer Service)

The following apprenticeship courses: (APPT 151)

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

**Matching course component(s):**

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

**Matching course component(s):**

Requesting Faculty: Gina Firenzi Date: 5/17/24  
Division Curriculum Rep: Tim Myres Date: 5/21/24

**FOR USE BY GE SUBCOMMITTEE:**

Review Committee Members: N/A

Recommended for Approval: \_\_\_\_\_ Not Recommended for Approval: \_\_\_\_\_ Date: \_\_\_\_\_

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

In the box below, please provide rationale regarding the subcommittee's recommendation:

Note: application did not go to subcommittee

**FOR USE BY CURRICULUM OFFICE:**

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# General Education Review Request

## AREA V - COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: Steamfitting and Pipefitting Technology Apprenticeship Program

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### Breadth Criteria:

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in

the context of cultural constructs and historical and contemporary events and issues).

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

### Depth Criteria for Area V - Communication & Analytical Thinking:

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement *must* offer students the opportunity to:

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

- C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
- C6. Identify goals when applying analytical skills;
- C7. Recognize limitations of applicable methodologies;
- C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.



## General Education Review Request AREA V - COMMUNICATION & ANALYTICAL THINKING

**Course Number & Title:** Steamfitting and Pipefitting Technology Apprenticeship Program

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

### **Depth Map: Must include the following:**

**C1.** Apply the analytical skills learned in the course to other disciplines;

#### **Matching course component(s):**

Steamfitter students are consistently learning how to troubleshoot and problem solve using analytical reasoning skills. They study mistakes in their industry to learn of past failures and how to prevent reoccurrence. They learn cause and effect reasoning and induction to understand environmental impacts. Students' analytical reasoning will help develop skills of other disciplines primarily in math and science. Several math concepts such as pythagorean theorem, trigonometric functions, volumes, geometry and measurement are part of the foundation of this curriculum.

**APPT 145 Advanced Trade Math for Steamfitters-Year 3 Semester 1 Module 13-**Steamfitter students learn the trade related math concepts that are used in the industry on a regular basis. For Example pythagorean theorem, trigonometric functions, volumes and areas.

**APPT 144A Relates Science Year 2 Semester 2 Module 10-**Steamfitter students including but not limited to the application unit conversions, study phase changes, the scientific method, pressure temperature relationships and how it can be applied to other classes and the Steamfitting industry.

**C2.** Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;

#### **Matching course component(s):**

Steamfitter students develop communication competencies through a series of groupwork and team building exercises. Students must learn to communicate through the universal language and concepts of the trade. Then through a series of presentations they must use the appropriate technical language. One project on corrosion problems asks students in pairs/small groups to diagnose and troubleshoot (evaluative and interpretive skills) to solve corrosion problems.

A major project Steamfitter students must complete is their SuperFund site report. Through this report students study environmental hazard sites. They will study how the site came to be and interpret the impact it had on the environment as well as the populations impacted. Students will also research and give an evaluation on how the site could be remedied. Students will gain knowledge of ample EPA technical terms through this project.

**APPT 143B-Beginning Fit up, Tacking, and Welding-**Students work in small groups or pairs to apply techniques learned to build a complicated piping spool as a class evaluation.

**APPT 144A Related Science Year 2 Semester 2 Module 10-** Students are required to create and present a science project or write and present a science report to the class. Anticipate, diagnose and deal with corrosion problems.

**APPT 139A Industrial Install Year 5 Semester 1 Module 21-**Students are required to research and present to the class on SuperFund sites in the Bay Area.

**C3.** Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;

#### **Matching course component(s):**

## General Education Review Request AREA V - COMMUNICATION & ANALYTICAL THINKING

Steamfitter students are consistently evaluating and analyzing schematics and blueprints to complete projects. Job sites rely on technical drawings that use universally understood symbols within the industry. Students must understand these symbols and communicate potential concerns and problems using this form of communication.

**APPT 148-Advance Drawing and Blueprint Reading Year 4 Semester 1 Module 17-**Students learn to critically analyze complicated piping systems and schematics that are from actual job sites. They learn symbols, sizing, and technological systems such as CAD to model piping systems.

**APPT 146 Steam Technology Year 3 Semester 2 Module 14-**Students learn and understand the properties of heat and steam. They learn how to interpret and use steam saturation charts and graphs.

**C4.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

**Matching course component(s):**

Steamfitter students learn the appropriate, universally understood, terms and concepts of the trades industry. This is exercised in their course projects, reports as well as in collaboration with other trades professionals on the jobsite. Starting with vocabulary and definitions of commonly used terms, the students then learn to express their ideas and raise potential concerns using these terms effectively. An example of this exists where students are challenged to communicate with crane operators using only hand signals. Students must communicate their message in an organized way to make sure the operator can carry out their tasks.

**APPT 141 Basic Steamfitting Skills Year 1 Semester 1 Module 3-**Students learn the trade appropriate nomenclature that is used in the industry to be able to communicate on a jobsite effectively.

**APPT 139A Industrial Install Year 5 Semester 1 Module 21-**Students are required to research and present to the class on SuperFund sites in the Bay Area.

**APPT 146 Steam Technology Year 3 Semester 2 Module 14-**Students are required to learn and communicate the vocabulary relating to steam and the steamfitting industry. They are required to build a steam project or write a paper and present it to the class.

**APPT 147B Industrial Rigging Year 4 Semester 2 Module 20-**Students are required to learn to communicate with a crane operator using hand signals. They also work in groups or teams to figure out the best way to accomplish rigging and manipulate heavy odd shaped spools by calculating the center of gravity.

**Depth Map: should include some or all:**

**C5.** Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;

**Matching course component(s):**

Steamfitter students will learn to assess prior jobsite projects studying both successes and failures to analytically find ways to improve on ideas. One major project steamfitter students must do is their SuperFund Research Report. The students study prior toxic sites tracing the work that was completed to build the site back into EPA compliance. Students make the connection of previous work to connect where small problems impact major populations and environmental concerns. They collect information from experts and secondary sources to articulate their position.

**APPT 139A Industrial Install Year 5 Semester 1 Module 21-**Students are required to research and present to the class on SuperFund sites in the Bay Area.

**C6.** Identify goals when applying analytical skills;

**Matching course component(s):**

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

There are several projects that steamfitting students must do where identifying a goal becomes the focal point. From there students must work through a testing and experimenting process to achieve results. A major study for Steamfitting students is to learn from historical SuperFund sites in the Bay Area. Students must study a site identifying the problems that caused the toxic results devaluing the land then identify goals where the site could be remedied or fixed to bring it back into compliance.

**APPT 148-Advance Drawing and Blueprint Reading Year 4 Semester 1 Module 17-**Students learn to critically analyze complicated piping systems and schematics that are from actual job sites. They learn symbols, sizing, and technological systems such as CAD to model piping systems. They are able to identify overall goals of the system and apply the analytical skills in the design.

**APPT 139A Industrial Install Year 5 Semester 1 Module 21-**Students are required to research and present to the class on SuperFund sites in the Bay Area.

**C7. Recognize limitations of applicable methodologies;**

**Matching course component(s):**

Steamfitting students must learn to recognize the two major limitations of the field - environmental impact concerns and technical challenges. Starting with the limits of their equipment and potential for equipment failures and the impact those failures can have on the environment. Additionally, students take classes in safety and hazards to prevent problems and protect themselves and their team. There are classes in the curriculum dedicated entirely to studying risks within the profession such as the mixing of gasses.

**APPT 147B Industrial Rigging Year 4 Semester 2 Module 20-**Students learn crane and rigging equipment limitations. Safe Working Loads and structural load requirements.

**APPT 139A Industrial Install Year 5 Semester 1 Module 21-**Students must be able to describe limitations of work areas and risks of working with different gasses. In addition they must be able to describe limitations of materials used and reasons they are used for specific systems.

**APPT 146 Steam Technology Year 3 Semester 2 Module 14-**Students must be able to describe and understand thermodynamic expansion and be able to calculate coefficients of different materials to understand limitations of piping routing or designs.

**C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.**

**Matching course component(s):**

Steamfitting students get exposure to the most current technology in the trades. Through hands-on exposure, students develop a competency in AutoCad, Revit, and Blue Beam utilizing these technologies to create and modify blueprints for job sites.

**APPT 148-Advance Drawing and Blueprint Reading Year 4 Semester 1 Module 17-**Students must get familiar with Auto Cad, Revit, and Blue Beam in order to interpret blueprints for effective communication on a jobsite or fabrication shop.

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1. Communication** (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).

**Matching course component(s):**

Steamfitter Pipefitter Technology Program students must communicate in a variety of formats. Whether it is engaging with other apprenticeship students, workers, supervisors, or with customers and the public, students in this program are required to express themselves clearly, concisely, and persuasively using discipline specific terms.

## General Education Review Request AREA V - COMMUNICATION & ANALYTICAL THINKING

Pipefitter Program courses demonstrating B1 Communication skills include but are not limited to:  
APPT 144A Year 2 Module 2 Related Science - where apprentices are required to do a science project presentation or paper requiring a significant amount of research based on the scientific process and scientific evidence.

APPT139A Year 5 Semester 5 Industrial Installations.

**B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).**

**Matching course component(s):**

Because the application of what Steamfitter Pipefitter Technology Program students learn and practice must be extremely precise to meet all existing codes and regulations, students learn and apply many mathematical concepts and data collection models.

Steamfitter Pipefitter Technology Program courses demonstrating B2 Computation include but are not limited to:

APPT 145 Year 3 Semester 1 Module 13 Advanced Trade Math Apprentices are required to apply mathematical concepts in practical application.

**B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).**

**Matching course component(s):**

Students in the Steamfitter Pipefitter Technology Program must communicate in a variety of formats. Whether it is engaging with other apprenticeship students, workers, supervisors, or with customers and the public, students in this program are required to express themselves clearly, concisely, and persuasively using discipline specific terms.

Pipefitter Program courses demonstrating Standard B3 skills include but are not limited to:

APPT 134B Industrial Safety Year 2 semester 2 Module 12 OSHA 30- The Triangle Shirtwaist Factory fire in the Greenwich Village area of New York City. Students learn to express their ideas in a logical and organized manner using discipline specific-appropriate language by researching, discussing and writing about or presenting on case studies such as the Triangle Shirtwaist Factory fire.

APPT 145 Year 3 Semester 1 Module 13 Advanced Trade Math Apprentices are required to apply mathematical concepts in practical applications.

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

**Matching course component(s):**

Students in the Steamfitter Pipefitter Technology Program meet standard B4 in a variety of ways. Their training includes courses on the environmental impact of their work on the planet. They also learn about the role of their union in advancing the social and economic opportunities for historically marginalized groups. And through on the job training and other required program elements, sheet metal students also learn the real-world importance of their actions and behaviors on others.

Pipefitter Program courses demonstrating Standard B4 skills include but are not limited to:

APPT139A Year 5 Semester 5 Industrial Installations Students expand their community and global consciousness.

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



# General Education Review Request

## AREA VI - UNITED STATES CULTURES & COMMUNITIES

**Course Number & Title: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1 - Pipe Trades Training Center students)**

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### **Breadth Criteria:**

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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

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

### **Depth Criteria for Area VI -United States Cultures & Communities:**

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities *must* include *all of the following* student learning outcomes:

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities *must include at least three* of the following student learning outcomes:

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
- U7. Explain culture as a concept and how it can unite or divide people into various groups;
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;
- U9. Analyze and interpret how culture shapes human development and behavior.

**General Education Review Request  
AREA VI - UNITED STATES CULTURES & COMMUNITIES**

**Course Number & Title: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1 - Pipe Trades Training Center students)**

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Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

**Depth Map: Must include the following:**

**U1.** Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

**Matching course component(s):**

HVAC program course modules demonstrating Depth area U1 include but are not limited to...

**APPT 151 Year 1 Semester 1 - Basic Refrigeration Service Skills - Apprenticeship Orientation Module / Union Heritage**

The Union Heritage class discusses the history and importance of unions and the labor movement and how they helped address discrimination against systemically oppressed people from lower, working-class and BIPOC groups. Students learn applied examples of this, such as how the Industrial Workers of the World (IWW) union wanted to abolish capitalism because of its systemic and negative effects on BIPOC people, women, children, and families.

The section of material on the study of our union's cultural traditions and "standards of excellence" covers the treatment of others - roles and responsibilities of various people in interactions in society. The standard of excellence is emphasized throughout the entire program and is a common theme throughout the program.

**APPT 151 Year 1 Semester 1 - Basic Refrigeration Service Skills - Apprenticeship Orientation Module / Prevention of Harassment / Training**

All State Apprenticeship Programs, including the HVAC Technology Program, must have policies and training in place on the prevention of harassment, including sexual and other forms of harassment, bias, bystander responsibilities, laws and rights, and procedures. All HVAC program students take this training and are assessed on it.

HVAC Technology Program students not only receive implicit bias training in specific modules in their program. This training is reinforced at least yearly through onsite job training, where real-world expectations require students to both understand and navigate the power dynamics of the actual world.

**U2.** Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

**Matching course component(s):**

HVAC program course modules demonstrating Depth area U2 include but are not limited to...

**APPT 151 Year 1 Semester 1 - Basic Refrigeration Service Skills - Apprenticeship Orientation Module / Prevention of Harassment / Training**

All State Apprenticeship Programs, including the HVAC Technology Program, must have policies and training in place on the prevention of harassment, including sexual and other forms of harassment, bias, bystander responsibilities, laws and rights, and procedures. All HVAC program students take this training and are assessed on it.

HVAC Technology Program students not only receive implicit bias training in specific modules in their program. This training is reinforced at least yearly through onsite job training, where real-world expectations require students to both understand and navigate the power dynamics of the actual world.

**APPT 151 Year 1 Semester 1 - Basic Refrigeration Service Skills - Apprenticeship Orientation Module /**

## General Education Review Request

### AREA VI - UNITED STATES CULTURES & COMMUNITIES

#### **Union Heritage**

The Union Heritage class discusses the history and importance of unions and the labor movement and how they helped address discrimination against systemically oppressed people from lower, working-class and BIPOC groups. Students learn applied examples of this, such as how the Industrial Workers of the World (IWW) union wanted to abolish capitalism because of its systemic and negative effects on BIPOC people, women, children, and families.

The section of material on the study of our union's cultural traditions and "standards of excellence" covers the treatment of others - roles and responsibilities of various people in interactions in society. The standard of excellence is emphasized throughout the entire program and is a common theme throughout the program.

#### **APPT 151 Year 1 Semester 1 - Basic Refrigeration Service Skills - Module 3 - Trade Related Safety and Environments**

Introduces students to fundamentally important labor organizations such as the US Occupational and Safety and Health Administration (OSHA) - (part of the US Department of Labor). Students learn how OSHA's mission is to set and enforce health and safety standards; enforce anti-retaliation provisions of the OSH Act and other federal whistleblower laws; provide and support training, outreach, education, and assistance; and ensure state OSHA programs are at least as effective as federal OSHA, furthering a national system of worker safety and health protections.

Students are familiarized with the State level, California Occupational Safety and Health Act (Cal OSHA), OSHA/CalOSHA and learn how these organizations were created to protect employees' right to safe and healthful workplaces. Students learn how the Cal-OSHA Act was enacted in 1973 by the California Legislature to assure safe and healthful working conditions for all California working men and women and about its aim to protect workers and have everyone work in safe and healthy environments.

Students learn how Cal/OSHA was created by the Occupational Safety and Health Act of 1973 to enforce effective standards, assist, and encourage employers to maintain safe and healthful working conditions, and to provide for enforcement, research, information, education, and training in the field of occupational safety and health. Students learn the rights and responsibilities of employers and employees. More specifically applied examples are about workers' rights to refuse dangerous or hazardous work (a prominent example), protection from retaliation by employers, compliance, hazard assessment, and the right to receive records of exposures and investigations.

Before instructors ever introduce different HVAC material, every class discusses safety as paramount - and reinforces the goal of safe and productive employment. This is an example of how the program characterizes labor (marginalized group or culture) and management (dominant group or culture) and marginalized cultures. In this way, HVAC program courses examine how labor arrangements and unions bring people that are or have been traditionally marginalized into the middle class.

#### **APPT 159 Year 5 Semester 1 - Start, Test and Balance - Module 23 - Advanced Systems, Air Flow, and Air Side Balancing**

Shown throughout the experiments in the class. One applied example is Genentech's "clean room" facilities - where HVAC students examine the importance of getting equitable outcomes for marginalized communities through research treatments for illness. Students investigate different diseases and their impacts on various DEI communities and examine how to work in clean room facilities. Scientific research of this kind needs to be done in an appropriate environment i.e. Silicon Valley Chip manufacturing (one HVAC standard) and pharmaceutical research (a different HVAC standard). Students get HVAC/pharmaceutical training for going into contaminated areas where there is a need for higher filtration through High Efficiency Particulate Air (HEPA) filtration. Students learn about the need for, and effects of, HEPA on systems (filters out 99.990 percent of contaminants) that keeps people safe and provides appropriate conditions for clean room facilities.

This requires advanced knowledge of safety systems and protocols that ensure employees remain safe and free of contamination. Students learn about advanced personal protective equipment (PPE) and earn decontamination certification of both tools and persons.



**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

**U3.** Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

**Matching course component(s):**

HVAC program course modules demonstrating Depth area U3 include but are not limited to...

**APPT 154 - Year 2 Semester 2 - Electrical Controls and Fundamentals - Module 12 - Industrial Safety**

In this module, HVAC students learn about the Environmental Protection Agency (EPA), as it applies to the HVAC area - its history, why it's here to protect us, laws, regulations, and policies aimed at creating and maintaining healthy environments protecting human health as well as the process of how they are to be administered and enforced fairly and effectively.

Students learn how the EPA's work extends to various groups - communities, individuals, businesses, and state, local and tribal governments - and provides access to accurate information sufficient to help various constituents to effectively participate in learning about and managing human health and environmental risks.

Applied examples may be on such topics as environmental justice processes around how contaminated lands and toxic sites are identified, cleaned up, and revitalized by responsible parties. Students take a certification test on this material - on toxic materials and the environment.

**Depth Map: Additionally, must include at least three of the following:**

**U4.** Critically examine the contributions of many groups to a particular aspect of United States culture;

**Matching course component(s):**

**U5.** Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

**Matching course component(s):**

**APPT 151 Year 1 Semester 1 - Basic Refrigeration Service Skills - Apprenticeship Orientation Module / Union Heritage**

The Union Heritage class discusses the history and importance of unions and the labor movement and how they helped address discrimination against systemically oppressed people from lower, working-class and BIPOC groups. Students learn applied examples of this, such as how the Industrial Workers of the World (IWW) union wanted to abolish capitalism because of its systemic and negative effects on BIPOC people, women, children, and families.

The section of material on the study of our union's cultural traditions and "standards of excellence" covers the treatment of others - roles and responsibilities of various people in interactions in society. The standard of excellence is emphasized throughout the entire program and is a common theme throughout the program.

**U6.** Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

**Matching course component(s):**

**APPT 151 Year 1 Semester 1 - Basic Refrigeration Service Skills - Module 1 Apprenticeship Orientation / Union Heritage**

The Union Heritage class discusses the history and importance of unions and the labor movement and how they helped address discrimination against systemically oppressed people from lower- and working-class and BIPOC groups. Students learn applied examples of this, such as how the Industrial Workers of the World (IWW) union wanted to abolish capitalism because of its systemic and negative effects on BIPOC people, women, children, and families.

The section of material on the study of our union's cultural traditions and "standards of excellence" covers the treatment of others - roles and responsibilities of various people in interactions in society. The standard of excellence is emphasized throughout the entire program and is a common theme throughout the program.

**U7.** Explain culture as a concept and how it can unite or divide people into various groups;

**Matching course component(s):**

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

**U8. Apply information about groups presented in the class to contemporary social and cultural relations;**

**Matching course component(s):**

**APPT 158 - Year 4 - Advanced Refrigeration and Chiller - Module 22 - Chillers.**

Students learn about the discovery of Legionnaires Disease - from a faulty HVAC system at a major conference at an American Legion site in Philadelphia - a deadly airborne pathogen disease directly related to the improper installation, function and/or maintenance of HVAC technology. Students learn how to recognize signs of airborne pathogens (i.e. black mold). As an applied example of the interplay of social and cultural relations (human needs for safe, clean, pathogen free, and comfortable environments in terms of air temperature and quality /large gathering spots and the technology used to create comfortable and safe environments). Students learn how Legionnaires Disease was discovered in the 1970s as an airborne pathogen / bacterium that thrives in and can be transmitted by water droplets originating in hot water tanks, cooling towers, and the evaporative condensers of large air conditioning systems, such as those commonly found in hotels, community centers, government buildings, hospitals, schools, airports, colleges, and large office buildings. Students examine contemporary examples of Legionnaires Disease and its relationship to our social and cultural relations (understanding HVAC systems technology and ensuring its proper set up and maintenance) from all around the world.

**U9. Analyze and interpret how culture shapes human development and behavior.**

**Matching course component(s):**

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)**

**Matching course component(s):**

HVAC Technology Program students must communicate in a variety of formats. Whether it is engaging with other apprenticeship students, workers, supervisors, or with customers and the public, students in this program are required to express themselves clearly, concisely, and persuasively using discipline specific terms.

HVAC Program courses demonstrating *B1 Communication* skills include but are not limited to:

**APPT 144A Year 2 Module 2 Related Science** - where apprentices are required to do a science project presentation or paper requiring a significant amount of research based on the scientific process and scientific evidence.

**APPT139A Year 5 Semester 5 Industrial Installations.**

**B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).**

**Matching course component(s):**

Because the application of what HVAC Technology Program students learn and practice must be extremely precise to meet all existing codes and regulations, students learn and apply many mathematical concepts and data collection models.

HVAC Technology Program courses demonstrating *B2 Computation* include but are not limited to:

**APPT 145 Year 3 Semester 1 Module 13 Advanced Trade Math** - Apprentices are required to apply mathematical concepts in practical applications.

**B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language**

**Matching course component(s):**

Students in the HVAC Technology Program must communicate in a variety of formats. Whether it is engaging with other apprenticeship students, workers, supervisors, or with customers and the public, students in this program are required to express themselves clearly, concisely, and persuasively using discipline specific terms.

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

HVAC Program courses demonstrating Standard *B3* skills include but are not limited to:

**APPT 134B Industrial Safety Year 2 semester 2 Module 12 - OSHA 30- The Triangle Shirtwaist Factory fire in the Greenwich Village area of New York City.** Students learn to express their ideas in a logical and organized manner using discipline specific-appropriate language by researching, discussing and writing about or presenting on case studies such as the Triangle Shirtwaist Factory fire.

**APPT 145 Year 3 Semester 1 Module 13 Advanced Trade Math -** Apprentices are required to apply mathematical concepts in practical applications.

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

**Matching course component(s):**

Students in the HVAC Technology Program meet standard B4 in many ways. Their training includes courses on the environmental impact of their work on the planet. They also learn about the role of their union in advancing the social and economic opportunities for historically marginalized groups. And through on the job training and other required program elements, HVAC students also learn the real-world importance of their actions and behaviors on others.

HVAC Program courses demonstrating Standard *B4* skills include but are not limited to:

**APPT139A Year 5 Semester 5 Industrial Installations -** Students expand their community and global consciousness and responsibility by learning about large scale geopolitical factors that interact to shape industrial work in the US and globally. One example used in this class is the US "Creating Helpful Incentives to Produce Semiconductors" (CHIPS) Act of 2022. As applied examples, students specifically research CHIPS act industrial facilities in Austin and Phoenix and examine the interaction between politics, geographic regions, cultures and industries as inter-related cultural factors there.

**APPT 144A Year 2 Module 2 Related Science** where apprentices are required to do a science project presentation or paper requiring a significant amount of research based on the scientific process and scientific evidence.

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

**Matching course component(s):**

Because the application of what HVAC Technology Program students learn and practice must be extremely precise to meet all existing codes and regulations, students learn information competency - including digital literacy - throughout the program.

HVAC Program courses demonstrating Standard *B5* skills include but are not limited to:

**APPT 144A Year 2 Module 2 Related** where apprentices are required to do a science project presentation or paper requiring a significant amount of research based on the scientific process and scientific evidence.

**APPT 134B Industrial Safety Year 2 semester 2 Module 12 OSHA 30 - The Triangle Shirtwaist Factory fire in the Greenwich Village area of New York City.** Students learn to express their ideas in a logical and organized manner using discipline specific-appropriate language by researching, discussing, and writing about or presenting on case studies such as the Triangle Shirtwaist Factory fire.

Requesting Faculty: Patricia Gibbs

Date: May 20, 2024

Division Curr Rep: Tim Myres

Date: 5/22/24

**General Education Review Request  
AREA VI - UNITED STATES CULTURES & COMMUNITIES**

**FOR USE BY GE SUBCOMMITTEE:**

Review Committee Members: N/A

Recommended for Approval: \_\_\_\_\_ Not Recommended for Approval: \_\_\_\_\_ Date: \_\_\_\_\_

In the box below, please provide rationale regarding the subcommittee's recommendation:

Note: application did not go to subcommittee

**FOR USE BY CURRICULUM OFFICE:**

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# General Education Review Request

## AREA VII - LIFELONG LEARNING

Course Number & Title: Steamfitting and Pipefitting Technology Apprenticeship Program

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### Breadth Criteria:

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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

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

### Depth Criteria for Area VII - Lifelong Learning:

Courses in this area provide students with the skills needed to continue learning after they leave college. Courses focus on the study of humans as integrated intellectual, physiological, social and psychological beings in relation to society and the environment. Full understanding and synthesis of a subject area usually occurs when the skills mastered in a course of study are applied to the context of another discipline. Students are given an opportunity to experience this concept in courses that provide opportunities that bridge subject areas so that students learn to function as independent and effective learners.

Physical activity courses are given inclusion to this area in recognition of the reality that you have to be healthy and live a long life in order to take advantage of lifelong learning. Foothill College deems that: Physical activity courses are acceptable, if they entail movement by the student and are overseen by a faculty member or coach. These courses can be taken for up to 2 units.

A course meeting the Lifelong Learning General Education Requirement *must* help students:

- L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;
- L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;
- L3. Identify current issues and concerns that influence health, communication or learning;
- L4. Comprehend and apply health and well-being issues to the individual and to society;
- L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

In addition, a course meeting this requirement *must* include *at least one* of the following student learning outcomes:

- L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;
- L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;
- L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;
- L9. Use technology to analyze problems and create solutions.

## General Education Review Request AREA VII - LIFELONG LEARNING

Course Number & Title: Steamfitting and Pipefitting Technology Apprenticeship Program

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

### Depth Map: Must include the following:

**L1.** Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;

#### **Matching course component(s):**

Steam fitting students acquire the skills, attitudes and discipline expectations from a variety of different disciplines during their course of study. Students develop GE level competence in areas as diverse as social science, math, and communications. They must also apply them across disciplines and to various stakeholders.

Develop the ability to utilize knowledge and skills from various disciplines effectively. Example: **APPT 146** Year 3, Semester 2, Module 14 (Steam Theory and Application) integrates principles from physics, engineering, and safety management.

**L2.** Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;

#### **Matching course component(s):**

The skills and tools steam fitting students learn have myriad applications beyond their profession. For example, the math and communication levels needed to read, understand, and explain a blueprint or schematic far exceed those need to identify a bank error and to seek redress for the error.

Equip students with practical skills and tools for informed decision making and problem solving. Example: **APPT 143** Year 2, Semester 1, Module 9 (Cutting and Welding) offers hands-on experience with welding equipment, focusing on practical applications of thermal dynamics in metal fabrication.

**L3.** Identify current issues and concerns that influence health, communication or learning;

#### **Matching course component(s):**

Steam fitting students of necessity must learn and understand the significant health and safety concerns that come with participation in the profession. Notably their learning is embedded in protecting their own safety and the safety of the public who use and rely on the infrastructure the trade professions install and maintain.

Recognize and address contemporary challenges affecting personal and community health, effective communication, and learning processes. Example: **APPT 134B** Year 1, Semester 1, Module 2 (Construction Safety) addresses workplace safety protocols, highlighting their impact on personal health and safety communication.

**L4.** Comprehend and apply health and well-being issues to the individual and to society;

#### **Matching course component(s):**

Steam fitting students of necessity must learn and understand the significant health and safety concerns that come with participation in the profession. Notably their learning is embedded in protecting their own safety and the safety of the public who use and rely on the infrastructure the trade professions install and maintain.

Understand and implement practices that promote personal and societal health and well-being. Example: **Health Awareness Monthly Meetings** & Physical fitness sessions integrated throughout the curriculum emphasize the importance of maintaining physical health as part of professional training. **APPT 139A Industrial Install Year 5 Semester 1 Module 21.** Environmental safety such as Superfund sites.

**General Education Review Request  
AREA VII - LIFELONG LEARNING**

**L5.** Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

**Matching course component(s):**

Steam fitting students train and work within a legal and code environment that mandates not only their learning the laws, rules, and codes that govern their industry, but also their origins and importance. For the public to have confidence in the work the trades do in general and steam fitting students do in specific, the students in the program are evaluated throughout on their adherence to safety protocols.

The ability to locate, evaluate, and use information effectively to accomplish a specific purpose. Example: **APPT 139B Medical Gas Code Year 5 Semester 1 Module 22**-Focus on Federal and Local regulations and code for installing Medical Gas Piping. **APPT 134B Industrial Safety**- OSHA 30 Focus on Federal and State level safety code and regulations.

**Depth Map: Additionally, must include at least one of the following:**

**L6.** Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;

**Matching course component(s):**

Students studying in the steam fitting program are by definition in a career defining program. Their success in the program is supported in a number of ways including the support courses available to them in a tutorial setting.

Formulate and utilize strategies and resources for effective career and life planning. Example: **APPT 141 Year 1, Semester 1, Module 1** (Union Heritage) introduces apprentices to the history and structure of trade unions, aiding in career orientation and long-term professional planning.

**L7.** Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;

**Matching course component(s):**

**L8.** Understand the importance of physical fitness and its impact on an individual's physical and mental health;

**Matching course component(s):**

Monthly Physical/Mental Health Meetings

**L9.** Use technology to analyze problems and create solutions.

**Matching course component(s):**

APPT 148 Advanced Drawing and Blueprint Reading- Uses CAD technology and other computer softwares to analyze piping systems for potential problems and find solutions.

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).

**Matching course component(s):**

Steamfitter Pipefitter Technology Program students must communicate in a variety of formats. Whether it is engaging with other apprenticeship students, workers, supervisors, or with customers and the public, students in this program are required to express themselves clearly, concisely, and persuasively using discipline specific terms.

Pipefitter Program courses demonstrating *B1 Communication* skills include but are not limited to:

**General Education Review Request  
AREA VII - LIFELONG LEARNING**

**APPT 144A Year 2 Module 2 Related Science** - where apprentices are required to do a science project presentation or paper requiring a significant amount of research based on the scientific process and scientific evidence.

**APPT139A Year 5 Semester 5 Industrial Installations.**

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course component(s):**

Because the application of what Steamfitter Pipefitter Technology Program students learn and practice must be extremely precise to meet all existing codes and regulations, students learn and apply many mathematical concepts and data collection models.

Steamfitter Pipefitter Technology Program courses demonstrating *B2 Computation* include but are not limited to:

**APPT 145 Year 3 Semester 1 Module 13 Advanced Trade Math** - Apprentices are required to apply mathematical concepts in practical applications.

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

**Matching course component(s):**

Students in the Steamfitter Pipefitter Technology Program must communicate in a variety of formats. Whether it is engaging with other apprenticeship students, workers, supervisors, or with customers and the public, students in this program are required to express themselves clearly, concisely, and persuasively using discipline specific terms.

Pipefitter Program courses demonstrating Standard *B3* skills include but are not limited to:

**APPT 134B Industrial Safety Year 2 semester 2 Module 12** - OSHA 30- The Triangle Shirtwaist Factory fire in the Greenwich Village area of New York City. Students learn to express their ideas in a logical and organized manner using discipline specific-appropriate language by researching, discussing and writing about or presenting on case studies such as the Triangle Shirtwaist Factory fire.

**APPT 145 Year 3 Semester 1 Module 13 Advanced Trade Math** - Apprentices are required to apply mathematical concepts in practical applications.

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

**Matching course component(s):**

Students in the Pipefitter Technology Program meet standard B4 in many ways. Their training includes courses on the environmental impact of their work on the planet. They also learn about the role of their union in advancing the social and economic opportunities for historically marginalized groups. And through on the job training and other required program elements, sheet metal students also learn the real-world importance of their actions and behaviors on others.

Pipefitter Program courses demonstrating Standard *B4* skills include but are not limited to:

**APPT139A Year 5 Semester 5 Industrial Installations** - Students expand their community and global consciousness and responsibility by learning about large scale geopolitical factors that interact to shape industrial work in the US and globally. One example used in this class is the US "Creating Helpful Incentives to Produce Semiconductors" (CHIPS) Act of 2022. As applied examples, students specifically research CHIPS act industrial facilities in Austin and Phoenix and examine the interaction between politics, geographic regions, cultures and industries as inter-related cultural factors there.





# Program Change Request

## New Program Proposal

Date Submitted: 05/23/24 6:49 pm

Viewing: **Theatre Costume and Makeup, Noncredit certificate**

Last edit: 06/05/24 7:42 am

Changes proposed by: Leigh Henderson (20539301)

### Basic Information

Faculty Author(s)	<table border="1"><thead><tr><th>Users</th></tr></thead><tbody><tr><td>Leigh Henderson</td></tr></tbody></table>	Users	Leigh Henderson
Users			
Leigh Henderson			
Department	Theatre Arts		
Division	Fine Arts and Communication		
Title of Degree/ Certificate	Theatre Costume and Makeup		
Type of Award	Noncredit certificate		
Workforce/CTE Program:	Yes		
Effective Catalog Edition:	2024-2025		

### In Workflow

- 1FA Curriculum Rep
- Curriculum Coordinator
- College Curriculum Committee Chair
- Authors
- 1FA Curriculum Rep
- Curriculum Coordinator
- College Curriculum Committee Chair
- BACCC
- FHDA Board of Trustees

### Approval Path

- 06/04/24 2:07 pm  
Jordan Fong  
(fongjordan):  
Approved for 1FA  
Curriculum Rep

### New Degree or Certificate Proposal

Which academic departments will be involved in the creation of this new degree/certificate? Are any new departments being created?  
Theatre Arts

Does De Anza offer a similar degree or certificate?  
No

What is the educational need for this new degree/certificate?  
This is a mirrored version of a credit certificate currently offered by the Theatre Arts Department. This non-credit certificate will serve the educational needs of working artists and professionals within our community who want to expand or update their skills. This certificate is particularly relevant for professionals who want to update their skills to include advances in makeup and prosthetics materials and techniques and/or advances in sewing machine technology, as well as professionals who want to advance their skills in makeup for different skin tones and/or costumes from non-Western traditions.

How does the degree/certificate align with Foothill's Strategic Vision for Equity?  
Foothill's Theatre Arts classes are taught with a strong value of equity and inclusion, highlighting the contributions of diverse artists and calling out historical inequities in our field. This non-credit certificate, designed to meet the needs of local theater artists, can especially benefit staff and artists at the numerous small, BIPOC-led theater companies in our region, thereby increasing the inclusiveness of our campus and our field. Furthermore, historically makeup education in this country focused on makeup for white skin and costume education focused on western attire. This certificate, which includes makeup classes addressing diverse skin tones and costume classes that include diverse clothing traditions, is an opportunity for working costume and makeup artists to update their skills to better serve the needs of our broad theater community.

Comments and other relevant information for discussion:

Reviewer  
Comments

# Program Change Request

## New Program Proposal

Date Submitted: 05/23/24 6:21 pm

Viewing: **Theatre Production Organization, Noncredit certificate**

Last edit: 06/05/24 7:45 am

Changes proposed by: Leigh Henderson (20539301)

### In Workflow

- 1FA Curriculum Rep
- Curriculum Coordinator
- College Curriculum Committee Chair
- Authors
- 1FA Curriculum Rep
- Curriculum Coordinator
- College Curriculum Committee Chair
- BACCC
- FHDA Board of Trustees

### Basic Information

Faculty Author(s)	<table><thead><tr><th>Users</th></tr></thead><tbody><tr><td>Leigh Henderson</td></tr></tbody></table>	Users	Leigh Henderson
Users			
Leigh Henderson			
Department	Theatre Arts		
Division	Fine Arts and Communication		
Title of Degree/Certificate	Theatre Production Organization		
Type of Award	Noncredit certificate		
Workforce/CTE Program:	Yes		
Effective Catalog Edition:	2024-2025		

### Approval Path

- 06/04/24 2:09 pm  
Jordan Fong (fongjordan):  
Approved for 1FA Curriculum Rep

### New Degree or Certificate Proposal

Which academic departments will be involved in the creation of this new degree/certificate? Are any new departments being created?

Theatre Arts

Does De Anza offer a similar degree or certificate?

No

What is the educational need for this new degree/certificate?

This is a mirrored version of a credit certificate currently offered by the Theatre Arts Department. This non-credit certificate will serve the educational needs of working artists and professionals within our community who want to expand their skills, update their skills, and/or grow into leadership positions within the theatre technology field.

How does the degree/certificate align with Foothill's Strategic Vision for Equity?

Foothill's Theatre Arts classes are taught with a strong value of equity and inclusion, highlighting the contributions of diverse artists and calling out historical inequities in our field. This non-credit certificate, designed to meet the needs of local theater artists, can especially benefit staff and artists at the numerous small, BIPOC-led theater companies in our region, thereby increasing the inclusiveness of our campus and our field.

Comments and other relevant information for discussion:

Reviewer

Comments

# Program Change Request

## New Program Proposal

Date Submitted: 05/23/24 6:30 pm

Viewing: **Theatre Technology, Noncredit certificate**

Last edit: 06/05/24 7:46 am

Changes proposed by: Leigh Henderson (20539301)

### In Workflow

1. 1FA Curriculum Rep
2. Curriculum Coordinator
3. College Curriculum Committee Chair
4. Authors
5. 1FA Curriculum Rep
6. Curriculum Coordinator
7. College Curriculum Committee Chair
8. BACCC
9. FHDA Board of Trustees

### Basic Information

Faculty Author(s)	<table><thead><tr><th>Users</th></tr></thead><tbody><tr><td>Leigh Henderson</td></tr></tbody></table>	Users	Leigh Henderson
Users			
Leigh Henderson			
Department	Theatre Arts		
Division	Fine Arts and Communication		
Title of Degree/ Certificate	Theatre Technology		
Type of Award	Noncredit certificate		
Workforce/CTE Program:	Yes		
Effective Catalog Edition:	2024-2025		

### Approval Path

1. 06/04/24 2:10 pm  
Jordan Fong  
(fongjordan):  
Approved for 1FA  
Curriculum Rep

### New Degree or Certificate Proposal

Which academic departments will be involved in the creation of this new degree/certificate? Are any new departments being created?

Theatre Arts

Does De Anza offer a similar degree or certificate?

No

What is the educational need for this new degree/certificate?

This is a mirrored version of a credit certificate currently offered by the Theatre Arts Department. This non-credit certificate will serve the educational needs of working artists and professionals within our community who want to expand or update their skills. This certificate is particularly relevant for professionals who received their training before digital technology advancements in design, lighting, sound, and construction technologies and now need re-training to work with modern theater equipment.

How does the degree/certificate align with Foothill's Strategic Vision for Equity?

Foothill's Theatre Arts classes are taught with a strong value of equity and inclusion, highlighting the contributions of diverse artists and calling out historical inequities in our field. This non-credit certificate, designed to meet the needs of local theater artists, can especially benefit staff and artists at the numerous small, BIPOC-led theater companies in our region, thereby increasing the inclusiveness of our campus and our field.

Comments and other relevant information for discussion:

Reviewer

Comments