

College Curriculum Committee Meeting Agenda
Tuesday, November 4, 2025
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: October 21, 2025	2:00	Action	#11/4/25-1	Kaupp
2. Report Out from CCC Members	2:02	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:12	Information		
4. Announcements a. New Course Proposals b. ASCCC Fall Plenary Resolutions c. Credit for Prior Learning Workgroup d. Recent CCCCCO Approvals!	2:17	Information	#11/4/25-2–13 #11/4/25-14	CCC Team
5. Division Curriculum Committees	2:25	Action	#11/4/25-15	Kaupp
6. New Certificate Application: Independence and Career Readiness	2:28	2nd Read/ Action	#11/4/25-16	Kaupp
7. Stand Alone Application: AHS 452	2:31	2nd Read/ Action	#11/4/25-17	Kaupp
8. New Degree Application: Mathematics 2.0 ADT	2:33	1st Read	#11/4/25-18	Kaupp
9. New Degree Application: Physics 2.0 ADT	2:36	1st Read	#11/4/25-19	Kaupp
10. Stand Alone Applications: ALTW 403B, 403C	2:39	1st Read	#11/4/25-20– 21	Kaupp
11. Stand Alone Applications: LINC 477A, 477B, 477C, 477D, 478C, 484, 484A, 484D, 484E, 484F	2:42	1st Read	#11/4/25-22– 31	Kaupp
12. Course Lab Hours and Units	2:45	Discussion		Hueg
13. Foothill GE Application Criteria: Area 1A & Area 1B	2:55	Discussion	#11/4/25-32– 33	Kaupp
14. Foothill GE Application Breadth Criteria & Breadth Mapping	3:15	Discussion	#11/4/25-34	Kaupp
15. Good of the Order	3:27			Kaupp
16. Adjournment	3:30			Kaupp

**Times listed are approximate*

Attachments:

- #11/4/25-1 Draft Minutes: October 21, 2025
- #11/4/25-2–13 New Course Proposals: [APPT 122B](#), [APPT 123C](#), [APPT 124D](#), [APPT 125E](#), [APPT 126F](#), [CHEM 36AH](#), [CHEM 36BH](#), [CHEM 36CH](#), [NCBS 451M](#), [NCBS 452M](#), [NCBS 453M](#), [SPAN 410](#)
- #11/4/25-14 ASCCC Fall Plenary Session 2025 Resolutions
- #11/4/25-15 Division Curriculum Committees 11.4.25
- #11/4/25-16 New Certificate Application: [Independence and Career Readiness](#)
- #11/4/25-17 Stand Alone Application: [AHS 452](#)
- #11/4/25-18 New Degree Application: [Mathematics 2.0 ADT](#)
- #11/4/25-19 New Degree Application: [Physics 2.0 ADT](#)

- #11/4/25-20–21 Stand Alone Applications: [ALTW 403B](#), [ALTW 403C](#)
 #11/4/25-22–31 Stand Alone Applications: [LINC 477A](#), [LINC 477B](#), [LINC 477C](#), [LINC 477D](#),
[LINC 478C](#), [LINC 484](#), [LINC 484A](#), [LINC 484D](#), [LINC 484E](#), [LINC 484F](#)
 #11/4/25-32–33 Foothill GE Applications for Area 1A & Area 1B
 #11/4/25-34 Foothill College Institutional Learning Outcomes

2025-2026 Curriculum Committee Meetings:

<u>Fall 2025 Quarter</u>	<u>Winter 2026 Quarter</u>	<u>Spring 2026 Quarter</u>
10/7/25	1/20/26	4/14/26
10/21/25	2/3/26	4/28/26
11/4/25	2/17/26	5/12/26
11/18/25	3/3/26	5/26/26
12/2/25	3/17/26	6/9/26

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

2025-2026 Curriculum Deadlines:

- ~~10/15/25~~ Deadline to submit [exception requests](#) for winter/spring 2026 (Faculty/Divisions).
 12/1/25 Deadline to submit courses for Cal-GETC approval (Articulation Office).
 3/15/26 Deadline to submit [exception requests](#) for summer/fall 2026 (Faculty/Divisions).
 TBD Deadline to submit curriculum sheet updates for 2026-27 catalog (Faculty/Divisions).
 6/1/26 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
 TBD Deadline to submit course updates and local GE applications for 2027-28 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), Jeff Bissell (KA), Sam Bliss (De Anza AVP Instruction), Cynthia Brannvall (FAC), Rachelle Campbell (HSH), Zach Cembellin (Dean, STEM), Anthony Cervantes (Dean, Enrollment Services), Stephanie Crosby (Dean, SRC), Angie Dupree (BSS), Rachael Dworsky (LA), Kelly Edwards (KA), John Fox (BSS), Patricia Gibbs Stayte (BSS), Evan Gilstrap (Articulation Officer), Stacy Gleixner (VP Instruction), Ron Herman (Dean, FAC), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Ben Kaupp (Faculty Co-Chair), Glenn Kurisu (HSH), Andy Lee (CNSL), Laurence Lew (BSS), Tim Myres (APPR), Teresa Ong (AVP Workforce), Bob Sandor (STEM), Richard Saroyan (SRC), Amy Sarver (LA), Jennifer Sinclair (STEM), Bob Singh (De Anza CCC Faculty Co-Chair), Paul Starer (APPR), Shae St. Onge-Cole (HSH), Kyle Taylor (STEM), Mary Vanatta (Curriculum Coordinator), Kristina Vennarucci (APPR), Nate Vennarucci (APPR), Voltaire Villanueva (AS President), Judy Walgren (FAC), Sam White (LA), Erik Woodbury (De Anza AS President)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2025-26

Meeting Date: 11/4/25Co-Chairs (2)

<u>✓*</u>	Ben Kaupp	408-874-6380	Vice President, Academic Senate (tiebreaker vote only)	kauppben@fhda.edu
_____	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
<u>✓</u>	Jeff Bissell	7663	KA	bisselljeff@fhda.edu
<u>✓*</u>	Cynthia Brannvall	7477	FAC	brannvallcynthia@fhda.edu
_____	Rachelle Campbell	7469	HSH	campbellrachelle@fhda.edu
<u>✓*</u>	Zach Cembellin	7383	Dean—STEM	cembellinzachary@fhda.edu
<u>✓*</u>	Angie Dupree		BSS	dupreeangelica@fhda.edu
<u>✓*</u>	Rachael Dworsky	7458	LA	dworskyrachael@fhda.edu
_____	Kelly Edwards	7327	KA	edwardskelly@fhda.edu
<u>✓*</u>	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
_____	Ron Herman	7156	Dean—FAC	hermanron@fhda.edu
_____	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
<u>✓*</u>	Glenn Kurisu		HSH	kurisuglenn@fhda.edu
<u>✓*</u>	Andy Lee	7783	CNSL	leeandrew@fhda.edu
<u>✓</u>	Laurence Lew	6138	BSS	lewlaurence@fhda.edu
<u>✓*</u>	Tim Myres		APPR	tim@smw104jatc.org
<u>✓*</u>	Bob Sandor		STEM	sandorrobort@fhda.edu
<u>✓</u>	Richard Saroyan	7232	SRC	saroyanrichard@fhda.edu
<u>✓*</u>	Jennifer Sinclair	7132	STEM	sinclairjennifer@fhda.edu
<u>✓*</u>	Shae St. Onge-Cole	7818	HSH	stonge-coleshaelyn@fhda.edu
<u>✓*</u>	Kyle Taylor	7126	STEM	taylorkyle@fhda.edu
_____	Kristina Vennarucci		APPR	kvennarucci@sfjatc.com
<u>✓*</u>	Judy Walgren	7555	FAC	walgrenjudith@fhda.edu
<u>✓*</u>	Sam White	7449	LA	whitesamuel@fhda.edu

Non-Voting Membership (4)

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

Visitors

Chris Allen*, John Fox

* Indicates in-person attendance

**College Curriculum Committee
Meeting Minutes
Tuesday, October 21, 2025
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom**

Item	Discussion
1. Minutes: October 7, 2025	Motion to approve M/S (Gilstrap, Taylor). Approved. (1 abstention)
2. Report Out from CCC Members	Speaker: All Apprenticeship: Allen introduced K. Vennarucci, new rep! N. Vennarucci serving as in-person proxy for Tim Myres; shared news about ENGL C1000 being offered at Sheet Metal apprenticeship site. BSS: Lew mentioned new LINC course proposals on today's agenda. Counseling: No updates to report. Fine Arts & Comm.: No updates to report. HSH: No updates to report. Kinesiology: No updates to report. Language Arts: No updates to report. LRC: No updates to report. SRC: No updates to report. STEM: Taylor noted new MATH course proposals on today's agenda. Gilstrap currently reviewing Common Course Numbering CORs. Shared he's serving on a workgroup to design new ASSIST workflow for Articulation Officers. Mentioned four new ADT TMCs have been released: African American Studies, Chicano Studies, American Indian Studies, Asian American Studies; noted we don't currently have all the courses required to support these ADTs but could create them if faculty are interested. Brannvall asked if these would fall under Ethnic Studies—Gilstrap responded, yes, that's the umbrella under which these four would be included. Brief discussion about certain requirements for these ADTs, including specific subject codes. Kaupp mentioned he recently emailed some reps to share info about new curriculum being developed at De Anza, which is a normal part of our communication w/ De Anza about curriculum. Noted these emails aren't meant to be emergency action items, they're more of an FYI and suggestion to share with relevant faculty, in case of any questions or concerns. Dworsky asked for clarification re: curriculum overlap w/ De Anza—Kaupp responded, we are allowed to offer overlapping curriculum but are encouraged to check in with each other if developing overlapping curriculum; mentioned role of regional BACCC group re: workforce/CTE curriculum.
3. Public Comment on Items Not on Agenda	No comments.
4. Announcements a. New Course Proposals	Speakers: CCC Team The following proposals were presented: LINC 51I, 51J, 51K; MATH 36AH, 36BH, 36CH.

b. Notification of Proposed Requisites c. ASCCC Fall Plenary d. State Regulatory Revisions to COR e. Credit for Prior Learning Workgroup	New and updated requisites for BIOL 1BH, 36AH; C S 11B, 12B; NCAL 407A, 407D, 407E, 407F, 419B, 419C, 419G, 421A, 422A; R T 473. Vanatta explained that share-out of new requisites at CCC is part of our normal process; Content Review forms are approved by division CC but do not come to CCC. Kaupp noted Title 5 contains clear language re: establishing requisites. Plenary will be Nov. 6-8 in San Diego. Kaupp will be attending virtually. Kaupp explained Title 5 regulations have been updated with new mandates re: what's required on CORs: establishing equity-related curriculum processes, using Universal Design for Learning (UDL), including SLOs, and including separate units for lecture and lab. Due to our equity-related work over the past few years, incl. adding the equity review field on our COR, we are in compliance with that mandate. Vanatta noted faculty/ reps will likely not need to be involved in adding lecture/lab unit info; should be able to take care of it behind-the-scenes. Vanatta asked for clarification about UDL and what we need to do, if anything—Kaupp responded, our equity field might already satisfy the UDL requirement, but CCC could choose to discuss UDL formalization. Kaupp also noted SLO field being added to COR in CourseLeaf, which will satisfy that requirement. Dupree asked if we should discuss whether division CCs should be more aware of UDL principles being intertwined during their review of new CORs—Kaupp agrees that this is a good idea. In Kurt Hueg's absence, Vanatta shared that Hueg and VP Workforce Teresa Ong have been working a lot on Credit for Prior Learning and have decided to create workgroup. Expect to hear more from Hueg.
5. Division Curriculum Committees	Speaker: Ben Kaupp Document reflects information reps have provided thus far. Kaupp noted some changes came in since agenda was distributed. Motion to approve M/S (Kurusu, Jackson Sandoval). Approved.
6. New Certificate Application: Emergency Medical Technician	Speaker: Ben Kaupp Second read of new Emergency Medical Technician Certificate of Achievement. Motion to approve M/S (Lee, Brannvall). Approved.
7. Stand Alone Applications: NCAL 401A, 402A, 402B, 402C, 402D, 402E, 402I, 404A, 406A, 406B, 406C, 406D, 406G, 406I, 406J, 406K, 407A, 407B, 407C, 407D, 407E, 407F, 410B, 410C, 410D, 416A, 416B, 416C, 419A, 419B, 419C, 419D, 419E, 419G, 419I, 419L, 419M, 419N, 421A, 421G, 422A	Speaker: Ben Kaupp Second read of Stand Alone Approval Requests for NCAL 401A, 402A, 402B, 402C, 402D, 402E, 402I, 404A, 406A, 406B, 406C, 406D, 406G, 406I, 406J, 406K, 407A, 407B, 407C, 407D, 407E, 407F, 410B, 410C, 410D, 416A, 416B, 416C, 419A, 419B, 419C, 419D, 419E, 419G, 419I, 419L, 419M, 419N, 421A, 421G & 422A, all of which will be permanently Stand Alone. Walgren asked for clarification re: "older adults" language—Kaupp responded, that is the language the college has decided to use; does apply to students over the age of 18. Vanatta noted the language reflects the name of the noncredit category at the state level. A few reps expressed they would rather not use "older adults" as it could cause confusion for potential students. Additional discussion on this language occurred, with the outcome of reps accepting its use but desiring further conversation on the topic. Motion to approve M/S (Brannvall, Lew). Approved.
8. New Certificate Application: 12-Lead ECG Interpretation (noncredit)	Speaker: Ben Kaupp First read of new 12-Lead ECG Interpretation Certificate of Completion (noncredit). Kurisu hopes to be able to start offering courses during

	winter 2026 quarter and requested CCC consider voting on cert. at today's meeting; this would allow cert. to move forward in process more quickly and allow the possibility of approval in time for winter quarter. Explained cert. will offer an expanded version of ECG training, and courses will be taught by medical director. Noted that similar trainings can be prohibitively expensive, and offering a noncredit cert. will expand opportunities for students. Kaupp noted that by voting on cert. today, reps wouldn't have the opportunity to share with their constituents and gather feedback; however, reps have been entrusted by their constituents to represent them. Motion to suspend two reads rule M/S (Kurusu, Sandor). Approved. Motion to approve M/S (Sandor, Brannvall). Approved.
9. New Certificate Application: Independence and Career Readiness	Speaker: Ben Kaupp First read of new Independence and Career Readiness Certificate of Achievement. Kaupp explained, to the best of his knowledge this is the first cert. of its kind, in the country, for neurodivergent students. Will allow TTW students to walk at graduation, possibly receive funding from the state, and potentially earn credit toward an associate degree! Explained TTW (Tools for Transition & Work) program to those in the group unfamiliar with it. Second read and possible action will occur at next meeting.
10. Stand Alone Application: AHS 452	Speaker: Ben Kaupp First read of Stand Alone Approval Request for AHS 452, which will be permanently Stand Alone. Vanatta noted this is a mirrored noncredit version of existing credit course, AHS 52. Kurisu believes this course will be used as a bridge for students interested in Allied Health programs, particularly ESLL students. Second read and possible action will occur at next meeting.
11. Stand Alone Application: R T 473	Speaker: Ben Kaupp First read of Stand Alone Approval Request for R T 473, which will be permanently Stand Alone. Vanatta mentioned this is a mirrored noncredit version of existing credit course, R T 73. Second read and possible action will occur at next meeting.
12. CCC Priorities for 2025-26	Speaker: Ben Kaupp Continuing discussion from previous meeting. Kaupp noted earlier mentions of UDL re: the COR, and Ethnic Studies re: the new ADT TMCs. Gilstrap believes discussion about possibly pursuing those ADTs should begin at the Ethnic Studies dept. faculty level, but noted there's also the wider topic of how the college could help that dept. grow if needed. If we want to offer any of those ADTs, a lot more curriculum needs to be developed. Brannvall asked if there's any specific guidance related to those ADTs—Gilstrap responded, the TMCs outline all of the requirements, including articulation requirements. White asked for explanation of TMC—Gilstrap responded, stands for Transfer Model Curriculum and is the guideline for how we structure our ADTs, incl. course requirements and articulation requirement for each course; documents publicly available on CCCCO website. Lee asked if TMCs created in partnership w/ CSU—Gilstrap responded, the short answer is yes. Lee asked if there's been a trend to create more new ADTs—Gilstrap responded, if there's a need to create them, the state will. Gilstrap mentioned additional possible priorities: finalizing criteria for Foothill GE areas; expanding Credit for Prior Learning; new Title 5 COR

	requirements (announced earlier). Gilstrap asked what level of involvement CCC has re: SLOs—Kaupp responded, SLOs do fall under the umbrella of curriculum; however, Academic Senate has specific SLO Subcommittee (which Kaupp is on). Kaupp noted he's unsure if/how that subcommittee connects to CCC. Agrees that SLOs a high priority, considering accreditation-related concerns. Brannvall asked what needs to happen to identify who is leading SLO process (CCC or SLO Subcommittee)—Kaupp responded, he will need guidance from CCC on how we want to be involved in that work, to bring to SLO Subcommittee for discussion. Brannvall noted the extensive work the SLO folks have done to create an inclusive process, and believes if CCC came in saying we're going to lead, could be counterproductive. Kaupp agreed but noted CCC is in charge of curriculum, under which SLOs fall, so its within our purview to discuss if we want to do anything beyond just adding SLOs to the COR. Noted if CCC decides we just want to be kept updated on SLO Subcommittee's work, that's fine and he will report back as appropriate. Walgren asked if discussions re: adding SLOs to the COR have finished—Kaupp responded, yes; Vanatta added, we're on CourseLeaf's schedule to get that update made in the system. Kaupp noted that is just the logistical aspect, and discussions re: the relationship between faculty and SLOs taking place elsewhere. Kaupp again emphasized he wants to be an informed representative of CCC at Academic Senate and SLO Subcommittee, re: the group's desires/opinions on SLOs. Kaupp mentioned proposal to create AI Fellowship to allow faculty, staff, and students to guide campus-wide philosophy on AI. Unsure where CCC stands on AI as a concept, noting we could decide to discuss topic this year to establish our opinion. Brannvall asked for more details about Fellowship—Kaupp responded, believes the participants will dive deep into AI so they can be well-informed for their constituent groups. Brannvall mentioned recent discussion about Fellowship at MIPC, resulting in polarized viewpoints. Kaupp believes that whatever the college creates needs to represent all viewpoints; wonders if CCC wants to be directly involved. Agyare asked for examples of the types of curriculum-related decisions that might be made—Kaupp responded, for example, we could require faculty to document on the COR what is allowable in their course re: AI, and/or we could develop a position related to use of AI in the classroom and bring it to Academic Senate. Kaupp clarified he's not advocating for these examples, and noted they might violate academic freedom. Agyare noted, we could create a guidelines document related to use of AI in the classroom, similar to the equity guidelines document CCC created a few years ago. Kaupp noted CCC has pretty broad freedom, so we could create guidelines, but likely wouldn't be able to set official policy. Noted his participation in Academic & Professional Matters committee (APM), which helps inform Chancellor Lee Lambert; could bring CCC's opinion to that group. N. Vennarucci mentioned work done at Academic Senate to create tiered system of how AI is used. Gilstrap mentioned catalog rights as a possible topic and provided explanation of Foothill's current policy.
13. Course Lab Hours and Units	Speaker: Kurt Hueg Topic delayed to future meeting, due to Hueg's absence.
14. Foothill GE Application Criteria	Speaker: Ben Kaupp Over the past few years, CCC worked to update Foothill GE pattern; as a result of those changes, new GE application forms needed to be created. Last year, CCC decided the new forms would be used only temporarily, and further discussions needed to create more permanent

	versions. Kaupp noted forms are used not just to add new courses to Foothill GE pattern but also to assess students' requests for GE course substitutions. Herman asked if a non-ETHN course could apply for approval in Ethnic Studies GE area—Gilstrap responded, this is a good example of why updated criteria is needed, to establish whether that would be allowable. Gilstrap noted there is some guidance at the state level we can draw from, related to Ethnic Studies, and believes it will be important for Ethnic Studies dept. faculty to be present for discussion. Kaupp noted there are eight areas of Foothill GE; plan is to discuss one form at each upcoming CCC meeting, inviting relevant faculty (i.e., content experts) to participate in each discussion. Because Areas 1A & 1B are related, will discuss both at same meeting. Agyare recalled one reason CCC wanted to revisit forms is that Foothill's Institutional Learning Outcomes (ILOs) were in the process of being updated, which relate to the Breadth Criteria on all forms—Kaupp thanked Agyare for that reminder and noted he's planning to present new Breadth Criteria at next meeting, when we'll discuss forms for Areas 1A & 1B. Dupree asked if forms will be discussed in numerical order—Kaupp responded, yes, noting the schedule will be included in next CCC Communiqué. N. Vennarucci asked for clarification on timing of transition to new versions of forms—Kaupp responded, current forms (which are on CCC website) will be used for the remainder of this academic year, and new forms will be used starting next year.
15. Good of the Order	
16. Adjournment	3:34 PM

Attendees: Micaela Agyare* (LRC), Chris Allen* (Dean, APPR), Cynthia Brannvall* (FAC), Angie Dupree (BSS), Rachael Dworsky* (LA), Kelly Edwards (KA), John Fox (BSS), Evan Gilstrap* (Articulation Officer), Ron Herman (Dean, FAC), Maritza Jackson Sandoval* (CNSL), Ben Kaupp* (Faculty Co-Chair), Glenn Kurisu* (HSH), Andy Lee* (CNSL), Laurence Lew* (BSS), Bob Sandor* (STEM), Richard Saroyan (SRC), Jennifer Sinclair (STEM), Shae St. Onge-Cole* (HSH), Kyle Taylor* (STEM), Mary Vanatta* (Curriculum Coordinator), Kristina Vennarucci* (APPR), Nate Vennarucci* (APPR), Judy Walgren* (FAC), Sam White* (LA)

* Indicates in-person attendance

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 10/07/25 12:49 pm

Viewing: **APPT F122B : CUSTOMER SERVICE/COMPUTER SKILLS**

Last edit: 10/27/25 3:08 pm

Changes proposed by: Jonathan Clark (11052368)

In Workflow

- 1. 1ED Curriculum Rep
- 2. Curriculum Coordinator
- 3. Activation

Approval Path

- 1. 10/08/25 6:13 pm
Tim Myres (TimM): Approved for 1ED Curriculum Rep

Course Proposal Form

Faculty Author	Jonathan Clark		
Effective Term	Fall 2027		
Common Course Numbering?	No		
Subject	Apprenticeship: Pipe Trades (APPT)	Course Number	F122B
Department	Apprenticeship (A P)		
Division	Apprenticeship (1ED)		
Units	4.5		
Hours	54 hours lecture total		
Course Title	CUSTOMER SERVICE/COMPUTER SKILLS		
Short Title			

Proposed Transferability: None

Proposed Description and Requisites: This course provides apprentices with the foundational knowledge and practical skills necessary to perform professional customer service and utilize digital tools in a service-oriented trade environment. Instruction focuses on developing effective communication and interpersonal techniques for customer interaction, including active listening, problem-solving, and conflict de-escalation. Apprentices will receive applied training in essential computer applications for scheduling, invoicing, and accessing online resources relevant to field operations. Emphasis is placed on the importance of accurate documentation, digital record-keeping, and clear written communication to support service quality, accountability, and customer satisfaction.

Proposed Discipline: Plumbing

To which Degree(s) or Certificate(s) would this course potentially be added?
New Certificate of Achievement and degree for the Plumbing Service and Repair program

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: 10/07/25 12:23 pm

Viewing: **APPT F123C : PLUMBING FIXTURES & REPAIR**

Last edit: 10/27/25 7:53 am

Changes proposed by: Jonathan Clark (11052368)

In Workflow

- 1. 1ED Curriculum Rep
- 2. Curriculum Coordinator
- 3. Activation

Approval Path

- 1. 10/08/25 6:13 pm
Tim Myres (TimM): Approved for 1ED Curriculum Rep

Course Proposal Form

Faculty Author	Jonathan Clark		
Effective Term	Fall 2027		
Common Course Numbering?	No		
Subject	Apprenticeship: Pipe Trades (APPT)	Course Number	F123C
Department	Apprenticeship (A P)		
Division	Apprenticeship (1ED)		
Units	2.5		
Hours	54 hours total: 18 hours lecture, 36 hours laboratory		
Course Title	PLUMBING FIXTURES & REPAIR		
Short Title			

Proposed Transferability: None

Proposed Description and Requisites: This course provides apprentices with hands-on training and technical knowledge in the service and repair of plumbing fixtures and systems. Students will learn how to identify fixture types, diagnose malfunctions, and perform effective repairs while maintaining compliance with plumbing codes and safety standards. Emphasis is placed on troubleshooting techniques, replacing defective components, restoring proper operation, and communicating effectively with customers in service environments. By the end of the course, apprentices will be able to inspect, service, and repair a range of plumbing fixtures including sinks, toilets, showers, and bathtubs with confidence and professionalism.

Proposed Discipline: Plumbing

To which Degree(s) or Certificate(s) would this course potentially be added?
New Certificate of Achievement and degree for the Plumbing Service and Repair program

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: 10/07/25 6:50 pm

Viewing: **APPT F124D : APPLIED SCIENCE, BASIC ELECTRICITY, BASIC REFRIGERATION**

Last edit: 10/27/25 3:09 pm

Changes proposed by: Jonathan Clark (11052368)

In Workflow

- 1. 1ED Curriculum Rep
- 2. Curriculum Coordinator
- 3. Activation

Approval Path

- 1. 10/08/25 6:13 pm
Tim Myres (TimM): Approved for 1ED Curriculum Rep

Course Proposal Form

Faculty Author	Jonathan Clark		
Effective Term	Fall 2027		
Common Course Numbering?	No		
Subject	Apprenticeship: Pipe Trades (APPT)	Course Number	F124D
Department	Apprenticeship (A P)		
Division	Apprenticeship (1ED)		
Units	7		
Hours	108 hours total: 72 hours lecture, 36 hours laboratory		
Course Title	APPLIED SCIENCE, BASIC ELECTRICITY, BASIC REFRIGERATION		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	This course introduces apprentices to foundational scientific and technical principles that support modern plumbing systems. Instruction covers the application of basic hydraulics and fluid dynamics as they relate to system design, operation, and troubleshooting. Apprentices will study fundamental electrical theory, including current, voltage, resistance, and circuit safety, with emphasis on safe work practices and basic wiring relevant to plumbing installations. The course also provides an introduction to refrigeration principles as applied to plumbing components such as water coolers, chillers, and specialized hot water systems. Upon completion, apprentices will be able to identify, analyze, and safely address basic electrical and refrigeration issues encountered in plumbing service and installation environments.
Proposed Discipline	Plumbing
To which Degree(s) or Certificate(s) would this course potentially be added?	New Certificate of Achievement and degree for the Plumbing Service and Repair program
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: 10/08/25 1:37 pm

Viewing: **APPT F125E : MATHEMATICAL PRINCIPLES FOR THE PLUMBING TRADE**

Last edit: 10/27/25 7:58 am

Changes proposed by: Jonathan Clark (11052368)

In Workflow

- 1. 1ED Curriculum Rep
- 2. Curriculum Coordinator
- 3. Activation

Approval Path

- 1. 10/08/25 6:13 pm
Tim Myres (TimM): Approved for 1ED Curriculum Rep

Course Proposal Form

Faculty Author	jonathan clark		
Effective Term	Fall 2027		
Common Course Numbering?	No		
Subject	Apprenticeship: Pipe Trades (APPT)	Course Number	F125E
Department	Apprenticeship (A P)		
Division	Apprenticeship (1ED)		
Units	2.5		
Hours	54 hours total: 18 hours lecture, 36 hours laboratory		
Course Title	MATHEMATICAL PRINCIPLES FOR THE PLUMBING TRADE		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	This course introduces mathematical principles applied to the plumbing trade. Students will learn to perform calculations involving fractions, decimals, percentages, geometry, and measurement conversions. Emphasis is placed on accurately determining material quantities, pipe lengths, system volumes, and flow rates. The course also covers the use of formulas for pressure and drainage, as well as interpreting blueprints and schematics that include mathematical dimensions and specifications.
Proposed Discipline	Plumbing
To which Degree(s) or Certificate(s) would this course potentially be added?	New Certificate of Achievement and degree for the Plumbing Service and Repair program
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: 10/08/25 2:03 pm

Viewing: **APPT F126F : PLUMBING CODE**

Last edit: 10/27/25 3:11 pm

Changes proposed by: Jonathan Clark (11052368)

In Workflow

- 1. 1ED Curriculum Rep
- 2. Curriculum Coordinator
- 3. Activation

Approval Path

- 1. 10/08/25 6:13 pm
Tim Myres (TimM): Approved for 1ED Curriculum Rep

Course Proposal Form

Faculty Author	Jonathan Clark		
Effective Term	Fall 2027		
Common Course Numbering?	No		
Subject	Apprenticeship: Pipe Trades (APPT)	Course Number	F126F
Department	Apprenticeship (A P)		
Division	Apprenticeship (1ED)		
Units	4.5		
Hours	54 hours lecture total		
Course Title	PLUMBING CODE		
Short Title			

Proposed Transferability: None

Proposed Description and Requisites: This course provides an in-depth introduction to plumbing codes and their application in the trade. Students will learn to identify, interpret, and apply local and national plumbing codes, including the Uniform Plumbing Code (UPC) and International Plumbing Code (IPC). Emphasis is placed on understanding the purpose of code requirements, ensuring safety and system integrity, and navigating the process for permits and inspections. Students will also develop practical skills in using the code book to locate and apply specific regulations to real-world plumbing installations and repairs.

Proposed Discipline: Plumbing

To which Degree(s) or Certificate(s) would this course potentially be added?
New Certificate of Achievement and degree for the Plumbing Service and Repair program

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: 10/26/25 4:04 pm

Viewing: **CHEM F36AH : HONORS EXPERIMENTAL RESERACH IN CHEMISTRY I**

Last edit: 10/29/25 8:52 am

Changes proposed by: Kyle Taylor (20173840)

In Workflow

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

Approval Path

- 1. 10/28/25 2:42 pm
Jennifer Sinclair (sinclairjennifer):
Approved for 1PS Curriculum Rep

Course Proposal Form

Faculty Author	Kyle Taylor		
Effective Term	Fall 2027		
Common Course Numbering?	No		
Subject	Chemistry (CHEM)	Course Number	F36AH
Department	Chemistry (CHEM)		
Division	Science Technology Engineering and Mathematics (1PS)		
Units	2		
Hours	1 hour lecture, 3 hours lab		
Course Title	HONORS EXPERIMENTAL RESERACH IN CHEMISTRY I		
Short Title			

Proposed Transferability UC/CSU

Proposed Description and Requisites: This course provides interested students with an opportunity to carry out an authentic research project in chemistry. Students will coordinate research and planning of an original research project, write a proposal and research design, carry out the research, and report on their results. Emphasis is placed on scientific thinking, experimental design, laboratory skills, project design and implementation, ethics, and scientific communication.

Prerequisite: One of the following: CHEM 1A, CHEM 25 or CHEM 30A.

Proposed Discipline Chemistry

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

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 designed to be part of a three-course series allowing students to get experience with authentic research as undergraduates in a way that is more approachable and accessible to a wider array of students than traditionally served by independent studies.

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 10/26/25 4:06 pm

Viewing: **CHEM F36BH : HONORS EXPERIMENTAL RESERACH IN CHEMISTRY II**

Last edit: 10/29/25 8:53 am

Changes proposed by: Kyle Taylor (20173840)

In Workflow

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

Approval Path

- 1. 10/28/25 2:42 pm
Jennifer Sinclair (sinclairjennifer):
Approved for 1PS Curriculum Rep

Course Proposal Form

Faculty Author	Kyle Taylor		
Effective Term	Fall 2027		
Common Course Numbering?	No		
Subject	Chemistry (CHEM)	Course Number	F36BH
Department	Chemistry (CHEM)		
Division	Science Technology Engineering and Mathematics (1PS)		
Units	2		
Hours	1 hour lecture, 3 hours lab		
Course Title	HONORS EXPERIMENTAL RESERACH IN CHEMISTRY II		
Short Title			

Proposed Transferability	UC/CSU
Proposed Description and Requisites:	This course provides students with an opportunity to carry out an authentic research project in chemistry. Students will further explore their original research project while exploring how to narrow and/or expand the scope of their research project as it develops. Additionally, students will gain valuable collaboration and skills by training and coordinating with students in CHEM 36AH. Emphasis is placed on scientific thinking, laboratory skills, project design, coordination and implementation, ethics, and scientific communication. Prerequisite: CHEM 36AH.
Proposed Discipline	Chemistry
To which Degree(s) or Certificate(s) would this course potentially be added?	AS Degree in Chemistry
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 designed to be part of a three-course series allowing students to get experience with authentic research as undergraduates in a way that is more approachable and accessible to a wider array of students than traditionally served by independent studies. Additionally, this course will help students develop skills collaborating and mentoring peers in the CHEM 36AH course.
Reviewer Comments	

Course Change Request

New Course Proposal

Date Submitted: 10/26/25 4:07 pm

Viewing: **CHEM F36CH : HONORS EXPERIMENTAL RESERACH IN CHEMISTRY III**

Last edit: 10/29/25 8:54 am

Changes proposed by: Kyle Taylor (20173840)

In Workflow

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

Approval Path

- 1. 10/28/25 2:42 pm
Jennifer Sinclair (sinclairjennifer):
Approved for 1PS Curriculum Rep

Course Proposal Form

Faculty Author	Kyle Taylor		
Effective Term	Fall 2027		
Common Course Numbering?	No		
Subject	Chemistry (CHEM)	Course Number	F36CH
Department	Chemistry (CHEM)		
Division	Science Technology Engineering and Mathematics (1PS)		
Units	2		
Hours	1 hour lecture, 3 hours lab		
Course Title	HONORS EXPERIMENTAL RESERACH IN CHEMISTRY III		
Short Title			

Proposed Transferability UC/CSU

Proposed Description and Requisites: This course provides students with an opportunity to carry out and present an authentic research project in chemistry. Students will further explore their original research project while exploring how to narrow and/or expand the scope of their research project as it develops. Additionally, students will gain valuable leadership skills by coordinating projects with students in CHEM 36AH and CHEM 36BH. Emphasis is placed on leadership, scientific thinking, laboratory skills, project design, coordination and implementation, ethics, presenting research, and scientific communication.

Prerequisite: CHEM 36BH.

Proposed Discipline Chemistry

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

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 designed to be part of a three-course series allowing students to get experience with authentic research as undergraduates in a way that is more approachable and accessible to a wider array of students than traditionally served by independent studies. This course will help students develop skills collaborating and mentoring peers in the CHEM 36AH and CHEM 36BH courses. In addition, this course will help students build confidence in presenting their research.

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 10/15/25 2:13 pm

Viewing: **NCBS F451M : JUST-IN-TIME SUPPORT FOR MATH 48A - MPS**

Last edit: 10/29/25 9:18 am

Changes proposed by: Teresa Zwack (10630491)

In Workflow

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

Approval Path

- 1. 10/28/25 2:22 pm
Kyle Taylor (taylorkyle):
Approved for 1PS Curriculum Rep

Course Proposal Form

Faculty Author	Teresa Zwack and Marnie Francisco		
Effective Term	Fall 2027		
Common Course Numbering?	No		
Subject	Non-Credit: Basic Skills (NCBS)	Course Number	F451M
Department	Mathematics (MATH)		
Division	Science Technology Engineering and Mathematics (1PS)		
Units	0		
Hours	5 hours lecture		
Course Title	JUST-IN-TIME SUPPORT FOR MATH 48A - MPS		
Short Title			

Proposed Transferability: None

Proposed Description and Requisites: Core prerequisite skills, competencies, and concepts needed in MATH 48A. Intended for students who are concurrently enrolled in MATH 48A for the Math Performance Success program (MPS) at Foothill College and who want extra support. Topics include a review of skills including developing a knowledge of function families with their graphs and behavior, transformations, average rate of change, inverses, and compositions. Family functions include linear, quadratic, and power.

Corequisite: MATH 48A.

Proposed Discipline: Mathematics

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: This course is being created in response to AB 1705.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 10/15/25 2:17 pm

Viewing: **NCBS F452M : JUST-IN-TIME SUPPORT FOR MATH 48B - MPS**

Last edit: 10/29/25 9:21 am

Changes proposed by: Teresa Zwack (10630491)

In Workflow

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

Approval Path

- 1. 10/28/25 2:22 pm
Kyle Taylor (taylorkyle):
Approved for 1PS Curriculum Rep

Course Proposal Form

Faculty Author Teresa Zwack and Marnie Francisco

Effective Term Fall 2027

Common Course Numbering? No

Subject Non-Credit: Basic Skills (NCBS) Course Number F452M

Department Mathematics (MATH)

Division Science Technology Engineering and Mathematics (1PS)

Units 0

Hours 5 hours lecture

Course Title JUST-IN-TIME SUPPORT FOR MATH 48B - MPS

Short Title

Proposed Transferability None

Proposed Description and Requisites: Core prerequisite skills, competencies, and concepts needed in MATH 48B. Intended for students who are concurrently enrolled in MATH 48B for the Math Performance Success program (MPS) at Foothill College and who want extra support. Topics include a review of skills including developing a knowledge of function families with their graphs and behavior, transformations, average rate of change, inverses, and compositions. Family functions include polynomial, rational, exponential, and logarithmic.

Corequisite: MATH 48B.

Proposed Discipline Mathematics

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: This course is being created in response to AB 1705.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 10/15/25 2:20 pm

Viewing: **NCBS F453M : JUST-IN-TIME SUPPORT FOR MATH 48C - MPS**

Last edit: 10/29/25 9:25 am

Changes proposed by: Teresa Zwack (10630491)

In Workflow

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

Approval Path

- 1. 10/28/25 2:22 pm
Kyle Taylor (taylorkyle):
Approved for 1PS Curriculum Rep

Course Proposal Form

Faculty Author Teresa Zwack and Marnie Francisco

Effective Term Fall 2027

Common Course Numbering? No

Subject Non-Credit: Basic Skills (NCBS) Course Number F453M

Department Mathematics (MATH)

Division Science Technology Engineering and Mathematics (1PS)

Units 0

Hours 5 hours lecture

Course Title JUST-IN-TIME SUPPORT FOR MATH 48C - MPS

Short Title

Proposed Transferability None

Proposed Description and Requisites: Core prerequisite skills, competencies, and concepts needed in MATH 48C. Intended for students who are concurrently enrolled in MATH 48C for the Math Performance Success program (MPS) at Foothill College and who want extra support. Topics include a review of skills including developing a knowledge of function families with their graphs and behavior, transformations, average rate of change, inverses, and compositions. Family functions include trigonometric, parametric, and polar.

Corequisite: MATH 48C.

Proposed Discipline Mathematics

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: This course is being created in response to AB 1705.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 10/21/25 10:43 am

Viewing: **SPAN F410. : ELEMENTARY SPANISH CONVERSATION I FOR OLDER ADULTS**

Last edit: 10/23/25 3:07 pm

Changes proposed by: Patricia Crespo-Martin (11051222)

In Workflow

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

Approval Path

- 1. 10/21/25 6:44 am Rachael Dworsky (dworskyrachael): Rollback to Initiator
- 2. 10/21/25 2:08 pm Rachael Dworsky (dworskyrachael): Approved for 1LA Curriculum Rep

Course Proposal Form

Faculty Author	Patricia Crespo-Martin		
Effective Term	Fall 2027		
Common Course Numbering?	No		
Subject	Spanish (SPAN)	Course Number	F410.
Department	Spanish (SPAN)		
Division	Language Arts (1LA)		
Units	0		
Hours	3 hours lecture		
Course Title	ELEMENTARY SPANISH CONVERSATION I FOR OLDER ADULTS		
Short Title			
Proposed Transferability	None		
Proposed Description and Requisites:	This noncredit course is targeted towards older adults. Practice of spoken Spanish with an emphasis on developing oral and listening communication skills. Attention will be given to pronunciation, vocabulary and accurate use of basic grammar.		
Proposed Discipline	Foreign Languages		
To which Degree(s) or Certificate(s) would this course potentially be added?	N/A		
Are there any other departments that may be impacted from the addition of this course?	No		
Comments & Other Relevant Information for Discussion:	This is intended to be a Non-Credit version of Elementary Spanish Conversation I targeted to older adults.		
Reviewer Comments	Rachael Dworsky (dworskyrachael) (10/21/25 6:44 am): Rollback: She wants to make an edit.		



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2025 Fall Plenary Session Resolutions

For Discussion Between the Dates of
October 31, 2025 to November 07, 2025

DISCLAIMER |

The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or its standing committees. They are presented for the purpose of discussion and debate by the field on Saturday, November 08, 2025, at the 2025 Fall Plenary Session.

ASCCC RESOLUTIONS COMMITTEE 2025-2026 |

Chair | Mark Edward Osea, ASCCC Area B Representative

2nd Chair | Erik Woodbury, ASCCC North Representative

Area A | Yuting Lin, Sierra College

Area C | Rhonda Williams, Pasadena City College

Area D | Jerome Hunt, Long Beach City College

Executive Director (Interim) | Austin J. Webster

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PLENARY RESOLUTIONS PROCESS

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

- Pre-plenary resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-plenary area meetings for review.
- Amendments and new pre-plenary resolutions are generated in the area meetings.
- The Resolutions Committee meets to review all pre-plenary resolutions and combine, reword, append, or render moot these resolutions, as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee before the posted deadlines by using the webform available on the Resolutions Process webpage.
- Resolutions and amendments are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources are available on the ASCCC website.

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

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))
- Explore California legal codes via the [California Legislative Information website](#).
- Explore California Code of Regulations, including title 5, via [Westlaw's California Code of Regulations website](#).

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with *
- Resolutions and amendments submitted at Area Meetings are marked with +
- Resolutions and amendments submitted from **October 11, 2025 to October 24, 2025** are marked with #
- Amendments and urgent resolutions submitted **October 25, 2025 to November 07, 2025** are marked with ^

ASCCC 2025 FALL PLENARY SESSION RESOLUTIONS TIMELINE

- **September 10, 2025** | Pre-Area Meeting Resolutions from the ASCCC Executive Committee, its standing committees, and its subsidiary grant programs due.
- **September 26, 2025** | Pre-Area Meeting Resolutions packet distributed to the field.
- **October 10, 2025** | *2025 Fall Area Meetings*. This is the first opportunity to propose resolutions to be considered by the area to be moved forward.
- **October 10, 2025** | *Mandatory Contact Meeting*. After the Area Meetings, there will be a mandatory contact meeting for contacts of resolutions and/or amendments forward by the area. Time TBD.
- **October 11 to October 24, 2025** | *Post-Area Meeting Submission Period*. Faculty who are **registered to attend the 2025 Fall In-Person Plenary Session** may submit resolutions and/or amendments **accompanied by the emails and contact information of four delegate seconders**.
- **October 24, 2025** | *Last Day of Resolutions Submission*. Only **amendments and urgent resolutions** may be submitted after this date.
- **October 25 to November 07, 2025** | *Amendments and Urgent Resolutions Submission Period*. Faculty who are **registered to attend the 2025 Fall In-Person Plenary Session** may submit **amendments and urgent resolutions accompanied by the emails and contact information of four delegate seconders**.
- **October 28, 2025** | *Mandatory Contacts Meeting at 3:00 p.m.* This is a mandatory contact meeting for faculty who submitted resolutions and/or amendments between October 11 to October 24.

- **November 07, 2025** | *Friday of Plenary Session at 1:30 p.m.* Last day to submit amendments and urgent resolutions.
- **November 07, 2025** | *Friday of Plenary Session at 5:00 p.m. Mandatory Contact Meeting.* This is a mandatory contact meeting for faculty who submitted amendments and urgent resolutions between October 25 to November 07, 2025

In order to propose amendments or urgent resolutions **from October 25, 2025 to November 07, 2025**, you must be a registered **faculty** plenary attendee and provide your name and college, along with four registered delegate seconders. Amendments and Urgent resolutions must be emailed to resolutions@asccc.org and submitted electronically using the submission link on the resolutions process page. Please email the [Resolutions Committee](#) if you have any questions.

***Urgent** is defined in the *Resolutions Handbook* as, “a time critical issue [that] has emerged after the resolution deadline” on **October 24, 2025** and new information is presented between **October 25, 2025 to November 07, 2025** (by the time indicated in the plenary program), which requires an established Academic Senate position before the next plenary session (pg. 3).

PARLIAMENTARY MOTIONS |

Any **registered delegate** may make the following motions at the parliamentary microphone during the debate:

Motion	Debatable?	Second Required?	Votes Needed to Pass
Move to Approve by Acclamation*	No	Yes	N/A
Move to Re-Order Items	No	Yes	2/3
Move to Extend Debate (up to five minutes; may be used only once)	No	Yes	Majority
Move to Split the Resolves	No	Yes	Majority
Move to Postpone (within the same plenary session)	Yes	Yes	Majority
Appeal Decision of Chair	Yes	Yes	Majority
Move to Reconsider (by proponent)	Yes	Yes	Majority
Move to Close Debate	No	Yes	2/3

NOTES |

*Acclamation is a specific form of unanimous approval, typically expressed through a voice vote with clapping or cheering. The ASCCC often uses acclamation to highlight strong support for a resolution and to underscore its importance. However, delegates are encouraged to use acclamation selectively to ensure it retains its sense of significance and distinction.

QUESTIONS OR COMMENTS |

We welcome any California Community College faculty to provide comments or questions to the resolutions presented in this packet. Please visit the [ASCCC Resolutions Process](#) page or complete the [2025 Fall Plenary Resolutions and Amendments Comment or Questions Submissions Form](#) to submit your comments or questions.

CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the Plenary Session. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation, however no reasons need to be given to remove an item from consent.

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RESOLUTIONS CATEGORIES

New resolutions categories that more closely align with the purview of the ASCCC were piloted for the 2024 Spring Plenary Session and approved for post-pilot use by the ASCCC Executive Committee at its May 2024 meeting. Numbering of these new categories begin from 101 for the first category, 102 for the second category, and so forth to distinguish them from the old categories. The approved new categories are:

101. Curriculum
102. Degree and Certificate Requirements
103. Grading Policies
104. Educational Program Development
105. Student Preparation and Success
106. Governance Structures
107. Accreditation
108. Professional Development
109. Program Review
110. Institutional Planning and Budget Development
111. Academic Senate for California Community Colleges
112. Hiring, Minimum Qualifications, Equivalency, and Evaluations
113. Legislation and Advocacy
114. Consultation with the Chancellor's Office

101. CURRICULUM

***101.01 F25 Update the 2016 Paper Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates**

Whereas, The Academic Senate for California Community Colleges adopted the paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates*¹ in Spring 2016 and has not updated it since;

Whereas, The Academic Senate for California Community Colleges' 2016 paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates* refers to “examples of the appropriate role of the curriculum committee in the consideration of proposed substantive, non-substantive, and technical changes to courses” in the 2017 paper *The Course Outline of Record: A Curriculum Reference Guide Revisited*² that have since been removed in an update to the course outline of record paper; and

Whereas, Guidelines for processes for curriculum committees covering the range from substantive changes to technical changes is useful for the field;

Resolved, That the Academic Senate for California Community Colleges update the paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates* to include guidance on processes for substantive, non-substantive, and technical changes to course outlines of records and programs and present it to the field for adoption by the 2027 Spring Plenary Session.

CONTACT | Erik D. Reese, ASCCC Executive Committee

***+101.02 F25 Streamlined Articulation Review for Technical Changes to CCN Templates**

Whereas, The Common Course Numbering Project has made significant progress in improving the construction and consistency of course templates, yet subsequent phases have identified needed adjustments to previously approved templates, such as changes to requisites and course titles to make the necessary preparation and content clearer to students;

Whereas, Under current intersegmental articulation practice, the definition of a “substantive change” differs from community college curriculum standards, such that even technical changes³ to University of California transferable courses (e.g., adjustments to requisites due to legislation mandates) are considered “substantive” for articulation purposes and require resubmission for review by the University of California Office of the President (UCOP);

Whereas, The University of California Transfer Course Agreement⁴ guidelines specify that colleges must submit new and substantively revised UC-transferable courses annually during the summer submission cycle and must also be submitted for California General Education Transfer Curriculum consideration, which may create a yearlong gap in articulation continuity and duplicative workload for intersegmental reviewers, articulation officers, curriculum specialists, faculty, while delaying catalog updates and impacting students’ degree and transfer progress; and

Whereas, The California Community Colleges (CCC) are held to stricter submission timelines and review criteria than those applied within the four-year segments, and according to longstanding articulation practice outlined

¹ Academic Senate for California Community Colleges. (2016, Spring). Ensuring effective curriculum approval processes: A guide for local senates. <https://www.asccc.org/papers/ensuring-effective-curriculum-approval-processes-guide-local-senates>

² Academic Senate for California Community Colleges. (2017, Spring). The Course Outline of Record: A Curriculum Reference Guide Revisited. <https://www.asccc.org/papers/course-outline-record-curriculum-reference-guide-revisited>

³ Technical changes are curriculum changes to are course that does not significantly alter the content or outcome.

⁴ [UC TCA guidelines about outline updates and when to submit](#)

in the *California Intersegmental Articulation Council (CIAC) Handbook for Articulation Officers*⁵, community college articulation officers, in consultation with discipline faculty, determine whether a curriculum change is considered substantive or non-substantive for articulation purposes, yet CCCs are still subject to intersegmental re-evaluation requirements that create inequities in the implementation of statewide initiatives, despite maintaining course outlines of record aligned with academic and curricular standards affirmed by the Intersegmental Committee of the Academic Senates;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Council of Academic Senates, the University of California Office of the President (UCOP), and the California State University Chancellor's Office to allow non-substantive curricular revisions to course outlines of record aligned with common course numbering templates to retain their existing articulations for UC transferability, the California General Education Transfer Curriculum, and course-to-course articulations without requiring resubmission and review;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of Academic Senates, the University of California Office of the President, and the California State University Chancellor's Office to develop intersegmental criteria distinguishing technical versus substantive course changes to ensure consistent implementation across the segments; and

Resolved, That the Academic Senate for California Community Colleges advocate for a streamlined intersegmental articulation process that accommodates technical common course number (CCN) revisions outside of the annual University of California Transfer Course Agreement submission cycle, ensuring equitable treatment of colleges participating in CCN implementation and minimizing unintended student impacts.

CONTACT | Mai Her, College of the Sequoias, Area A

***#101.03 F25 Delay Template Release without Prerequisite Research**

Whereas, Prerequisite establishment and validation remain local processes subject to collegial consultation with local academic senates and curriculum committees;

Whereas, Prerequisites may vary from college to college depending on faculty recommendations on course sequencing to promote student preparation and success in curricular pathways leading to degree/certificate attainment and/or transfer; and

Whereas, Common course numbering template development has revealed differences in prerequisites across the state, particularly in science, technology, engineering, and math (STEM) courses, and if these differences are ignored by requiring prerequisite alignment, they may result in unintended local consequences on curriculum, student access, equity-focused efforts, and articulation agreements;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) recommend to the California Community Colleges Chancellor's Office (CCCCO) delaying release of common course numbering (CCN) course templates for courses where faculty feedback survey results indicate prerequisites differ significantly among colleges to collect data on existing prerequisites and articulation agreements for these courses for consideration by the CCN faculty workgroups, the ASCCC, the CCCCCO, and the CCN Council to inform recommended next steps for impacted CCN course templates

CONTACT | Cheryl Aschenbach, Lassen College

***#101.04 F25 Assign Ethnic Studies and the Four Autonomous Core Disciplines, African American Studies, Asian American Studies, American Indian/Native American Studies and Chicana/o /**

⁵ [California Articulation Policies and Procedures Handbook \(Revised Spring 2013\)](#)

Latina/o Studies Courses and Programs to Their Appropriate New Taxonomy Of Programs (TOP) Codes

Whereas, The *California Taxonomy of Programs Codes*⁶ is an existing classification system used by the California Community Colleges to categorize academic and vocational programs and courses, while the federal *Classification of Instructional Programs* codes provide parallel identifiers for national data alignment;

Whereas, Ethnic Studies and the autonomous four core disciplines — African American Studies, Asian American Studies, American Indian/Native American Studies, and Chicana/o / Latina/o Studies - are currently coded under the *Social Justice Studies* Taxonomy of Programs (TOP) Code family, which inaccurately represents the inherent independent nature and academic integrity of each discipline and is confusing because Ethnic Studies and each of the four autonomous core disciplines collectively referred to as Ethnic Studies, now have their own separate TOP codes not listed under Social Justice Studies;

Whereas, Sunsetting the existing Ethnic Studies Taxonomy of Program (TOP) codes under *Social Justice Studies* and recognizing the newly established TOP codes for Ethnic Studies and the four autonomous core disciplines— African American Studies, Asian American Studies, American Indian/Native American Studies, and Chicana/o Latina/o Studies - will eliminate confusion, provide clarity and consistency between state and federal coding systems, to align both local and statewide curriculum standards; and

Whereas, the Chancellor's Office has acknowledged that the Taxonomy of Program codes will be replaced by the Classification of Instructional program codes by Fall 2027, yet accurate coding remains essential in the interim to ensure curriculum clarity, and transparent program data;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the California Community Colleges Ethnic Studies Faculty Council to remove Ethnic Studies and the four autonomous core disciplines African American Studies, American Indian/Native American Studies, Asian American Studies, and Chicana/o Latina/o Studies from the *Social Justice Studies* taxonomy of programs (TOP) code family and assign these five disciplines to their appropriate, autonomous core discipline codes within the Ethnic Studies TOP code family, and encourage local academic senates and curriculum committees to update their local coding practices to reflect the TOP code reassignments.

CONTACT | Dr. Thekima Mayasa, San Diego Mesa College

102. DEGREE AND CERTIFICATE REQUIREMENTS

***102.01 F25 Support for Partial Certification of Cal-GETC for California Community College Students**

Whereas, California community college students beginning their studies prior to Fall 2025 pursuing transfer to the California State University (CSU) could be partially certified for the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education (CSU GE) Breadth pattern, but as of Fall 2025 entering students transferring to the CSU must now either complete and be certified for the California General Education Transfer Curriculum (Cal-GETC) or else they will be required to complete the CSU GE requirements which may result in having to navigate separate general education requirements post-transfer;

Whereas, Partial certification previously benefited all students by making remaining general education requirements clear to students, more importantly, the provision addresses an equity need because it protected transfer students whose educational journeys were disrupted due to life circumstances, including, for example, being economically disadvantaged, first-generation, veterans, student parents, students of mixed immigration

⁶ [2023 California Community Colleges Taxonomy of Programs Manual](#)

and citizenship status families, etc., where educational disruption may result in students losing catalog rights and/or accumulating credit from multiple institutions of higher education;

Whereas, Student transfer options to the California State University are limited without partial certification because existing Associate Degrees for Transfer (ADTs) such as those in Chemistry which allowed a form of partial certification known as the Intersegmental General Education Transfer Curriculum for Science, Technology, Engineering, and Mathematics are no longer possible if students are required to fully complete the California General Education Transfer Curriculum, and the Academic Senate for California Community Colleges has taken prior positions in support of partial certification⁷ or alternative pathways to ADTs in STEM⁸ to meet the legislative mandates of AB2057 (Berman, 2023)⁹ and AB928 (Berman, 2021)¹⁰, while preserving the ADTs as a transfer pathway established by SB1440 (Padilla, 2010)¹¹ and SB440 (Padilla, 2013)¹², but these prior resolutions were primarily focused on ADTs in STEM; and

Whereas, The Academic Senate for the California State University (ASCSU) resolution AS-3736-25-AA¹³ mischaracterizes partial certification of the California General Education Transfer Curriculum (Cal-GETC) as a separate general education pattern and does not acknowledge that transfer students partially certified for the Cal-GETC will still continue to complete outstanding requirements post-transfer at the CSU, remaining on a single general education pattern as opposed to the alternative where no partial certification exists and students are then required to interpret and complete the requirements of a separate and distinct CSU GE pattern post-transfer;

Resolved, That the Academic Senate for California Community Colleges work with system partners, including the California Community Colleges Chancellor's Office, the California State University Office of the Chancellor (CSUCO), and intersegmental faculty from the CSU and the University of California through the Intersegmental Committee of Academic Senates (ICAS), to implement policies and processes that include partial certification for students in the California General Education Transfer Curriculum General Education pattern for all majors.

CONTACT | Stephanie Curry, ASCCC Executive Committee

***+102.01.01 F25 Amend 102.01 F25 Support for Partial Certification of Cal-GETC for California Community College Students**

Amend the 4th Whereas |

Whereas, The Academic Senate for the California State University (ASCSU) resolution AS-3736-25-AA¹⁴ mischaracterizes partial certification of the California General Education Transfer Curriculum (Cal-GETC), which is already permitted by the University of California per University of California Academic Senate Regulation 479¹⁵, as a separate general education pattern and does not acknowledge that transfer students partially certified for the Cal-GETC will still continue to complete outstanding requirements post-transfer at the CSU, remaining on a single general education pattern as opposed to the alternative where no partial certification exists and students

⁷ [Resolution 102.03 S24 Partial Cal-GETC Certification for High-Unit STEM Majors](#)

⁸ [Resolution 104.01 S25 Reimagining Transfer Alignment Efforts](#)

⁹ [AB 2057](#)

¹⁰ [AB 928](#)

¹¹ [SB 1440](#)

¹² [SB 440](#)

¹³ [ASCSU Resolution AS-3736-25/AA Proposed Changes to Cal-GETC Standards](#)

¹⁴ [ASCSU Resolution AS-3736-25/AA Proposed Changes to Cal-GETC Standards](#)

¹⁵ [UC Academic Senate Regulation 479](#)

are then required to interpret and complete the requirements of a separate and distinct CSU GE pattern post-transfer;

Amend the Resolved |

Resolved, That the Academic Senate for California Community Colleges work with system partners, including the California Community Colleges Chancellor's Office, the California State University Office of the Chancellor (CSUCO), and intersegmental faculty from the CSU and the University of California (UC) through the Intersegmental Committee of Academic Senates (ICAS), to implement policies and processes that ~~include~~ incorporate partial certification for students in the of the California General Education Transfer Curriculum General Education pattern for all majors for students seeking to transfer to the CSU, as is already permitted for students seeking to transfer to the UC.

CONTACT | John Freitas, Los Angeles Community College District, Area C

102.02 F25 Support Optional Competencies for General Education for Direct Assessment Competency-Based Associate Degrees

Whereas, Between June 2021 and June 2025 a collaborative of eight California community colleges¹⁶ were awarded grants from the California Community Colleges Chancellor's Office to design and implement direct assessment competency-based education associate degree programs consistent with title 5 §§55270 – 55270.13¹⁷ that address direct assessment competency-based education and title 5 §§55060-55062,¹⁸ which include the requirement of a general education curriculum for associate degrees;

Whereas, Defining general education standards and criteria requires faculty-wide conversations to provide a holistic review so that general education represents the comprehensive educational experience of the associate degree and aligns with local college definitions of general education student learning outcomes;

Whereas, A workgroup of faculty from the eight colleges in the collaborative and representative of all general education areas convened multiple times, in large and small groups, from October 2024 to April 2025 to design a set of competencies that describe skills and abilities students would be expected to demonstrate after completing a course in one of the required general education areas as defined in title 5 §55061¹⁹; and

Whereas, Colleges that wish to innovate and experiment with creating an associate degree using a direct assessment competency-based education approach can benefit from a set of competencies for general education that are optional and not required by regulation, but they may be adopted, adapted, or used to inspire local conversations regarding how to address general education curriculum in a direct assessment, competency-based education program;

Resolved, That the Academic Senate for California Community Colleges endorse the General Education Competencies developed by faculty representatives from the colleges of the Direct Assessment Competency Based Education Chancellor's Office Collaborative²⁰ as a tool that colleges may adopt, adapt, or use to aid them in the development of local associate degrees using a direct assessment competency-based approach.

CONTACT | Randy Beach, Southwestern College, ASCCC CTE Leadership Committee

***102.03 F25 Include Climate and the Environment as Options for Natural Science Local Degree Requirements in Title 5**

¹⁶ [The Direct Assessment Competency-Based Education Collaborative, Rostrum, April 2025](#)

¹⁷ [Article 6 Direct Assessment Competency-Based Education §§55270-55207.13](#)

¹⁸ [Title 5 §55060](#)

¹⁹ [Title 5 §55061](#)

²⁰ [General Education Competencies for the DACBE Chancellor's Office Collaborative](#)

Whereas, Vision 2030—July 2025 Edition²¹ prioritizes environmental stewardship, climate literacy, and climate action for the California Community Colleges and includes a climate action workplan²²;

Whereas, Local associate degree requirements are codified in California Code of Regulations title 5 §55061²³ including descriptions of general education areas with the natural science section (title 5 §55061(c)(5)) stating:

“Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.”; and

Whereas, Environmental science courses are regularly included in the natural science general education area for local associate degrees and therefore adding environmental science to the list of disciplines in the natural science general education section of Title 5 (title 5 §55061(c)(5)) would simply reinforce current practice;

Resolved, That the Academic Senate for California Community Colleges advocate for the update of California Code of Regulations title 5 §55061(c)(5) so that the definition of the natural sciences general education area for local associate degrees also includes the effects of human activities on climate and the environment and also includes environmental science in the list of disciplines with language such as the following:

“Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena. Helping students will learn to appreciate and understand how the scientific method is used to, for example, and study the relationships between science and other human activities, drive innovation, and learn about effects of human activities on climate and the environment. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, environmental science, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.”

CONTACT | Erik D. Reese, ASCCC Executive Committee

***+102.04 F25 Support for AI Literacy Integration in General Education and Workforce Development Programs**

Whereas, AI literacy as used within this resolution is defined as the possessing basic competencies to understand the functions of AI, evaluating and applying strategic uses of AI in different real-world scenarios, as well as assessing the ethical and social concerns when utilizing AI²⁴;

Whereas, A September press release²⁵ from the California Community Colleges Chancellor’s Office announced a partnership with Google whereby artificial intelligence tools and training are being provided to the students and faculty of the California Community Colleges;

Whereas, Faculty have an important role in making recommendations regarding curriculum, degree requirements, program development, and professional learning²⁶, and faculty²⁷ who are duly hired through

²¹ [CCCCO Vision 2030 Report](#)

²² [CCCCO Climate Action Work Plan](#)

²³ [Title 5 §55061](#)

²⁴ Ng, D. T. K., Leung, J. K. L., Chu, S. K. W., & Qiao, M. S. (2021). *Conceptualizing AI literacy: An exploratory review. Computers and Education: Artificial Intelligence*, 2, Article 100041. <https://doi.org/10.1016/j.caeai.2021.100041>

²⁵ [California Community Colleges and Google Launch Nation’s Largest Higher Education Systemwide AI Partnership to Equip Millions of Students for the Future Workforce](#)

²⁶ [Title 5 §53200](#)

²⁷ [California Education Code - EDC §87359.2](#)

agreed-upon district process²⁸ are ultimately responsible for delivering the curriculum will also need upskilling to increase awareness of the benefits and limitations of artificial intelligence in teaching, learning, and workforce preparation; and

Whereas, Artificial intelligence skills are becoming increasingly sought-after by employers and artificial intelligence continues to be a tool to which students will have access therefore developing artificial intelligence literacy among students will be necessary to train our students for future jobs and for their continued educational goals;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for resources to support faculty professional learning in developing artificial intelligence literacy among students;

Resolved, That the Academic Senate for California Community Colleges establish a faculty taskforce to draft language on how artificial intelligence literacy can be included in curriculum across all disciplines, and present this draft language at the 2026 Fall Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to explore revisions to title 5 regulations and related guidance to integrate artificial intelligence (AI) literacy within general education and workforce development programs.

CONTACT | Liz Encarnacion, Chaffey College, Area D

***+102.05 F25 Support Student Transfer by Streamlining Cal-GETC Approval for Articulated GE Courses**

Whereas, California community colleges fulfill their mission of promoting seamless transfer for students to four-year institutions by articulating courses with California State University and University of California courses that are deemed by faculty at the transfer institution to be equivalent in content and rigor;

Whereas, Resolution 101.02 S25 Cal-GETC Approval of California Community Colleges Ethnic Studies Courses²⁹ directs the Academic Senate for California Community Colleges to work with the Intersegmental Committee of Academic Senates to develop and implement a policy, effective Fall 2026, that any California community college Ethnic Studies course that is articulated to any California State University or University of California course approved for Ethnic Studies general education or graduation requirements be automatically approved for California General Education Transfer Curriculum Area 6 Ethnic Studies; and

Whereas, California community college courses in other disciplines and areas besides Ethnic Studies have been denied California General Education Transfer Curriculum approval in general education (GE) areas even when they articulate with California State University (CSU) and University of California (UC) courses that are approved for those same GE areas at the CSU or UC³⁰;

Resolved, That the Academic Senate for California Community Colleges expand the scope of Resolution 101.02 S25 Cal-GETC Approval of California Community Colleges Ethnic Studies Courses to include all disciplines, and work with the Intersegmental Committee of Academic Senates to develop and implement a policy that any California community college course that is articulated to any California State University or University of California course approved for general education or graduation requirements be automatically approved for Cal-GETC in the same area(s).

CONTACT | Nili Kirschner, Woodland Community College, Area A

²⁸ [California Education Code - EDC §87359](#)

²⁹ [Resolution 101.02 S25 Cal-GETC Approval of California Community Colleges Ethnic Studies Courses](#)

³⁰ For example, Woodland Community College AG45 articulates with UC Davis ANS 04I, a general education science course at UCD, but was denied for Cal-GETC Area 5B.

***+102.06 F25 Applicability of Cal-GETC courses as CSU GE Breadth courses**

Whereas, California community college students with catalog rights to the California State University General Education (CSU GE) Breadth may register for new course offerings in Fall 2025 and beyond that are California General Education Transfer Curriculum approved but were never historically on the CSU GE Breadth pattern;

Whereas, AB 928 (Berman, 2021) mandated the creation of a “singular lower-division general education pathway” to reduce barriers and streamline transfer to the California State University (CSU) and University of California (UC) systems³¹;

Whereas, The California General Education Transfer Curriculum (Cal-GETC) Standards v.1.3, section 10.2.2.³² allows Cal-GETC-approved courses to count for Intersegmental General Education Transfer Curriculum certification beginning in Fall 2025 (Intersegmental Committee of Academic Senates, 2025, p.32), suggesting reciprocity across general education patterns, yet the February 14, 2024 Cal-GETC Implementation Guidance Memo defines Cal-GETC as a distinct pattern and prohibits Cal-GETC-only courses from being applied to the California State University General Education Breadth, creating contradictory guidance; and

Whereas, These conflicting policies risk forcing California State University General Education (CSU GE) Breadth students to repeat general education requirements, accrue excess units, and face additional financial burdens (e.g., students completing a newly approved Cal-GETC Area 6 Ethnic Studies course that cannot be applied to CSU GE Breadth Area F Ethnic Studies), undermining the equity-focused intent of AB 928 (Berman, 2021) to streamline transfer and minimize excess coursework;

Resolved, That the Academic Senate for California Community Colleges research the potential impacts of this policy on CSU-bound students, including possible enrollment, transfer-rate, and socioeconomic implications, and communicate this information to the California State University Chancellor’s Office;

Resolved, That the Academic Senate for California Community Colleges work with the California State University Office of the Chancellor’s (CSUCO) General Education Advisory Committee (GEAC) to request that all California General Education Transfer Curriculum-only approved courses may also apply to CSU General Education Breadth requirements for students with catalog rights to that pattern, thereby protecting students from accruing unnecessary units, financial burden, and ensuring consistency with the intent of AB 928; and

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates to include an exception in the California General Education Transfer Curriculum (Cal-GETC) standards, section 10.2 for “CSU GE³³ Certification Using Cal-GETC courses”.

CONTACT | Jessica Jackson, Butte College, Area A

³¹ [AB 928 \(Berman, 2021\)](#)

³² Intersegmental Committee of the Academic Senates. (2025). *Cal-GETC standards, policies, and procedures: Version 1.3 (Final r-2)* [PDF]. https://icas-ca.org/wp-content/uploads/2025/06/Cal-GETC_Standards_1v3_-Final_r-2.pdf

³³ CSU GE is abbreviation for the California State University General Education

103. GRADING POLICIES

***+103.01 F25 Opposing the Use of Online Test Proctoring**

Whereas, The mission of the California Community Colleges is to promote equitable access to quality education for all students, and online test proctoring creates barriers for students who lack stable internet, adequate technology, or private testing spaces³⁴;

Whereas, The use of online proctoring has been shown to increase student anxiety and stress, negatively affecting learning outcomes, which is inconsistent with the Academic Senate for California Community Colleges' commitment to student success and well-being³⁵;

Whereas, Online proctoring systems raise significant privacy and data security concerns, including the collection and storage of sensitive personal and biometric information³⁶; and

Whereas, Existing, effective, accessible alternatives to proctored exams—such as authentic assessments, open-book exams, and project-based evaluations—can uphold academic integrity without imposing undue burdens or risks on students;

Resolved, That the Academic Senate for California Community Colleges oppose and discourage the use of online test proctoring in California community colleges unless required for accreditation or licensure;

Resolved, That the Academic Senate for California Community Colleges assert its commitment to equitable, student-centered, and privacy-respecting assessment practices;

Resolved, That the Academic Senate for California Community Colleges encourage faculty statewide to develop and implement assessment strategies that maintain academic integrity while supporting student learning and well-being; and

Resolved, That the Academic Senate for California Community Colleges collaborate with system partners to provide professional development, resources, and guidance to assist faculty in developing and implementing effective and equitable alternative assessment methods.

CONTACT | Margarita Pillado, Los Angeles Pierce College, Area C

104. EDUCATIONAL PROGRAM DEVELOPMENT

***#104.01 F25 Affirming Noncredit Faculty Expertise in Noncredit Curriculum and Pathway Development**

Whereas, The Vision 2030 Statewide initiative, its yearly conferences, and financial investments in professional development identify noncredit and adult education expansion as a key equity strategy to support access, success, and transitions for millions of adult learners, requiring intentional instructional design, pathway

³⁴ Swauger, S. (2021, January 13). *Why online test proctoring is biased, from an expert.*

<https://library.auraria.edu/news/2021/why-online-test-proctoring-biased-exper>

³⁵ [ASCCC Mission and Vision](#)

³⁶ Swauger, S. (2020, August 7). *Software that monitors students during tests perpetuates inequality and violates their privacy.* MIT Technology Review. <https://www.technologyreview.com/2020/08/07/1006132/software-algorithms-proctoring-online-tests-ai-ethics/>

scaffolding, and integration with counseling and student services, as affirmed through the Academic Senate for California Community Colleges resolutions³⁷ and Rostrum publications³⁸;

Whereas, Noncredit instruction serves a legislatively defined set of adult education program areas as outlined in California Code of Regulations title 5 §58160 and title 5 §53200 mandates that colleges rely primarily on faculty experts—including noncredit discipline faculty, not solely credit faculty—in all 10+1 academic and professional matters, particularly in curriculum, course placement within disciplines, and educational program development, consistent with the ASCCC’s ongoing affirmation of noncredit counseling and part-time faculty expertise as evidenced in Resolution 08.01 F23 Noncredit Professional Learning and Support for Students³⁹, the rostrum article, “Advancing Equity and Inclusion for Part-Time Faculty in California Community Colleges”⁴⁰, and the position paper, “Part-time Faculty: Equity, Rights, and Roles in Governance”⁴¹;

Whereas, Noncredit faculty possess andragogical and heutagogical expertise, deep understanding of adult learner progression, and a long-standing record of collaboration with noncredit counseling, student support services, credit faculty, college administrators, and community partners such as regional consortia, employment partners, K–12 districts, and adult schools, all of which informs instructional integrity, compliance, academic standards, the design of coherent noncredit-to-credit pathways and transitions, and cross-system pathway agreements; and

Whereas, The absence of full-time noncredit faculty in a discipline, or other institutional capacity gaps to meet the expectations of Vision 2030, does not transfer authority to administrators or to credit faculty in the expansion of noncredit instructional offerings, mirroring, adult dual enrollment, noncredit-to-credit pathway development, or guided self-placement and onboarding practices with counseling support, as doing so—particularly when driven by funding incentives rather than student-centered, high-quality curriculum design—risks misalignment, weakens instructional integrity, and may lead to noncompliance with state and federal budgetary and curricular audit requirements;

Resolved, That the Academic Senate for California Community Colleges affirm that noncredit discipline faculty expertise and their inclusion in consultation, including that of part-time noncredit faculty and noncredit counselors, is essential in the development, revision, expansion, and implementation of noncredit curriculum, certificates, and student onboarding and pathway scaffolding, in order to uphold instructional quality, coherence across pathways, compliance with state and federal requirements, and maintain local relevance across educational systems and partnerships; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to ensure that all noncredit discipline faculty, full- and part-time alike, are meaningfully included in curriculum and pathway development processes and are represented as voting members in local senates and on shared governance committees, as appropriate.

CONTACT | Marianne Galindo, West Los Angeles College

105. STUDENT PREPARATION AND SUCCESS

³⁷ [Resolution 06.02 F23 Support Vision 2030 Goals and Strategic Directions](#)

³⁸ Galindo, M., & Guerrero, C. (2025, February). *Vision 2030: Empowering communities through noncredit and adult education*. Academic Senate for California Community Colleges. <https://www.asccc.org/content/vision-2030-empowering-communities-through-noncredit-and-adult-education>

³⁹ [Resolution 08.01 F23 Noncredit Counseling Professional Learning and Support for Students](#)

⁴⁰ Lara, L., & Zeledón-Pérez, M.-J. (2025, February). *Advancing equity and inclusion for part-time faculty in California Community Colleges*. Academic Senate for California Community Colleges. <https://www.asccc.org/content/advancing-equity-and-inclusion-part-time-faculty-california-community-colleges>

⁴¹ Academic Senate for California Community Colleges, *Part-time faculty: Equity, rights, and roles in governance* (2024), https://www.asccc.org/papers/part-time_faculty-equity_rights_roles_in_governance

***105.01 F25 CSU GE Approval Process for CCC Courses**

Whereas, The California State University Office of the Chancellor (CSUCO) issued guidance to the 22 CSUs that the “[California General Education Transfer Curriculum] and [CSU General Education] requirements are not the same and should not be referred to interchangeably [as] important differences exist between the two”⁴²;

Whereas, The California State University Office of the Chancellor (CSUCO) further provided guidance that “new students who start at a [California community college (CCC)] in fall 2025 and then transfer without [California General Education Transfer Curriculum] certification are fulfilling [CSU General Education (CSU GE)] requirements”, and since “campus can elect to publish campus specific CSU GE lists on assist.org,” transfer students not following the Cal-GETC may not know which CCC courses will articulate to the CSU GE subject areas;

Whereas, Having a separate California State University General Education (CSU GE) course approval process will improve transparency about which California community college (CCC) courses meet the revised CSU GE requirements; and

Whereas, Publishing campus-specific general education (GE) lists and articulation agreements for the California State University GE (CSU GE) requirements will support students by indicating which GE requirements have been fulfilled by students who want to transfer to a CSU and elect not to complete the California General Education Transfer Curriculum, i.e., science, technology, engineering, and mathematics majors, among others;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) explore the possibility with the California State University Office of the Chancellor (CSUCO) of maintaining or re-developing a review process to determine which CCC courses are approved to meet the revised CSU General Education requirement criteria; and

Resolved, That the Academic Senate for California Community Colleges work with the California State University Office of the Chancellor to continue publishing campus-specific general education lists and articulation agreements between the California Community Colleges for the California State University General Education pattern on websites such as ASSIST.org.

CONTACT | Mark Edward Osea, ASCCC Executive Committee

***+105.02 F25 Advocating for Flexibility in Attendance and Participation Policies for Students at California Community Colleges**

Whereas, The dissemination of universal design and accommodating principles of student attendance and participation policies⁴³ as impacted by ongoing detention and deportation policies of the federal government⁴⁴ is vital to students’ ongoing safety and success;

Whereas, Other California state institutions, like CSULA, have already responded in innovative ways and recognized “*there may be circumstances where faculty choose to offer students facing extraordinary circumstances the option of joining an on-campus class remotely via a zoom link or turning in assignments remotely*”;⁴⁵ and

⁴² [Guidance for Implementation of CSU General Education \(GE\)](#)

⁴³ The Santa Rosa Junior College Academic Senate [passed a local resolution on 3 September 2025 \(draft minutes here\)](#) in support of the dissemination of [universal design and accommodation principles encouraging the adoption of increased flexibility in their curriculum, attendance, and syllabus policies](#) among faculty members.

⁴⁴ “[ICE is moving to step up arrests, detentions and deportations. We crunched the numbers.](#)” Wall Street Journal (Online); New York, N.Y. 26 September 2025 DeBarros, Anthony; Dapena, Kara; Hackman, Michelle . DeBarros, Anthony; Dapena, Kara; Hackman, Michelle.

⁴⁵ “[Cal State L.A. allows online classes, excused absences as students express fear amid ICE raids](#)” Los Angeles Times, 10 July 2025, Jaweed Kaleem

Whereas, Limitations to the flexibility available for offering differing options for attending an in-person class (whether in person, hybrid, remotely, or asynchronously) are present in various structural limitations including, but not limited to, lack of distance education addendums⁴⁶ and the inability to change course format once published in the schedule;

Resolved, That the Academic Senate for California Community Colleges advocate to the California Community Colleges Chancellor's Office and other interest holders to explore how to accommodate flexible attendance and participation modalities, in addition to the original in-person course modality, while maintaining compliance with state regulations and accreditation and transfer requirements in response to political, social, economic, natural, and health emergencies, as well as other threats to students' safe participation; and

Resolved, That the Academic Senate for California Community Colleges collect and/or create resources that share strategies that are legally permissible within existing attendance regulations used by California community colleges that help mitigate and address attendance issues that emerge due to emergency circumstances.

CONTACT | John A. Stover III, Ph.D., Santa Rosa Junior College, Area B

***+105.03 F25 Support for SB 98 (Pérez) and Undocumented Students**

Whereas, Standards or policies regarding student preparation and success are included as “academic and professional matters” under Academic Senate purview in Title 5 §53200 (b), and the Academic Senate for California Community Colleges is committed to the success and well-being of all students, regardless of their background or immigration status;

Whereas, The Academic Senate for California Community Colleges mission includes, “Empower[ing] faculty to engage in local and statewide dialogue and take action for continued improvement of teaching, learning, and faculty participation in governance” and “Lead[ing] and advocate[ing] proactively for the development of policies, processes, and practices”⁴⁷;

Whereas, In September 2025 Governor Gavin Newsom signed SB 98 (Pérez)⁴⁸ into law, strengthening protections for students across California's education system, requiring community colleges to immediately notify students if immigration enforcement is present on campus and update their comprehensive school safety plans by no later than March 1, 2026, to include procedures for notifying parents, guardians, teachers, administrators, and staff when immigration enforcement is confirmed on school grounds and provisions to ensure students who face deportation are supported with seamless transitions back into enrollment and connected to support programs upon their request⁴⁹; and

Whereas, SB 98 (Pérez) includes an urgency clause, meaning these protections take effect immediately, to ensure that students across California's community colleges will have critical safeguards in place;

Resolved, The Academic Senate for California Community Colleges urge the California Community College Chancellor's Office to provide guidance to the field about how colleges can fully and legally comply with SB 98 (Pérez); and

⁴⁶ The [Program and Course Approval Handbook](#) (8th edition) references the following: ‘Title 5, § 55206 states that, “If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required.” The addendum is to address “...how course outcomes will be achieved in a distance education mode...” to include meeting regular and effective contact and Americans with Disabilities Act requirements’ (p64).

⁴⁷ [ASCCC About Us and Mission](#)

⁴⁸ [SB 98 \(Perez, 2025\)](#)

⁴⁹ [SSCCC Statement on Governor's Decision Regarding SB 98 \(Pérez\)](#)

Resolved, The Academic Senate for California Community Colleges collaborate with the California Community College Chancellor's Office to create promising practices and professional learning tools to support the implementation of SB 98 (Pérez).

CONTACT | Luke Lara, ASCCC Executive Committee, Area B

***+105.04 F25 Designing a Pathway for Students to Achieve Satisfactory Academic and/or Progress Status and Achieve Credential Completion**

Whereas, The California Community Colleges Vision 2030 goals of Equity in Access, Equity in Success, and Equity in Support are centered upon the system's current 2.1 million students as well as the 6.8 million Californians between the ages of 25 and 54 who have not yet earned a postsecondary credential⁵⁰;

Whereas, Being placed on academic or progress warning/probation presents a significant barrier for students of all races/ethnicities to meet transfer eligibility requirements⁵¹ and these precarious positions also heighten the improbability of their returning to college⁵²;

Whereas, The National Student Clearinghouse Research Center's 2025 report⁵³ found that men and persons of Hispanic, African American, and Native American descent are disproportionately represented in the growing, nationwide tally of 37.6 million working age students who have prematurely left the higher education system without earning a credential; and

Whereas, Title 5 §55034⁵⁴ requires that California community colleges provide counseling and support services to buttress student's efforts to overcome academic difficulties, but the absence of a delineated, uniform set of support services may be contributing to the 48% completion rate across the California system of community colleges⁵⁵;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to examine the district policies and practices that impact student's ability to regain satisfactory academic and/or progress status and compile best practices that can be utilized systemwide to support student completion by publishing and analyzing a survey administered by a task force on topics related to the following with a report delivered by Spring 2027:

- a) The breadth of the student population that has been placed upon academic or progress warning and dismissed from the college
- b) Which support services are provided to support students return to satisfactory academic and/or progress status?⁵⁶
- c) What types of outreach and reconnection activities/programs are employed to help dismissed students prepare to return to college and earn a credential?

⁵⁰ California Community Colleges Chancellor's Office. (2025). *Vision 2030: A roadmap for California Community Colleges* [PDF]. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

⁵¹ RP Group. (2022, Fall). *African American Transfer Tipping Point (AATTP) Study: Brief 1* [PDF]. [https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-\(AATTP\)-Study/AATTP_Brief1_Fall2022.pdf](https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-(AATTP)-Study/AATTP_Brief1_Fall2022.pdf)

⁵² California Competes. (2024, February). *From setback to success: Meeting comebacker students where they are* [PDF]. <https://californiacompetes.org/wp-content/uploads/2024/02/Comebackers-Report-Final.pdf>

⁵³ National Student Clearinghouse Research Center. (2025, June). *Some College, No Credential: A 2025 snapshot for the nation and the states* [PDF]. <https://nscresearchcenter.org/wp-content/uploads/SCNCRReport2025.pdf>

⁵⁴ Title 5 §55034

⁵⁵ California Community Colleges Chancellor's Office. (n.d.). *Vision for Success: Strengthening the California Community Colleges to meet California's needs* [PDF]. Retrieved October 11, 2025, from <https://www.cccco.edu/-/media/CCCCO-Website/docs/executive-summary/vision-for-success>

⁵⁶ U.S. Code Title 20 §1091

***+105.05 F25 Faculty Counselors and Student Education Plans (SEPs)**

Whereas, The Academic Senate for California Community Colleges affirms that counselors are faculty⁵⁷ and, consistent with title 5 §51018⁵⁸ and the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, they hold unique professional preparation and expertise in guiding students through academic planning, career exploration, and personal challenges that may impact their education;

Whereas, Research demonstrates that counseling and academic advising conducted by qualified counseling faculty significantly increases student retention, success, and completion outcomes, including improved GPA, higher persistence, and greater likelihood of graduation (Mackenzie⁵⁹, 2023; Kutty, 2022⁶⁰; AASCU, 2023⁶¹; NSSE findings in Kinzie, 2022⁶²);

Whereas, The Academic Senate for California Community Colleges has consistently opposed⁶³ the displacement of counseling faculty through outsourcing, automation, or delegation of faculty work to paraprofessionals or non-faculty, affirming that the preparation and monitoring of comprehensive Student Education Plans (SEPs) is an essential counseling faculty role that requires advanced training, student-centered pedagogy, and ethical practice, including the protection of student privacy and the assurance of equity-minded support; and

Whereas, While paraprofessionals and emerging technologies such as artificial intelligence may support counseling services by enhancing access to information or performing clerical functions, they cannot replace the professional judgment, contextual understanding, and relational capacity of counseling faculty in developing, reviewing and approving Student Education Plans;

Resolved, That the Academic Senate for California Community Colleges affirm that counseling faculty should be the primary author, reviewer, and approver of Student Education Plans (SEPs) and SEP automated processes, whether comprehensive or abbreviated, and that such responsibilities should not be delegated to paraprofessionals, automated platforms, or artificial intelligence tools; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with administration, faculty unions, and counseling departments to ensure that policies, staffing structures, and technological adoptions protect the faculty role of counselors in the preparation and approval of Student Education Plans.

CONTACT | Ruby Duran, Reedley College, Area A

***#105.06 F25 Applying Cal-GETC Subject Area 1B Courses to Basic Requirements for University of California Admission**

Whereas, The California General Education Transfer Curriculum standards were created with the express intent of providing “a singular general education pathway for California Community College (CCC) students to fulfill

⁵⁷ Academic Senate for California Community Colleges (1997, reaffirmed 2012). *Standards of Practice for California Community College Counseling Programs*.

⁵⁸ [Title 5 §51018](#)

⁵⁹ Mackenzie, J. (2023). *The impact of counseling on retention and graduation*. *Journal of College Student Retention*.

⁶⁰ Kutty, G. (2022). *The effect of academic advising on student GPA*. ERIC Document EJ1347870.

⁶¹ American Association of State Colleges and Universities (AASCU). (2023). *Integrating Career Advising for Equitable Student Success*.

⁶² Kinzie, J. (2022). *NSSE Findings on Academic Advising and Relationship-Rich Education*. Council of Independent Colleges.

⁶³ Academic Senate for California Community Colleges (1997, reaffirmed 2012). *Standards of Practice for California Community College Counseling Programs*.

lower-division general education requirements necessary for transfer *and admission* to both the California State University (CSU) and the University of California (UC) [emphasis added]”⁶⁴;

Whereas, Courses approved for the California General Education Transfer Curriculum (Cal-GETC) subject Area 1B Critical Thinking and Composition include a prerequisite course in Cal-GETC subject Area 1A (English Composition), instruction in argumentative writing, and a writing requirement of at least 5,000 words⁶⁵;

Whereas, To satisfy the requirements of the California General Education Transfer Curriculum subject Area 1B, many colleges have extensively revised their outlines of record in such courses as Introduction to Logic, Symbolic Logic, and Critical Thinking, and many more colleges are currently in the process of doing so; and

Whereas, Independent of the California General Education Transfer Curriculum (Cal-GETC) pathway, the University of California (UC) continues to include two courses in English composition among its basic admission requirements⁶⁶, and many California community college (CCC) courses that have been approved for Cal-GETC subject Area 1B are not being applied toward that two-course English composition requirement for UC admission, with the result that CCC students can meet all the requirements for transfer under Cal-GETC but still not obtain admission to the UC;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates, the California Community Colleges Chancellor’s Office, and the University of California Office of the President to ensure that courses approved for the California General Education Transfer Curriculum subject Area 1B also count as one of the two courses in English composition that are part the University of California’s basic admission requirements.

CONTACT | Erich Tucker, Cuesta College

106. GOVERNANCE STRUCTURES

***+106.01 F25 Faculty and Local Academic Senates Voice in Dual Enrollment**

Whereas, The Academic Senate for California Community Colleges is recognized in Title 5 §53200–53206 as the representative of local academic senates in academic and professional matters, the “10+1”, including curriculum, educational program development, and standards or policies regarding student preparation and success, and thus, faculty leadership is essential for the quality and integrity of all college instruction, including dual enrollment⁶⁷;

Whereas, California has significantly expanded dual enrollment as a statewide strategy for access, equity, and college/career readiness, and dual enrollment is a key focus of the California Community Colleges Chancellor’s Office Vision 2030, with nearly 150,000 high school students (about 30% of the class of 2024) participating, and with 37% of those students enrolled through College and Career Access Pathways agreements⁶⁸;

Whereas, Systemwide College and Career Access Pathways full-time equivalent students have grown from 1,763 in 2017–18 to over 24,000 in 2023–24, reflecting rapid program expansion and underscoring the need for faculty

⁶⁴ Intersegmental Committee of the Academic Senates. (2025). *Cal-GETC*. <https://icas-ca.org/cal-getc/>

⁶⁵ Intersegmental Committee of the Academic Senates. (2025). *Cal-GETC Standards, Policies & Procedures, Version 1.3*. <https://icas-ca.org/cal-getc-standards/>

⁶⁶ University of California. (n.d.). *Basic requirements for transfer admission*. Retrieved October 24, 2025, from <https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/preparing-to-transfer/basic-requirements.html>

⁶⁷ Title 5, California Code of Regulations, §§53200–53206; “10+1” areas of academic and professional matters.

⁶⁸ California Community Colleges Chancellor’s Office, Dual Enrollment Annual Report 2023–24, Table 5 (systemwide CCAP FTES by year).

involvement and inclusion in governance to ensure that such growth aligns with local academic senate processes⁶⁹; and

Whereas, The implementation of dual enrollment across California community colleges has been inconsistent, with varying levels of faculty input and local academic senate engagement in planning and implementation, leading to uneven governance alignment, and faculty participation in areas that fall under the 10+1⁷⁰;

Resolved, The Academic Senate for California Community Colleges affirm that dual enrollment is college instruction fully under faculty purview and local academic senate processes across the 10+1, including curriculum, program development, grading and assessment, professional learning, and academic standards;

Resolved, The Academic Senate for California Community Colleges encourage local academic senates to establish clear governance processes for dual enrollment, including curriculum approval, discipline assignment and minimum qualifications, faculty evaluation, and student support, ensuring consistency with faculty responsibilities and existing collective bargaining agreements; and

Resolved, The Academic Senate for California Community Colleges develop, in a paper and/or resources on dual enrollment that clarifies the alignment of dual enrollment with the 10+1, and provides implementation tools, promising practices, and policy support, to be presented at the Fall 2027 Plenary Session.

CONTACT | Stephanie Curry, ASCCC Executive Committee, Area A

107. ACCREDITATION

108. PROFESSIONAL DEVELOPMENT

***108.01 Update the Paper, “Guidelines for the Implementation of the Flexible Calendar Program”**

Whereas, Policies for professional development activities are established as an academic and professional matter in title 5 §53200⁷¹, indicating the role and involvement of faculty in the development of policies related to professional learning and development;

Whereas, In April 1993, the Academic Senate for California Community Colleges adopted Resolution 08.01 S93⁷², which established the paper, “Guidelines for the Implementation of the Flexible Calendar Program”⁷³, co-written in collaboration with the California Community Colleges Chancellor’s Office;

Whereas, In April 2007, the California Community Colleges Chancellor’s Office (CCCCO) revised the Academic Senate for California Community Colleges paper, “Guidelines for the Implementation of the Flexible Calendar Program”⁷⁴, due to regulatory changes, which included the elimination of references to “Average Daily Attendance (ADA)”, and an additional appendix with examples of certification documents issued annually by the CCCCCO; and

Whereas, In November 2024, the California Community Colleges’ Board of Governors approved final revisions to California Code of Regulations Title 5 relating to the “Flexible Calendar” (title 5 §§55720, 55724, 55726, 55728, 55729, 55730, 55732)⁷⁵, which will take effect on September 18, 2025;

⁶⁹ California Community Colleges Chancellor’s Office, Dual Enrollment Annual Report 2023–24, Table 5 (systemwide CCAP FTES by year).

⁷⁰ Public Policy Institute of California (PPIC), *Dual Enrollment in California: Promising Practices and Challenges* (2024).

⁷¹ [Title 5 §53200](#)

⁷² [Resolution 08.01 S93 Flex Calendar](#)

⁷³ [“Guidelines for the Implementation of the Flexible Calendar Program” 1992 Paper](#)

⁷⁴ [“Guidelines for the Implementation of the Flexible Calendar Program” Revised 2007 Paper](#)

⁷⁵ [Final Revisions to California Code of Regulations Title 5 relating to Flexible Calendar](#)

Resolved, That the Academic Senate for California Community Colleges collaborate with the California Community College Chancellor's Office to update the 2007 revised paper, "Guidelines for the Implementation of the Flexible Calendar Program" to reflect recent regulatory changes and reinforce the role of faculty in recommending policy related to professional development and learning activities by Spring 2027.

CONTACT | Tracy Herzog, Mt. San Jacinto College, ASCCC Faculty Leadership Development Committee

109. PROGRAM REVIEW

***+109.01 F25 Disaggregating Middle Eastern and North African (MENA) Student Data**

Whereas, California is home to approximately one million individuals who identify as Middle Eastern and North African (MENA), and the California Community College system began offering a "Middle Eastern" race/ethnicity category in 2018, and this category rolls into "White", omitting nearly 20 race/ethnicity subcategories, such as Kurdish, Algerian, Afghan, and Sudanese⁷⁶;

Whereas, The aggregation of Middle Eastern and North African (MENA) students into the "White" category renders invisible the significant disparities that MENA students experience in retention, graduation rates, access to scholarships, health outcomes, and translation services⁷⁷ rendering it difficult to identify the challenges faced by MENA students or provide the resources needed to support their success and wellbeing;

Whereas, California Assembly Bill 91 (Harabedian, 2025), The MENA Inclusion Act, was signed into law on October 6, 2025, establishing a distinct Middle Eastern and North African category in state demographic data systems⁷⁸; and

Whereas, The collection of detailed, disaggregated data will empower state institutions to promote health equity, track disparities and ensure culturally responsive care, to build economic resilience and efficiency by increasing access to programs and services, and to strengthen civil rights and democracy through the proper documentation and classification of racial profiling, discrimination, and voter suppression⁷⁹.

Resolved, That the Academic Senate for California Community Colleges collaborate with the California Community Colleges Chancellor's Office to refine data disaggregation processes beyond the 6 groups currently designated (Lebanese, Iranian, Egyptian, Syrian, Iraqi, and Israeli) to ensure recognition of major Middle Eastern groups, including but not limited to Afghan, Bahraini, Emirati, Iranian, Iraqi, Israeli, Jordanian, Kuwaiti, Lebanese, Omani, Palestinian, Qatari, Saudi Arabian, Syrian, Turkish, and Yemeni, major North African groups including but not limited to Algerian, Djiboutian, Egyptian, Libyan, Mauritanian, Moroccan, Somali, Sudanese, and Tunisian, and other transnational Middle Eastern and North African groups, including but not limited to Amazigh or Berber, Armenian, Assyrian, Chaldean, Circassian, and Kurdish;

Resolved, That the Academic Senate for California Community Colleges urge the California Community College Chancellor's Office to work closely with the Office of Management and Budget to implement revisions to the

⁷⁶ California Community Colleges, Technology Center. (2018). 2018-18R: New Race & Ethnicity Implementation. <https://cccnext.jira.com/wiki/spaces/PD/pages/731381767/2018-18R+New+Race+Ethnicity+Implementation+2018>

⁷⁷ Race Counts. (2025). Southwest Asian / North African. <https://www.racecounts.org/stateraces/california/?race=southwest%20asian>

⁷⁸ California Legislative Information. (2025). Bill Text - AB-91 State and local agencies: demographic data. This bill has garnered support from more than 200 organizations, cities, counties, agencies, and elected officials across California; furthermore, this legislation is led by the State's largest and only MENA-led, MENA-serving, MENA-constituency based membership organizations.

⁷⁹ Race Counts. (2025). Southwest Asian / North African. <https://www.racecounts.org/stateraces/california/?race=southwest%20asian>

Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity⁸⁰ within the next academic year⁸¹;

Resolved, That the Academic Senate for California Community Colleges encourage colleges to utilize disaggregated data as part of their practices when collecting, examining, and reporting enrollment, success, retention, and persistence data for Middle Eastern and North African students and other minoritized populations (specific to their college demographics); and

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office within the 2026-2027 academic year to create trainings and webinars on how to center equity and the implementation of utilizing disaggregated Middle Eastern and North African data.

CONTACT | Mitra Sapienza, ASCCC Executive Committee, Area B

110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

***+110.01 F25 Encourage the Development of Protocols for Faculty Experiencing Threats of Workplace Violence or Threats on Social Media**

Whereas, Faculty in the California Community Colleges system have the right of academic freedom in the classroom, free from threats, intimidation, and threats of workplace violence, whether occurring in person or through digital platforms such as social media;

Whereas, The rise of online harassment and social media threats against academic freedom in the classroom has created new safety concerns that can adversely impact faculty well-being, teaching effectiveness, and the ability to carry out professional responsibilities;

Whereas, While some colleges may have existing safety policies or crisis response protocols, there is currently no systemwide requirement or consistent set of guidelines addressing how colleges should respond when faculty members experience threats of workplace violence or targeted threats on social media; and

Whereas, The California Community Colleges Chancellor's Office has authority to provide leadership, guidance, and accountability to ensure that all colleges develop clear, equitable, and supportive protocols that protect faculty safety and reinforce institutional commitments to a healthy campus climate;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, collective bargaining units, and other system partners to direct colleges to develop and implement formal protocols to address the threats of workplace violence and social media threats targeting faculty, ensuring timely response, institutional support, and appropriate protections while ensuring that such protocols are transparent, equitable, and prioritize the safety, dignity, and academic freedom of faculty members.

CONTACT | Sharon Sampson, Ed.D., Grossmont College, Area D

111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

111.01 F25 Adopt the Paper, "The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges - A 2025 Update"

Whereas, At the 2024 Fall Plenary Session, the Academic Senate for California Community Colleges (ASCCC) adopted resolution 111.01 F24 Update the ASCCC Paper, "The Role of Counseling Faculty and the Delivery of

⁸⁰ [Revisions to OMB's Statistical Policy Directive No. 15 \(Federal Register\)](#)

⁸¹ As has been previously recommended in [Resolution I I4.03 S24 Disaggregating Asian and Pacific Islander Student Data](#)

Counseling Services in the California Community Colleges⁸²”, which recognized the evolving impact of technological advancements, legislative mandates, and shifting student behaviors on how counseling faculty provides student support;

Whereas, Counseling faculty and allies have contributed their lived experiences and expertise in the drafting of, “The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges – A 2025 Update”; and

Whereas, The Academic Senate for California Community College’s paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges⁸³”, has not been updated since 2012;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges - A 2025 Update”⁸⁴, and disseminate the paper to local academic senates upon its adoption; and

Resolved, That the Academic Senate for California Community Colleges promote the updated paper through professional learning opportunities to support counseling faculty in navigating their position within the 10+1.

CONTACT | Mark Edward Osea, ASCCC Executive Committee

111.02 F25 Establish Credit for Prior Learning Liaisons

Whereas, The California Community Colleges Chancellor’s Office Vision 2030 emphasizes equitable access to education by advocating for the removal of systemic barriers to student success, including the recognition and awarding of credit for prior learning, and aligns with the core academic and professional matters outlined in the title 5 §53200⁸⁵ by fostering student achievement and seamless transfer pathways;

Whereas, The Academic Senate for California Community Colleges’ Credit for Prior Learning Pathways to Credit⁸⁶ has been established to develop statewide recommendations for local colleges, through their local academic senates and curriculum committees, to adopt or adapt;

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to collaborate with other constituencies to integrate credit for prior learning across the institution through other successful liaison roles; and

Whereas, Purview of faculty in academic and professional matters requires colleges to recognize faculty with the necessary time to effectively oversee the credit for prior learning work and integrate it into the resources and structure of the college as is necessary for sustainability;

Resolved, That the Academic Senate for California Community Colleges recognize that sustaining and institutionalizing credit for prior learning requires substantial and ongoing work and coordination by faculty; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge local academic senates to advocate for the establishment of a credit for prior learning (CPL) liaison to facilitate CPL-related communications and efforts between the local academic senate and the ASCCC.

CONTACT | Carrie Roberson, Credit for Prior Learning Pathways to Credit Faculty Director

⁸² [Resolution 111.01 F24 Update the ASCCC Paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges”](#)

⁸³ [The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges \(Adopted Spring 2012\)](#)

⁸⁴ ["The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges - A 2025 Update"](#) draft being considered for adoption by the delegates.

⁸⁵ [Resolution 103.01 S25 Advancing Credit for Prior Learning in Alignment with the CCCCCO Vision 2030 \(Apprenticeships, Veterans Sprint, and Rising Scholars\)](#)

⁸⁶ [ASCCC Pathways to Credit Web Page](#)

***#111.02.01 F25 Amend 111.02 F25 Establish Credit for Prior Learning Liaisons**

Amend the 2nd Resolved

Resolved, That the Academic Senate for California Community Colleges (ASCCC) ~~urge local academic senates to advocate for the establishment of~~ establish a credit for prior learning (CPL) liaison to facilitate CPL-related communications and efforts between ~~the local academic senates~~ and the ASCCC.

CONTACT | Mark Edward Osea, ASCCC Executive Committee

***111.03 F25 Supporting the Intent of Title 5 §54221 Burden-Free Access to Instructional Materials**

Whereas, The California Community Colleges Chancellor's Office Burden-Free Instructional Materials Task Force was charged with providing recommendations and regulatory actions to reduce instructional material costs and create sustainable, equitable solutions that prioritize the removal of financial, administrative, and psychological burdens on students, as outlined in its 2024 report *Advancing Equity in Access, Support, and Success through Burden-Free Instructional Materials*⁸⁷;

Whereas, The Burden-Free Instructional Materials Task Force emphasized that a “burden-free student experience” means the alleviation of all unnecessary burdens, including financial burdens, and noted that sustainable, no-cost course materials options, such as open educational resources, should be prioritized over practices auto-billing program such as “inclusive access”, which impose automatic fees on students and limit their agency when choosing how to obtain course materials (California Community Colleges Chancellor's Office, 2024, p. 6);

Whereas, Auto-billing programs create new burdens for students by imposing automatic charges for course resources, often without offering meaningful options for opting out, and disproportionately affecting students who rely on financial aid or require print formats, thereby contradicting the intent of title 5 §54221⁸⁸ Burden-Free Access to Instructional Materials to remove cost burdens for students (California Community Colleges Chancellor's Office, 2024, p. 8); and

Whereas, The California Community Colleges system's vision for equitable access and success aligns with the goals of title 5 §54221, which seeks to prioritize the elimination of instructional material costs for students, and the burden-free approach outlined by the Burden-Free Instructional Materials Task Force underscores the importance of fostering student choice and agency without introducing new financial or administrative barriers;

Resolved, That the Academic Senate for California Community Colleges affirm that the intent of title 5 §54221 Burden-Free Access to Instructional Materials is to support students having access to instructional materials at no cost, thereby prioritizing the removal of cost burdens over access burdens;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their respective colleges to avoid adopting auto-billing programs such as “inclusive access” that impose automatic charges on students, and instead support practices that align with the goals of title 5 §54221, including expanding the use of open educational resources and other no-cost instructional materials; and

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office to continue implementing the recommendations of the Burden-Free Instructional Materials Task Force including discouraging practices that limit student choice or create new financial burdens, and providing guidance on fostering sustainable, no-cost instructional materials solutions.

CONTACT | Julie Bruno, Open Educational Resources Initiative

⁸⁷ California Community Colleges Chancellor's Office. (2024, April 15). Advancing equity in access, support and success through burden-free instructional materials [PDF]. California Community Colleges Chancellor's Office. <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/2024-burden-free-instructional-materials-4-15-24-a11y.pdf>

⁸⁸ [Title 5 §54221](#)

***+111.04 F25 Policy Recommendations for the Implementation of Title 5 §54221 Burden-Free Access to Instructional Materials**

Whereas, Title 5 §54221 requires governing boards to “adopt policies that ensure student access to textbooks and supplemental materials that are needed on the first day of class” and delineates “practices that enable first day access to zero-cost resources”, but does not specify college responsibilities after the first day of class⁸⁹;

Whereas, The California Community College Chancellor’s Office issued a memo on July 22, 2025, Burden-Free Access to Instructional Materials: Regulatory Provisions (ESS 25-43), that states that Title 5 §54221:

“...requires that district governing boards adopt policies guaranteeing student access to textbooks and supplemental materials on the first day of class. Practices that meet this requirement include adopting and adapting open educational resources (OER) or providing initial textbook chapters in accordance with copyright allowances. In addition to first-day access, governing boards must also adopt policies that strengthen student access to all other instructional materials before they are required in any course. The goal is to reduce both financial and administrative burdens on students *throughout the term* [emphasis added]. While advancing these efforts, district policies must uphold faculty responsibility and academic freedom in the selection of instructional materials. Additionally, the regulation calls for college districts to support student-centered practices that promote the use of zero-cost and OER materials.

Specifically, district policies are expected to support and leverage resources to implement and sustain zero-textbook-cost (ZTC) degrees, as authorized by Education Code section 78052, and to prioritize the use of OER to complete degrees and career technical education certificates. When OER is widely available, especially in general education courses, district policies should support adopting these resources accordingly. Additional measures include establishing lending programs, maintaining library resources that ensure immediate access to course materials, and enabling early disbursement of financial aid pursuant to federal regulations (34 CFR §668.164(i)). Districts are also encouraged to promote timely completion of financial aid files and to utilize direct aid and support programs that enhance student financial stability. (Todd, 2025, p. 2)”⁹⁰

Whereas, The charge of the Burden-free Instructional Materials Task Force proposed a vision that “when a course begins, students have everything needed for that course, including all instructional materials at no cost” (California Community Colleges Chancellor’s Office, 2024, p. 8), expanding the “burden-free” experience referenced in Title 5 §54221 to all instructional materials (i.e., textbooks, supplemental materials, and supplies) and beyond the first day of class,⁹¹ and

Whereas, College districts have until January 26, 2026 to conform their policies and procedures to the regulatory requirements associated with title 5 §54221 Burden-Free Access to Instructional Materials;

Resolved, That the Academic Senate for California Community Colleges assert that the intent of title 5 §54221 Burden-Free Access to Instructional Materials is to support students having access to all instructional materials at no cost, not merely free access to resources for a limited part of the term; and

⁸⁹ [Title 5 §54221](#)

⁹⁰ Todd, J. (2025, July 22). *Burden-free access to instructional materials: Regulatory provisions* (Memorandum No. ESS 25-43). California Community Colleges Chancellor's Office. <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ess-25-43-burden-free-access-to-instructional-materials-regulatory-provisions-a11y.pdf?la=en&hash=D8EA4728214206D40F6892F7C0F608547E9600DA>

⁹¹ California Community Colleges Chancellor's Office. (2024). *Advancing equity in access, support and success through burden-free instructional materials*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/2024-burden-free-instructional-materials-4-15-24-a11y.pdf>

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their administrations to adopt policies that support the sustainability of local efforts to encourage and support the adoption of open educational resources and other approaches to establishing zero textbook cost pathways as a mechanism for achieving the intent of title 5 §54221 Burden-Free Access to Instructional Materials.

CONTACT | Julie Bruno, Sierra College, Area A

***+111.05 F25 Encourage Systemwide Use of California Community Colleges Canvas Commons**

Whereas, All openly licensed resources created with Zero-Textbook-Cost Degree Program funds must be shared, but California Education Code §78052⁹² specifies that “Testing and assessment materials posted online pursuant to this paragraph shall be safeguarded to maintain the integrity of those materials.”;

Whereas, Canvas Commons is a platform for sharing complete Canvas courses with all Canvas users who have instructor status, providing a mechanism for limiting the users that can access Canvas Commons, but making resources available to users with specified credentials at over 8000 institutions⁹³;

Whereas, There is a California Community College Canvas Commons that could be used to limit the access to resources created by California Community College faculty to only users with the appropriate permissions within the system, decreasing the opportunity for assessments within shared courses to be accessed by inappropriate users, yet less than 25% of colleges in the system have made the California Community College Canvas Commons available to their faculty (G. Grace, personal communication, n.d.); and

Whereas, The use of a Canvas Commons that only houses resources developed and used by faculty in the California Community Colleges would facilitate discovery of these resources;

Resolved, That the Academic Senate for California Community Colleges recognizes the California Community College Canvas Commons as an appropriate platform for faculty to minimize access to Canvas resources that should only be available to faculty; and

Resolved, That the Academic Senate for California Community Colleges encourages local academic senates to advocate for making the California Community Colleges Canvas Commons available for local use.

CONTACT | Julie Bruno, Sierra College, Area A

***#111.06 F25 ASCCC Resolution: Support for the A2MEND/California Community College Pan African Virtual College (PAVC)**

Whereas, The Academic Senate for California Community Colleges recognizes the importance of equitable access to high-quality global education opportunities for all students, particularly those historically underrepresented in international learning experiences;

Whereas, The Pan African Virtual College⁹⁴, developed in partnership between A²MEND^{95,96} and the California Community Colleges, addresses long-standing barriers, such as the high cost of travel, geographic limitations, and lack of curriculum alignment, that have restricted participation in global education for underrepresented students;

⁹² [California Education Code - EDC §78052](#)

⁹³ [Instructure Customers](#)

⁹⁴ University of Ghana. (2025, October 21). *California Community Colleges, A²MEND and University of Ghana collaborate to establish Pan-African Virtual College*. University of Ghana College of Education. <https://coe.ug.edu.gh/news/california-community-colleges-a2mend-and-university-ghana-collaborate-establish-pan-african>

⁹⁵ A²MEND. (2022). *A²MEND 2022 Web Update: Overview*. <https://a2mend.net/a%C2%B2mend-2022-web-update/overview/>

⁹⁶ A²MEND is the acronym for the African American Male Education Network & Development

Whereas, The Pan African Virtual College leverages the California Virtual College platform to create a virtual academic bridge between California Community Colleges and universities in Ghana, providing culturally relevant and globally connected instruction that incorporates African-centered pedagogy and cross-cultural exchange, and that the Academic Senate for California Community Colleges has previously affirmed its commitment to equity, inclusion, and global learning through resolutions such as Resolution 3.02 F20 Recommendation to Update Title 5 Language for Section 53022⁹⁷, which supports community college students in demonstrating skills and abilities in cultural responsiveness and cultural humility, and Resolution 06.02 F23 Support Vision 2030 Goals and Strategic Directions⁹⁸, supporting Vision 2030 which promotes the growth and development of the California Virtual Campus; and

Whereas, The Pan African Virtual College model not only strengthens international and intersegmental collaboration but also advances the Vision 2030 goals of equity, innovation, and global engagement by fostering inclusive, culturally responsive, and workforce-relevant education that can scale to other regions, including South and Latin America;

Resolved, That the Academic Senate for California Community Colleges endorse the A²MEND/California Community College Pan African Virtual College (PAVC) initiative as an innovative and equity-driven model for global learning and academic collaboration; and

Resolved, That the ASCCC work with the California Community Colleges Chancellor's Office, A²MEND, and intersegmental partners to ensure that the Pan African Virtual College is developed and implemented in alignment with academic and professional matters under Title 5 §53200, particularly in the areas of curriculum, educational program development, and standards of student preparation and success.

CONTACT | Dr. LaTonya Parker-Parnell, ASCCC Executive Committee

⁹⁷ [Resolution 03.02 F20 Recommendation to Update Title 5 Language for Section 53022](#)

⁹⁸ [Resolution 06.02 F23 Support Vision 2030 Goals and Strategic Directions](#)

112. HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

***112.01 F25 Update the Paper, “Sound Principles for Faculty Evaluation”**

Whereas, The Academic Senate for California Community Colleges’ (ASCCC) paper, “Sound Principles for Faculty Evaluation”⁹⁹ was originally adopted in Spring 1990 and last revised and adopted in Spring 2013;

Whereas, On April 26, 2023, title 5 changes¹⁰⁰ went into effect for colleges to incorporate inclusion, diversity, equity, anti-racism, and accessibility into the faculty evaluation process; and

Whereas, The Academic Senate for California Community Colleges’ paper, “Sound Principles for Faculty Evaluation” lays a strong foundation that could further include the 2023 title 5 regulations, more promising practices for working with local bargaining units, ways to acknowledge and address bias, and more explicit support for anti-racism in our evaluation processes;

Resolved, That the Academic Senate for California Community Colleges update the paper, “Sound Principles for Faculty Evaluation,” to incorporate Inclusion, Diversity, Equity, Anti-racism, and Accessibility into the faculty evaluation process and present it to the field by no later than Fall 2027.

CONTACT | Heather Eubanks, Sierra College, ASCCC Equity and Diversity Action Committee

113. LEGISLATION AND ADVOCACY

***+113.01 F25 Opposition to the “Compact for Academic Excellence in Higher Education” or any related federal mandates that restrict institutional commitment to academic freedom, free speech and IDEAA principles**

Whereas, The Academic Senate for California Community Colleges has consistently championed inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) as fundamental to its mission and goals, as reflected in numerous resolutions supporting IDEAA-related initiatives¹⁰¹;

Whereas, The “Compact for Academic Excellence in Higher Education” requires that “no factor such as sex, ethnicity, race, nationality, political views, sexual orientation, gender identity, religious associations, or proxies for any of those factors shall be considered, explicitly or implicitly, in any decision related to undergraduate or graduate student admissions or financial support,” seeks to impose federalized standards of admissions, hiring, pedagogy, and governance that undermine institutional autonomy and shared governance by explicitly restricting the ability of institutions to engage, barring institutions from engaging in affirmative, equity-minded practices that address historic and ongoing disparities faced by marginalized communities, including but not limited to Black, Hispanic/Chicanx, Latine, Asian, Indigenous and Native American, Muslim, Jewish, diverse ability, immigrant, LGBTQIA+, low-income, and first-generation students by framing discriminatory admissions processes as reflecting a “fundamental misunderstanding” of Civil Rights law and having “damaging impacts,” arguing that treating certain groups as needing preferential treatment “perpetuates a dangerous badge of inferiority”¹⁰²; and

⁹⁹ “Sound Principles for Faculty Evaluation” Paper Adopted in Spring 2013

¹⁰⁰ Title 5 §53602

¹⁰¹ Academic Senate for California Community Colleges. (n.d.). *Diversity and equity resolutions*. Retrieved October 11, 2025, from <https://www.asccc.org/category/resolutiontopic/diversity-and-equity>

¹⁰² American Federation of Teachers. (2025, October 2). *AAUP’s Wolfson and AFT’s Weingarten on Trump’s loyalty pledge for colleges and universities*. <https://www.aft.org/press-release/aaups-wolfson-and-afts-weingarten-trumps-loyalty-pledge-colleges-and-universities>.

Whereas, The Compact marks a continuation of a pattern of intimidation and retaliation against institutions of higher education¹⁰³, academic freedom of faculty, and the wellbeing and educational success of our students belonging to Black, Hispanic/Chicanx, Latine, Asian, Indigenous and Native American, Muslim, Jewish, diverse ability, immigrant, LGBTQIA+, low-income, and other communities by forcing “institutional neutrality at all levels”¹⁰⁴;

Resolved, That the Academic Senate for California Community Colleges release a statement opposing the Compact or any related federal mandates consistent with its commitment¹⁰⁵ to academic freedom, free speech, inclusion, diversity, equity, anti-racism, and accessibility initiatives within their purview as defined in Vision 2030;

Resolved, That the Academic Senate for California Community Colleges join in opposition with other higher education entities to any form of compliance with the “Compact for Academic Excellence in Higher Education” or related federal mandates that restrict institutional commitment to inclusion, diversity, equity, anti-racism, and accessibility principles, institutional autonomy, and academic freedom¹⁰⁶;

Resolved, That the Academic Senate for California Community Colleges create opportunities to educate faculty about current efforts to undermine academic freedom, free speech, and inclusion, diversity, equity, anti-racism, and accessibility, and equip faculty with the tools and methods to resist these efforts and continue to increase student success for marginalized communities; and

Resolved, That the Academic Senate for California Community Colleges integrate into the ongoing professional learning activities how to respond when faculty academic freedom and rights are attacked.

CONTACT | Tiffany Lanoix, West Los Angeles College, Area C

***+113.02 F25 Ensuring the Transparency of Automatic Billing Programs for Students**

Whereas, Automatic-billing programs, also referred to as “inclusive access” programs, typically charge students a per-unit fee for course materials, regardless of the actual cost of the required resources and often fail to clearly notify students of opt-out options, thereby limiting student choice and creating new financial burdens¹⁰⁷;

Whereas, The Academic Senate for California Community Colleges opposes the use of automatic-billing strategies that maintain reliance on commercial publishers and encourages colleges to consider the long-term impact of such programs on students¹⁰⁸;

Whereas, As of Fall 2025, at least four California community colleges have adopted automatic-billing programs that charge students a per-unit fee for course materials, even when the cost of the commercial materials is less than the per-unit fee, and often when there are no costs, creating inequities for students; and

Whereas, The 2024 report from the Burden-Free Instructional Materials Task Force, *Advancing Equity in Access, Support, and Success through Burden-Free Instructional Materials*¹⁰⁹, highlights the importance of fostering

¹⁰³ Binkley, C., & Casey, M. (2025, September 3). Judge reverses Trump administration’s cuts of billions in research funding to Harvard. *PBS News*. <https://www.pbs.org/newshour/politics/judge-reverses-trump-administrations-cuts-of-billions-in-research-funding-to-harvard>

¹⁰⁴ Department of Education. (2025, October 2). Compact for Academic Excellence in Higher Education.

¹⁰⁵ [Upholding Academic Freedom: Support the AAC&U Call for Constructive Engagement](#)

¹⁰⁶ Association of American Colleges & Universities. (2025, October 3). AAC&U statement on the Trump administration’s “Compact for Academic Excellence in Higher Education”. <https://www.aacu.org/newsroom/aac-u-statement-on-the-trump-administrations-compact-for-academic-excellence-in-higher-education>

¹⁰⁷ U.S. PIRG Education Fund. *Automatic Textbooks Billing: An Offer Students Can’t Refuse?* (K. Vitez, Author). (February 2020). https://studentpirgs.org/assets/uploads/2022/12/USPIRG_Textbook-Automatic-Billing_Feb2020_v3-2.pdf

¹⁰⁸ [Resolution F22 17.02 Textbook Automatic Billing Concerns](#) and [Resolution F19 09.06 Consider Implications of Publisher-Developed Lower Cost “Inclusive Access” Strategies](#)

¹⁰⁹ [Advancing Equity in Access, Support and Success through Burden-Free Instructional Materials](#)

equitable access to instructional materials by alleviating financial burdens and ensuring that students have agency in their educational choices, recommending practices that prioritize no-cost materials, and discourage automatic-billing mechanisms that limit transparency and choice;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to advocate for regulatory changes that require automatic-billing programs to be opt-in, provide clear and transparent pricing information, and exclude no-cost course materials from cost calculations.

CONTACT | Michelle Pilati, Rio Hondo College, Area C

***#113.03 F25 In-State Tuition for Undocumented Scholars Who Have Graduated from High Schools Outside of California**

Whereas, Thousands of undocumented students graduate high school across the United States¹¹⁰ and face significant barriers to accessing higher education, including financial obstacles and limited access to resources and support services¹¹¹ and requiring undocumented high school graduates from other states to pay out-of-state tuition rates presents a significant financial burden and may deter them from pursuing their educational goals;

Whereas, The Academic Senate for California Community Colleges have historically been leaders in providing accessible and affordable education to all students, regardless of immigration status¹¹²;

Whereas, The California Legislature has recognized the importance of supporting undocumented students by allowing them to pay in-state tuition rates through the passing of Assembly Bill 540¹¹³; and

Whereas, Many undocumented high school students and their immigrant families living in other states pay close to 100 billion dollars in taxes annually¹¹⁴ may wish to pursue higher education in California due to its supportive policies and robust academic programs and providing in-state tuition rates to undocumented high school graduates from other states promotes equity and access to higher education, aligning with the values of the California Community College system;

Resolved, That the Academic Senate for California Community Colleges advocate for the extension of in-state tuition rates to undocumented high school graduates from other states who choose to attend a California community college; and

Resolved, That the Academic Senate for California Community Colleges work with the California Legislature and relevant state agencies to amend California Education Code §68130.5(a)(1)¹¹⁵ to remove any restrictions that currently do not allow undocumented high school graduates from other states to pay in-state tuition rates at California community colleges.

CONTACT | Edgar Perez, ASCCC Executive Committee

***#113.04 F25 Establishing Pickleball as a Competitive Sport in the California Community Colleges**

¹¹⁰ Presidents' Alliance on Higher Education & Immigration. (n.d.). *Florida – Data on Immigrant Students | Higher Ed Immigration Portal*. Retrieved October 24, 2025, from <https://www.higheredimmigrationportal.org/state/florida/>

¹¹¹ Prieur, D. (2023, August 10). *Undocumented students face new challenges under Florida's immigration law*. Central Florida Public Media. Retrieved October 24, 2025, from <https://www.cfpublish.org/education/2023-08-10/undocumented-students-face-new-challenges-under-floridas-immigration-law>

¹¹² [Resolution 07.14 F22 Reaffirming the Mission and Vision of the California Community Colleges](#)

¹¹³ [California Nonresident Tuition Exemption \(AB 540\) Information](#)

¹¹⁴ Institute on Taxation and Economic Policy. (2024, July 30). *Tax payments by undocumented immigrants*. Retrieved October 24, 2025, from <https://itep.org/undocumented-immigrants-taxes-2024/>

¹¹⁵ [California Education Code - EDC §68130.5](#)

Whereas, Pickleball is a rapidly growing sport in the United States, with The Association of Pickleball Professionals (APP) unveiling of updated pickleball participation research which reveals that 48.3 million adult Americans – nearly 19% of the total adult population – have played pickleball at least once in the past 12 months, highlighting its popularity and accessibility to players of all ages and genders¹¹⁶;

Whereas, The Academic Senate for California Community Colleges supports initiatives that promote student engagement and success through diverse and inclusive athletic programs, aligning with the mission to empower faculty and enhance student learning¹¹⁷;

Whereas, Title IX of the Education Amendments of 1972 mandates that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance, ensuring gender equity in all athletic programs¹¹⁸; and

Whereas, The California Community College Athletic Association oversees the administration of intercollegiate athletic programs for nearly 28,000 student-athletes, and the inclusion of Pickleball as a competitive sport would provide additional opportunities for student engagement and athletic participation¹¹⁹;

Resolved, That the Academic Senate for California Community Colleges establish a relationship with the California Community College Athletic Association and advocate for the inclusion of Pickleball as a competitive sport to promote student engagement and athletic participation; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Athletic Association to ensure that the introduction of Pickleball as a competitive sport complies with Title IX regulations, providing equitable opportunities for student athletes and the community.

CONTACT | Edgar Perez, ASCCC Executive Committee

114. CONSULTATION WITH THE CHANCELLOR’S OFFICE

114.01 F25 Ensuring the Consultative Process and Transparency in Technology Procurement Processes

Whereas, The Academic Senate for California Community Colleges recommends that the California Community Colleges Chancellor's Office, in partnership with appropriate entities and constituencies collaborate to provide system-wide access to generative artificial intelligence tools, resources, and professional development opportunities and confirms that the governance, content curation, and educational frameworks of such resources are academic and professional matters that require primary reliance upon the advice and judgment of California community college faculty¹²⁰;

Whereas, The Academic Senate for California Community Colleges (ASCCC) asserts that methods, guidelines, standards, and tools for determining the use of AI are academic and professional matters and that the California

¹¹⁶ Association of Pickleball Professionals. (2023, March 29). *New APP research reveals nearly 50 million adult Americans have played pickleball in the last 12 months; average age drops to 35*. Retrieved October 24, 2025, from <https://www.theapp.global/news/nearly-50-million-adult-americans-have-played-pickleball>

¹¹⁷ Academic Senate for California Community Colleges. (n.d.). *Mission and vision*. Retrieved October 24, 2025, from <https://asccc.org/about/mission>

¹¹⁸ U.S. Department of Education. (n.d.). *Title IX and sex discrimination*. Retrieved October 24, 2025, from <https://www.ed.gov/laws-and-policy/civil-rights-laws/title-ix-and-sex-discrimination>

¹¹⁹ California Community College Athletic Association. (n.d.). *About*. Retrieved October 24, 2025, from <https://www.cccaasports.org/about/about>

¹²⁰ [Resolution 111.08 S25 Advocating for Systemwide Access to AI Tools and Training](#)

Community Colleges Chancellor's Office must rely primarily upon the advice and judgment of the ASCCC when making determinations regarding tool selection and policy decisions¹²¹;

Whereas, The collaboration with Google announced on September 10, 2025¹²², the Nectir AI pilot initiated in 2024¹²³, and the NVIDIA collaboration announced in 2024¹²⁴ are agreements that were entered into without prior discussion, bypassing Consultation Council and the Academic Senate for California Community Colleges which are both part of the existing consultative processes established to ensure constituency review and support; and

Whereas, Expediency in decision-making does not negate the need for appropriate consultation when making decisions on behalf of the California Community Colleges as the AI Council members have not been selected according to the Procedures and Standing Orders of the Board of Governors¹²⁵ and is not cited as a consultative body empowered to make recommendations on behalf of the constituencies present on the AI Council¹²⁶;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to establish and adhere to processes that ensure transparency with respect to establishing systemwide agreements, sharing the details of agreements before they are finalized, gathering the input of impacted constituencies, and seeking recommendations from Consultation Council before finalized; and

Resolved, That the Academic Senate for California Community Colleges collaborate with the constituencies represented on Consultation Council to develop guidelines that delineate the information that needs to be provided about new technology procurements before they are finalized and publicly shared once they are in effect.

CONTACT | ASCCC Executive Committee

***+114.02 F25 Academic Freedom and Academic and Professional Matters in Rising Scholars Programs**

Whereas, The Academic Senate for California Community Colleges has made a commitment in multiple resolutions, including Resolution 114.01 S25, "Empowering Faculty Voice in Rising Scholars Programming,"¹²⁷ 13.03 S22, "Establishing the ASCCC Rising Scholars Faculty Advisory Committee (RSFAC),"¹²⁸ and 13.04 S22, "Establishing Rising Scholars Faculty Liaisons,"¹²⁹ to student-first practices and effective shared governance through urging collegial consultation between the California Community Colleges Chancellor's Office, the California Department of Corrections and Rehabilitation and faculty in the Rising Scholars Network;

Whereas, A new Rising Scholars memorandum of understanding (MOU) was distributed by the California Department of Corrections and Rehabilitation (CDCR), with a request for colleges/districts to sign on to this Rising Scholars MOU with CDCR¹³⁰; and

Whereas, This memorandum of understanding between the California Department of Corrections and Rehabilitation (CDCR) and the college/district puts conditions and responsibilities on colleges/districts, faculty, and Rising Scholars program students in CDCR facilities that are in need of local clarification per title 5 §53203(a)¹³¹, including a newly added section titled "Instructor Research and Access," which establishes new

¹²¹ [Resolution 108.01 F24 Selecting and Evaluating Artificial Intelligence for Faculty Use](#)

¹²² [California Community Colleges and Google Launch Nation's Largest Higher Education Systemwide AI Partnership to Equip Millions of Students for the Future Workforce](#)

¹²³ [California Community Colleges Launches Groundbreaking Pilot with Nectir AI](#)

¹²⁴ [California, NVIDIA Launch first-of-its-kind AI Collaboration](#)

¹²⁵ [Procedures and Standing Orders of the Board of Governors, July 2024 Edition](#)

¹²⁶ [CCCCO's Participatory Governance Webpage](#) and [CCCCO's 2022 Participatory Governance Handbook](#)

¹²⁷ [Resolution 114.01 S25 Empowering Faculty Voice in Rising Scholars Programming](#)

¹²⁸ [Resolution 13.03 S22 Establishing the ASCCC Rising Scholars Faculty Advisory Committee](#)

¹²⁹ [Resolution 13.04 S22 Establishing Rising Scholars Faculty Liaisons](#)

¹³⁰ [A copy of the most recent MOU with the CDCR](#)

¹³¹ [California Code of Regulations Title 5 §53203](#)

CDCR and California Community Colleges Chancellor's Office permissions and restrictions concerning communications between Rising Scholars program faculty and students, as well as requiring CDCR permissions before Rising Scholars graduates may participate in writing/publishing and speaking about their experiences at academic conferences and other events;

Resolved, That the Academic Senate for California Community Colleges inform local colleges and districts' Academic Senates of the language in the Fall 2025 Rising Scholars California Department of Corrections and Rehabilitation's memorandum of understanding (MOU), and recommend that local Rising Scholars faculty and staff thoroughly review the MOU with their campus administrators.

CONTACT | Peter Fulks, Cerro Coso Community College, Area B

***+114.03 F25 Request for CCCCCO Impact Analysis and Timeline Review for Multiple Initiatives**

Whereas, California community colleges are simultaneously implementing multiple statewide initiatives with accelerated and frequent reporting requirements¹³²;

Whereas, The compressed and restrictive timelines may create an undue burden on colleges, particularly small and under-resourced colleges, by straining limited personnel, data/information technology capacity, and professional development bandwidth, thereby diverting attention from instruction and direct student support;

Whereas, Some initiatives are legislatively mandated and/or aligned with Vision 2030 goals, yet implementation schedules and reporting cadences are often within the purview of the California Community Colleges Chancellor's Office (CCCCO) and can be informed by interest holder input; and

Whereas, Transparent impact analysis and realistic, phased timelines will improve data quality, compliance, and, most importantly, student outcomes;

Resolved, That the Academic Senate for California Community Colleges request that California Community Colleges Chancellor's Office conduct and publicly share a comprehensive impact analysis of the cumulative workload and resource implications of concurrent initiatives with accelerated reporting requirements including fiscal, staffing, technology, professional development, and equity impacts, with attention to college size and rural/remote contexts, and based on the findings of the analysis, urge the California Community Colleges Chancellor's Office to adjust implementation and reporting timelines by providing phased rollouts, reasonable extensions or grace periods, and alternative compliance options where appropriate, to reduce undue burden on colleges with limited resources;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to consider co-developing future timelines with system interest holders, including local academic senates, Chief Instructional Officers, Institutional Researchers, information technology professionals, and student representatives, and to establish a standard minimum notice period prior to new or changed reporting requirements, except when precluded by statute; and

Resolved, That the Academic Senate for California Community Colleges advocate, as needed, with the California State Legislature and the California Community College's Board of Governors to align statutory and regulatory deadlines to assess realistic campus capacity, and to secure technical assistance and funding to meet any accelerated mandates.

CONTACT | Sharon Sampson, Ed.D., Grossmont College, Area D

***+114.04 F25 Developing a Consistent Method for Calculating Student Cost Savings Resulting from Open Educational Resources Adoption**

¹³² [CCCCO Fiscal Standards and Accountability Unit's Reporting Portal](#)

Whereas, The Academic Senate for California Community Colleges has long supported lowering course material costs through the adoption of open educational resources¹³³;

Whereas, The adoption of open educational resources saves students money, but gathering the data to calculate actual cost-savings is labor-intensive and there is no standardized systemwide method to facilitate the calculation of savings that colleges could use to track and quantify savings;

Whereas, A simple standardized method for calculating the cost savings that result from the adoption of open educational resources, such as using a stipulated class size and textbook cost, would allow for the compilation of savings-related data and as well as support the advocacy for ongoing OER funding; and

Whereas, Data demonstrating the return on investment associated with open educational resources (OER) is necessary to advocate for ensuring the sustainability of OER efforts¹³⁴;

Resolved, That the Academic Senate for California Community Colleges work with system partners to research and develop a standardized method for calculating student savings resulting from the adoption of open educational resources that can be applied across all California community colleges, simplifying the gathering of impact data and allowing for publication and comparisons and to present this recommended method for consideration by local academic senates no later than the 2026 Spring Plenary Session.

CONTACT | Liz Encarnacion, Chaffey College, Area D

Academic Senate for California Community Colleges
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¹³³ [Resolution 17.02 F18 Establish Local Open Educational Resources Liaison](#) and [Resolution 03.05 F21 Zero Means Zero Textbook Cost](#)

¹³⁴ [Resolution 11.03 S21 Advocate for On-Going Funding for the ASCCC Open Educational Resources Initiative](#)

Foothill College Curriculum Committee Consent Calendar

11/4/25

Division Curriculum Committees

Apprenticeship (APPR) Division Curriculum Committee

- **Chair(s):** Chris Allen, Tim Myres, Kristina Vennarucci
- **Voting Members:** Tim Myres, Kristina Vennarucci (all division members are encouraged to attend)
- **Quorum Requirements:** 2
- **Meeting Schedule:**
 - **Location:** Local 104 Training Center, Fairfield, CA 94534; San Jose Pipes Training Center, San Jose, 95112, Foothill College Sunnyvale Center, Sunnyvale, CA 94089 or via Zoom.
 - **Time and Date:** 10/28, 11AM via Zoom
 - **Frequency:** Monthly
- **Agenda Posting:** Posted on the windows facing the entrance doors at the Local 104 Training Center in Fairfield, Pipe Trades Training Center in San Jose and Foothill College Sunnyvale Center.

Business & Social Sciences (BSS) Division Curriculum Committee

- **Chair(s):** Angie Dupree, Laurence Lew
- **Voting Members:** Angie Dupree, Laurence Lew (all BSS faculty are encouraged to tender advisory votes)
- **Quorum Requirements:** 2 voting members
- **Meeting Schedule:**
 - **Location:** Room 3202
 - **Time and Date:** Mondays at 3:30 pm (and Tuesdays at 3:30 pm when Monday is a holiday)
 - **Frequency:** Monthly. Additional meetings may be added to meet deadlines.
- **Agenda Posting:** Posted on the window of the division office (building 3000)

Counseling (CNSL) Division Curriculum Committee

- **Chair(s):** Maritza Jackson Sandoval, Andrew Lee
- **Voting Members:** Maritza Jackson Sandoval, Andrew Lee, Crystal Hernandez Martinez
- **Quorum Requirements:** 2 voting members
- **Meeting Schedule:**
 - **Location:** Room 8311
 - **Time and Date:** Tuesdays at 2pm
 - **Frequency:** Monthly (3rd or 4th Tuesday when CCC is not meeting)
- **Agenda Posting:** Posted on the public bulletin board outside the 8300 Building

Disability Resource Center & Veterans Resource Center (SRC) Division Curriculum Committee

- **Chair(s):** Richard Saroyan
- **Voting Members:** Richard Saroyan, Ben Kaupp
- **Quorum Requirements:** 2
- **Meeting Schedule:**
 - **Location:** TTW Classroom, 5419

- **Time and Date:** Mondays, 12PM, date each quarter TBD
- **Frequency:** Quarterly
- **Agenda Posting:** DRC Office Window (5400 building)

Fine Arts & Communication (FAC) Division Curriculum Committee

- **Chair(s):** Cynthia Brannvall & Judy Walgren
- **Voting Members:** Any current, active faculty members in the division
- **Quorum Requirements:** 3 voting members
- **Meeting Schedule:**
 - **Location:** Room 1801
 - **Tuesdays from 2-3 pm**
 - **9/30/25, 10/14/25, 10/28/25, 11/25/25**
- **Agenda Posting:** Posted on the front window of the FAC Division office, Building 1700

Health Sciences & Horticulture (HSH) Division Curriculum Committee

- **Chair(s):**
 - Fall Quarter: Shaelyn St. Onge-Cole, Glenn Kurisu
 - Winter Quarter: Shaelyn St. Onge-Cole, Rachelle Campbell, Glenn Kurisu
 - Spring Quarter: Shaelyn St. Onge-Cole, Rachelle Campbell, Glenn Kurisu
- **Voting Members:** All HSH faculty members have voting privileges
- **Quorum Requirements:** Representation from 50% of programs
- **Meeting Schedule:**
 - **Location:** HSH Division Conference Room (5212)
 - **Time and Date:** 12/5 from 12pm-1pm
 - **Frequency:** Monthly
- **Agenda Posting:** Agendas are posted on the HSH Division Office window, 5200 building

Kinesiology & Athletics (KA/ATHL) Division Curriculum Committee

- **Chair(s):** Jeffrey Bissell
- **Voting Members:** Jeffrey Bissell (FT), Kelly Edwards (FT), & Rita O'Loughlin (FT)
- **Quorum Requirements:** 2
- **Meeting Schedule:**
 - **Location:** Foothill Fitness Center, Rm 2509
 - **Time and Date:** 12:30pm, 3rd Thursdays
 - **Frequency:** Monthly
- **Agenda Posting:** Agenda posted 1 week before meeting in the window of KA/ATHL main office, Rm 2711

Language Arts (LA) Division Curriculum Committee

- **Chair(s):** Ben Armerding
- **Voting Members:** Ben Armerding, Ulysses Acevedo, Julio Rivera-Montanez, David McCormick
- **Quorum Requirements:** 2 members
- **Meeting Schedule:**

- **Location:** 6044
- **Time and Date:** TBD
- **Frequency:** once quarterly
- **Agenda Posting:** 6000 wing of the bulletin board

Learning Resource Center (LRC) Division Curriculum Committee

- **Chair(s):** Micaela Agyare
- **Voting Members:** Micaela Agyare, vacant (*all LRC faculty are encouraged to tender advisory votes*)
- **Quorum Requirements:** 2
- **Meeting Schedule:**
 - **Location:** Library Conference Room 3533
 - **Time and Date:** tbd
 - **Frequency:** Quarterly
- **Agenda Posting:** Posted on the window of the Library Conference Room, 3533

Science, Technology, Engineering & Math (STEM) Division Curriculum Committee

- **Chair(s):** n/a
- **Voting Members:** Kyle Taylor, Jennifer Sinclair
- **Quorum Requirements:** Simple majority of the voting members
- **Meeting Schedule:**
 - **Location:** PSEC 4409
 - **Time and Date:** Tuesdays 2:00 - 3:30 PM
 - **Frequency:** Every other week (when CCC is not meeting)
- **Agenda Posting:** Outside the STEM Division Office

Orange highlights = changes made since previous meeting

Independence and Career Readiness, Certificate of Achievement

Basic Information

Faculty Author(s)

Benjamin Kaupp

Department

Adaptive Learning

Division

Student Resource and Support Programs

Title of Degree/Certificate

Independence and Career Readiness

Type of Award

Certificate of Achievement

Workforce/CTE Program:

Yes

Effective Catalog Edition:

2026-2027

Certificate of Achievement Workforce Narrative

Program Goals and Objectives

The Tools for Transition & Work (TTW) Certificate of Achievement in Independence and Career Readiness equips disabled adults with the skills and confidence needed to pursue independent career paths, reducing reliance on public services and creating opportunities for self-sufficiency. As a Career Technical Education program, TTW focuses on practical training in academic, technological, and professional competencies essential for success in the modern workforce. By fostering executive functioning, personal responsibility, and career readiness, the program empowers students to achieve financial independence while contributing meaningfully to their communities.

This approach benefits not only the students but also the broader economy, alleviating the demand on public resources by preparing graduates to enter competitive employment. Through a blend of targeted instruction and real-world application, TTW ensures that students are ready to navigate workplace environments, develop sustainable careers, and build fulfilling, independent lives.

Program Learning Outcomes

- Upon completion of the program, the student will have developed the executive functioning and technical skills necessary to secure and maintain competitive employment.
- Upon completion of the program, the student will be able to apply critical thinking, problem-solving, and communication skills to navigate workplace environments and foster professional growth.

Catalog Description

The Tools for Transition & Work (TTW) program is an intensive, cohort-based, year-long program providing over 40 units of instruction for the disabled. The courses included in the Certificate of Achievement in Independence and Career Readiness focus on academic and career skills, digital literacy and technology, personal development and independence, community engagement, and physical health and wellness. Students build executive functioning, self-advocacy, and workplace readiness to prepare for independent career or academic paths and competitive employment. This comprehensive program equips students with the tools needed for long-term success in professional and personal life.

Program Requirements

Core Course Units: 27.5

Code	Title	Units
<u>ALTW F105.</u>	ENGLISH THAT WORKS: WRITING FOR CAREER & COLLEGE	2
<u>ALTW F108.</u>	COMMUNICATION FOR COLLEGE & CAREER	2
<u>ALTW F112.</u>	INTRODUCTION TO WORD PROCESSING	3
<u>ALTW F113.</u>	CAMPUS WORK EXPERIENCE FOR NEURODIVERGENT STUDENTS	1.5
<u>ALTW F122.</u>	WORK ATTITUDES & BEHAVIORS ON THE JOB	2
<u>ALTW F123.</u>	JOB SEARCH SKILLS	2
<u>ALTW F126.</u>	INTRODUCTION TO SPREADSHEETS	3
<u>ALTW F137.</u>	DISABILITY & THE LAW	3
<u>ALTW F138.</u>	APPLIED COMPUTER APPLICATIONS	3
<u>ALTW F143.</u>	PRACTICAL FINANCIAL SKILLS FOR INDEPENDENT LIVING	4
<u>ALTW F146.</u>	RESPONSIBLE CITIZENSHIP IN A DIGITAL WORLD	2

Support Course Units: 15

Code	Title	Units
<u>ALTW F203.</u>	LEARNING STYLES & STRATEGIES	2
<u>ALTW F209.</u>	SOCIAL SKILLS	2
<u>ALTW F218A</u>	CURRENT EVENTS	2
<u>ALTW F218B</u>	INTERMEDIATE CURRENT EVENTS	2
<u>ALTW F229.</u>	HEALTHY RELATIONSHIPS	3
<u>PHDA F016.</u>	MODIFIED GENERAL CONDITIONING	1
<u>PHDA F017.</u>	MODIFIED RESISTIVE EXERCISE	1
<u>PHDA F018.</u>	INDIVIDUALIZED EXERCISE FOR SPECIAL POPULATIONS	1
<u>PHDA F019.</u>	MODIFIED CORE CONDITIONING	1

Total Units: 42.5**Proposed Sequence**

Term	Units
Year 1, Summer	5
Year 1, Fall	13
Year 1, Winter	13.5
Year 1, Spring	11

Master Planning

The Tools for Transition & Work (TTW) program aligns closely with Foothill College's mission to empower students to achieve their goals as members of the workforce and as engaged community members. This intensive, cohort-based program equips disabled adults with the academic, technological, and professional skills needed to transition into independent careers, fostering self-sufficiency and reducing reliance on public support services.

As a Career Technical Education program, TTW contributes to the curriculum and master planning of Foothill College by addressing the increasing demand for inclusive workplace practices and ensuring that all students have access to education that supports career readiness. The program also supports California's higher education goals by advancing equity, inclusion, and economic mobility, preparing students to enter the workforce with the skills and confidence to succeed.

Enrollment and Completer Projections

In the first year, it is projected that 24 students will complete the certificate, consistent with the TTW program's historical graduation rate for a single cohort. TTW is an impacted program, receiving over 70 applications annually, demonstrating a high level of demand and

interest among potential students.

Over the next five years, the program aims to expand its capacity to serve two cohorts of 24 students each per year, for a total of 48 graduates annually. This growth will allow the program to better meet demand, support more students in achieving their educational and career goals, and maximize its impact on workforce readiness and economic mobility for disabled adults. By the fifth year, we anticipate an average of 48 graduates per year, with a cumulative total of approximately 192 students completing the program during the five-year period.

Historical Enrollment Data

Course #	Course Title	Y1 - Annual Sections	Y1 - Annual Enrollment	Y2 - Annual Sections	Y2 - Annual Enrollment
ALTW 105	English That Works: Writing for Career & College	1	24	1	24
ALTW 108	Communication for College & Career	1	24	1	24
ALTW 112	Introduction to Word Processing	1	24	1	24
ALTW 113	Campus Work Experience for Neurodivergent Students	2	47	1	24
ALTW 122	Work Attitudes & Behaviors on the Job	1	24	1	24
ALTW 123	Job Search Skills	1	23	1	23
ALTW 126	Introduction to Spreadsheets	1	24	1	24
ALTW 137	Disability & the Law	1	23	1	23
ALTW 138	Applied Computer Applications	1	24	1	24
ALTW 143	Practical Financial Skills for Independent Living	1	24	1	24
ALTW 146	Responsible Citizenship in a Digital World	1	24	1	24
ALTW 203	Learning Styles & Strategies	1	24	1	25
ALTW 209	Social Skills	1	24	1	25
ALTW 218A	Current Events	2	47	2	47
ALTW 218B	Intermediate Current Events	N/A	N/A	N/A	N/A
ALTW 229	Healthy Relationships	1	23	1	23
PHDA 16	Modified General Conditioning	4	95	4	96
PHDA 17	Modified Resistive Exercise	N/A	N/A	N/A	N/A
PHDA 18	Individualized Exercise for Special Populations	N/A	N/A	N/A	N/A

Course #	Course Title	Y1 - Annual Sections	Y1 - Annual Enrollment	Y2 - Annual Sections	Y2 - Annual Enrollment
PHDA 19	Modified Core Conditioning	N/A	N/A	N/A	N/A

Place of Program in Curriculum/Similar Programs

The Certificate of Achievement in Independence and Career Readiness formalizes a long-standing program that has been a cornerstone of Foothill College's commitment to serving disabled adults for several decades. By providing a structured curriculum that emphasizes academic skills, career readiness, and personal independence, TTW fills a critical niche in the college's existing inventory of Career Technical Education (CTE) offerings.

Unlike other CTE programs at Foothill, which may focus primarily on specific technical skills or industries, TTW integrates comprehensive support services and executive functioning training tailored to the unique needs of disabled students. This program complements Foothill College's mission by ensuring equitable access to education and fostering workforce diversity.

With its established track record of success and a strong demand from the community, TTW fits seamlessly into Foothill's curriculum. The formalization of this program enhances its visibility, scalability, and alignment with the college's goals, while maintaining its legacy of supporting disabled students in their transition to independent adulthood and meaningful careers.

Similar Programs at Other Colleges in Service Area

To the best of our knowledge, the Certificate of Achievement in Independence and Career Readiness is the first transcriptable Career Technical Education (CTE) program in the United States specifically designed for neurodivergent young adults. Within Foothill College's service area, there are no comparable programs that offer a structured, accredited curriculum tailored to the unique needs of this population.

While some institutions provide support services or non-transcriptable courses for neurodivergent individuals, these offerings typically lack the comprehensive, credentialed approach of the TTW program. By integrating academic instruction, career readiness, and personal development into a formal certificate program, TTW addresses a critical gap in educational services for neurodivergent students, both locally and nationally.

This pioneering initiative not only aligns with Foothill College's commitment to inclusivity and workforce development but also sets a precedent for other educational institutions aiming to support neurodivergent individuals in achieving their academic and professional goals.

Additional Information Required for State Submission

TOP Code: *1301.10 - Consumer Services

CIP Code: 19.0403 - Consumer Services and Advocacy

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

Gainful Employment: Yes

Distance Education: 1-49%



Labor Market Analysis for Exploratory Purposes

Customer Service Occupations

Silicon Valley Subregion

Prepared by the Bay Region Center of Excellence for Labor Market Research

September 2025

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 Subregion (Santa Clara County). There is a projected annual gap of about 38,867 students in the Bay Region and 9,440 students in the Silicon Valley Subregion.

Introduction

This report provides student outcomes data on employment and earnings for TOP 1301.10 - Consumer Services programs in the state and region. It is recommended that this data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at Subregion in the state and region.

This report includes occupations with two different skill levels. The occupations classified as below middle-skill typically require a high school diploma or equivalent. In contrast, middle-skill occupations that require a certificate, or an associate degree, or it may require a bachelor's degree, but 33% or fewer of current workers in these roles hold one. This report profiles Customer Service Occupations in the 12-county Bay Region and in the Silicon Valley Subregion.

- **Fast Food and Counter Workers (35-3023):** Perform duties such as taking orders and serving food and beverages. Serve customers at counter or from a steam table. May take payment. May prepare food and beverages.
Typical Entry-Level Educational: No formal educational credential
Skill Level: Below Middle-Skill
Work Experience Required: None
Percentage of individuals 25+ with an associate degree, certificate, or some postsecondary coursework as their highest level of education attainment: 34%
- **Dining Room and Cafeteria Attendants and Bartender Helpers (35-9011):** Facilitate food service. Clean tables; remove dirty dishes; replace soiled table linens; set tables; replenish supply of clean linens, silverware, glassware, and dishes; supply service bar with food; and serve items such as water, condiments, and coffee to patrons.
Typical Entry-Level Educational: No formal educational credential
Skill Level: Below Middle-Skill
Work Experience Required: None
Percentage of individuals 25+ with an associate degree, certificate, or some postsecondary coursework as their highest level of education attainment: 27%
- **Sales and Related Workers, All Other (41-9099):** All sales and related workers not listed separately.
Typical Entry-Level Educational: High school diploma or equivalent

Skill Level: Middle-Skill

Work Experience Required: None

Percentage of individuals 25+ with an associate degree, certificate, or some postsecondary coursework as their highest level of education attainment: 30%

- **Customer Service Representatives (43-4051):** Interact with customers to provide basic or scripted information in response to routine inquiries about products and services. May handle and resolve general complaints. Excludes individuals whose duties are primarily installation, sales, repair, and technical support.
Typical Entry-Level Educational: High school diploma or equivalent
Skill Level: Middle-Skill
Work Experience Required: None
Percentage of individuals 25+ with an associate degree, certificate, or some postsecondary coursework as their highest level of education attainment: 42%
- **Office Clerks, General (43-9061):** Perform duties too varied and diverse to be classified in any specific office clerical occupation, requiring knowledge of office systems and procedures. Clerical duties may be assigned in accordance with the office procedures of individual establishments and may include a combination of answering telephones, bookkeeping, typing or word processing, office machine operation, and filing.
Typical Entry-Level Educational: High school diploma or equivalent
Skill Level: Middle-Skill
Work Experience Required: None
Percentage of individuals 25+ with an associate degree, certificate, or some postsecondary coursework as their highest level of education attainment: 44%

Occupational Demand

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

Occupation	2023 Jobs	2028 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Wage	Median Hourly Wage
Fast Food and Counter Workers	85,909	90,444	4,536	5%	104,563	20,913	\$17	\$18
Dining Room and Cafeteria Attendants and Bartender Helpers	17,269	18,219	950	5%	17,381	3,476	\$16	\$18
Sales and Related Workers, All Other	9,547	9,074	-473	-5%	6,056	1,211	\$20	\$28
Customer Service Representatives	41,184	41,721	538	1%	28,968	5,794	\$20	\$24
Office Clerks, General	62,322	61,891	-430	-1%	37,367	7,473	\$20	\$24
Total	216,231	221,349	5,121	2%	194,335	38,867	\$18	\$21

Source: Lightcast 2025.1

The 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 the Silicon Valley Subregion

Occupation	2023 Jobs	2028 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Wage	Median Hourly Wage
Fast Food and Counter Workers	20,059	21,291	1,233	6%	24,629	4,926	\$18	\$18

Occupation	2023 Jobs	2028 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Wage	Median Hourly Wage
Dining Room and Cafeteria Attendants and Bartender Helpers	4,271	4,572	300	7%	4,391	878	\$18	\$18
Sales and Related Workers, All Other	2,402	2,223	-179	-7%	1,490	298	\$24	\$37
Customer Service Representatives	9,666	10,541	874	9%	7,736	1,547	\$21	\$26
Office Clerks, General	14,613	14,790	177	1%	8,956	1,791	\$21	\$24
Total	51,011	53,417	2,405	5%	47,202	9,440	\$20	\$22

Source: Lightcast 2025.1

Silicon Valley Subregion includes: Santa Clara County

Job Postings in the Bay Region and Silicon Valley Subregion

Table 3. Number of Job Postings by Occupation for the latest 12 months

Occupation	Bay Region	Silicon Valley
Customer Service Representatives	12,123	2,831
Fast Food and Counter Workers	8,677	1,982
Dining Room and Cafeteria Attendants and Bartender Helpers	3,881	965
Sales and Related Workers, All Other	1,249	258
Office Clerks, General	668	145

Source: Lightcast 2025.2; "Job Posting Analytics." Sep. 2024 - Aug. 2025

Table 4a. Top Job Titles in Job Postings for Customer Service Occupations in the Bay Region

Title	Bay	Title	Bay
Baristas	3,257	Office Assistants	375
Customer Service Representatives	2,541	Baristas/Cashiers	314
Team Members	846	Customer Service Cashiers	279
Customer Service Associates	808	In Store Shoppers	269
Deli Associates	611	Client Service Representatives	244
Food Service Workers	599	Sales Assistants	198
Bussers	553	Member Champions	197
Service Advisors	501	Catering Attendants	187
Crew Members	393	Client Service Associates	182

Source: Lightcast 2025.2; "Job Posting Analytics." Sep. 2024 - Aug. 2025

Table 4b. Top Job Titles in Job Posting for Customer Service Occupations in the Silicon Valley Subregion

Title	Silicon Valley	Title	Silicon Valley
Baristas	796	Catering Attendants	79
Customer Service Representatives	535	Client Service Representatives	71
Team Members	174	Baristas/Cashiers	68
Customer Service Associates	164	Office Assistants	65
Food Service Workers	158	Client Service Associates	55
Service Advisors	127	Customer Service Cashiers	53
Bussers	117	In Store Shoppers	48
Crew Members	103	Client Specialists	47
Deli Associates	95	Food Service Utilities	46

Source: Lightcast 2025.2; "Job Posting Analytics." Sep. 2024 - Aug. 2025

Industry Concentration

Table 5. Industries Hiring for Customer Service Occupations in the Bay Region

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2023)	Jobs in Industry (2028)	% Change (2023-28)	% Occupation Group in Industry (2023)
Limited-Service Restaurants	50,873	54,946	8%	24%
Snack and Nonalcoholic Beverage Bars	18,806	19,892	6%	8%
Full-Service Restaurants	13,691	14,946	9%	7%
Local Government, Excluding Education and Hospitals	5,855	5,692	-3%	3%
Supermarkets and Other Grocery (except Convenience) Stores	5,992	5,423	-9%	2%
Food Service Contractors	4,078	5,165	27%	2%
Elementary and Secondary Schools (Local Government)	3,618	4,472	24%	2%
Corporate, Subsidiary, and Regional Managing Offices	2,211	4,016	82%	2%
Colleges, Universities, and Professional Schools (State Government)	2,910	2,964	2%	1%
Colleges, Universities, and Professional Schools	2,377	2,689	13%	1%

Source: Lightcast 2025.2

Table 6. Top Employers Posting Customer Service Occupations in the Bay Region and the Silicon Valley Subregion

Employer	Bay	Employer	Silicon Valley
Starbucks	1,637	Starbucks	386
Albertsons	512	Compass Group	183
Whole Foods	421	Whole Foods	113
Compass Group	419	Albertsons	84
Chevron	400	Bon Appetit	77
Safeway	389	Robert Half	65

Source: Lightcast 2025.2; "Job Posting Analytics." Sep. 2024 - Aug. 2025

Educational Supply

There are no community colleges in the Bay Region issuing any awards on average annually (last 3 years ending 2023-24) on TOP 1301.10 - Consumer Services.

There are no other CTE educational institutions in the Bay Region issuing any awards on average annually (last 3 years ending 2022-23) on CIP 19.0403- Consumer Services and Advocacy.

Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay Region with 38,867 annual openings for the Customer Service occupational cluster and no annual (3-year average) awards for an annual undersupply of 38,867 students. In the Silicon Valley Subregion, there is also a gap with 9,440 annual openings and no annual (3-year average) awards for an annual undersupply of 9,440 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1301.10 - Consumer Services

Metric Outcomes	Bay All CTE Program	State 1301.10	Bay 1301.10	Silicon Valley 1301.10
Students with a Job Closely Related to Their Field of Study	74%	80%	N/A	N/A
Median Annual Earnings for SWP Exiting Students	\$53,090	\$28,336	N/A	N/A
Median Change in Earnings for SWP Exiting Students	24%	27%	N/A	N/A
Exiting Students Who Attained the Living Wage	54%	29%	N/A	N/A

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

Skills, Certifications and Education

Table 9. Top Skills in Job Postings for Customer Service Occupations in the Bay Region

Skill	Posting	Skill	Posting
Cash Handling	3,778	General Mathematics	1,345
Cash Register	3,582	Food Preparation	1,322
Food Services	3,427	Product Knowledge	1,280
Food Safety And Sanitation	3,131	Data Entry	1,234
Restaurant Operation	2,539	Customer Relationship Management	1,203
Merchandising	2,351	Marketing	1,174
Collective Bargaining	1,686	Point Of Sale	1,173
Cooking	1,514	Call Center Experience	1,105
Customer Inquiries	1,409	Inventory Management	1,099
Selling Techniques	1,373	Deep Fryers	1,070

Source: Lightcast 2025.2; "Job Posting Analytics." Sep. 2024 - Aug. 2025

Table 10. Certifications in Job Postings for Customer Service Occupations in the Bay Region

Certification	Posting	Certification	Posting
ServSafe Certification	556	Insurance License	43
Food Safety Certification	84	Forklift Certification	31
Cardiopulmonary Resuscitation (CPR) Certification	77	Barista Certification	29
First Aid Certification	63	Life And Health Insurance License	27
Responsible Beverage Service (RBS) Certification	52		

Source: Lightcast 2025.2; "Job Posting Analytics." Sep. 2024 - Aug. 2025

Table 11. Education Requirements for Customer Service Occupations in the Bay Region

Education Level	Job Postings	% of Total
High school or GED	6,023	64%
Associate degree	824	9%
Bachelor's degree & higher	2,568	27%

Source: Lightcast 2025.2; "Job Posting Analytics." Sep. 2024 - Aug. 2025

Note: 70% 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

Statewide CTE Outcomes Survey

Employment Development Department Unemployment Insurance Dataset

CCCCO Data Mart

Contacts

For more information, please contact:

- Yumi Huang, Research Analyst, Bay Region Center of Excellence, yumi@baccc.net or (831) 275-0043
- Marcela Reyes, Director, Research and Center of Excellence, marcela@baccc.net or (831) 219-8875

AHS F452. : MEDICAL TERMINOLOGY NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Allied Health Sciences (AHS)

Course Number

F452.

Department

Health (HLTH)

Division

Health Sciences and Horticulture (1BH)

Units

0

Course Title

MEDICAL TERMINOLOGY NONCREDIT

Former ID**Cross Listed****Related Courses**

AHS F052. - MEDICAL TERMINOLOGY

Maximum Units

0

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

4

Weekly Lab Hours

0

Weekly Out of Class Hours

8

Special Hourly Notation

Total Contact Hours

48

Total Student Learning Hours

144

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

While the core content remains consistent, students who repeat the course gain increased proficiency in pronunciation, spelling, and accurate usage of medical terms. Each offering includes varied interactive components—such as new case studies, body system themes, and group activities—which provide fresh opportunities to apply terminology in different contexts. This repetition enhances comprehension and confidence in real-world healthcare communication.

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

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:

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:

Workforce/CTE

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

There is a clear need for a noncredit medical terminology course within our college service area to serve as a bridge into healthcare and allied health programs. Many students who are exploring entry into health-related fields may lack the foundational vocabulary and confidence required to succeed in credit-bearing coursework. A noncredit option lowers barriers to access, especially for adult learners and students seeking to build skills at their own pace before transitioning into programs such as EMT, Dental Assisting, Radiologic Technology, or Respiratory Therapy. This course provides an essential stepping stone for those aiming to improve their medical language proficiency and successfully enter the healthcare workforce.

Attach evidence

Need/Justification

This course will allow health care program students to satisfy required program prerequisites in the following programs: Diagnostic Medical Sonography, Radiologic Technology, Respiratory Therapy.

Course Description

Introduction to medical terminology as used in the health professions. Provides opportunities for practical application of medical terminology and further development of skills in analyzing components of medical terms and building a medical vocabulary applicable to specialties of medicine. Course content includes anatomical and physiological terminology; basic structure, prefixes, suffixes; combining forms; abbreviations, clinical procedures, laboratory and diagnostic tests related to each body system.

Course Prerequisites**Course Corequisites****Course Advisories****Course Objectives**

The student will be able to:

1. Divide words into component parts.
2. Recognize basic combining of forms, suffixes, and prefixes.
3. Understand meanings of medical terminology.
4. Understand basic organization and complexity of the body.
5. Identify location and function of major body organs.
6. Recognize and recall Greek and Latin prefixes, suffixes, and combining forms.
7. Apply rules to build medical terms from Greek and Latin word parts.
8. Analyze/decode medical terms to derive definitions.
9. Spell word parts and terms correctly.
10. Recognize and define medical abbreviations.
11. Use rules to build common plural forms of medical terms.
12. Examine the medical record, and its various reports, abbreviations, and symbols.
13. Distinguish differences between body planes and cavities, directional and positional terms.
14. Identify common disorders and their associated symptoms for each body system.
15. Categorize common diagnostic procedures, laboratory tests, and abbreviations associated with each body system.
16. Correlate medical word parts with usage in anatomy, pathology, symptomatology, procedures, treatments, and medical specialties.
17. Analyze medical reports.
18. Pronounce and spell medical terms correctly in oral and written communication.

Course Content

1. Introduction to medical terminology
 1. Basic word structure
 2. Word roots, combining forms
 3. Spelling, pronunciation
 4. Prefixes
 5. Suffixes
2. Organization of the body
 1. Terms pertaining to the body as a whole
 2. Structure: cell, tissue, organs, and systems
 3. Medical specialties
3. The medical record
 1. Medical reports
 2. Abbreviations
 3. Symbols
4. Additional suffixes and digestive system terminology
5. For the following systems, include: structure and function; medical terminology; pathology, conditions, symptoms; diagnostic, radiographic, clinical, and surgical procedures; pharmacology and treatment; abbreviations; and medical record analyses
 1. Urinary system
 2. Female reproductive system
 3. Male reproductive system
 4. Nervous system
 5. Cardiovascular system
 6. Respiratory system
 7. Blood system
 8. Lymphatic and immune systems
 9. Musculoskeletal system
 10. Skin
 11. Sense organs: the eye and the ear
 12. Endocrine system
6. Cancer medicine (oncology)
7. Radiology and nuclear medicine
8. Pharmacology
9. Psychiatry

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught on campus: classroom with computer and internet access, document camera, and DVD/CD player. For online work, must have access to a computer with internet.
2. When taught via Foothill Global Access: must have access to a computer with internet.

Methods of Evaluation

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

Quizzes
Spelling tests
Mid-term and final examinations
Case study using medical information and terminology

Methods of Instruction

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

Lecture
Practical application of terms
Analogies/examples
Pronunciation lists
Threaded case study analysis
Exercises requiring use of a medical dictionary
Analysis of critical thinking questions
Frequent quizzes and spelling tests

Representative Text(s)

Author(s)	Title	Publication Date
Chabner, Davi-Ellen	The Language of Medicine, 13th ed.	2024

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

1. Quizzes (pronunciation, abbreviations, practical applications, etc.)
2. Exercise study aids
3. Writing of terms
4. Threaded case studies
5. Spelling tests
6. Exams

Authorized Discipline(s):

Biological Sciences, Dental Technology, Diagnostic Medical Technology, Emergency Medical Technologies, Health, Nursing, Pharmacy Technology, Radiological Technology, Respiratory Technologies

Faculty Service Area (FSA Code)

HEALTH CARE SERVICES

Taxonomy of Program Code (TOP Code)

*1201.00 - Health Occupations, General

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:

June 2025: The revision ensures inclusive language, accessible content, and support for diverse learning needs to promote equitable entry into healthcare pathways for all students.

Articulation Office Only

C-ID Notation**Transferability**

None

Validation Date

N/A

Division Dean Only

Seat Count

50

Load

.100

Mathematics 2.0, AS-T Degree

Basic Information

Faculty Author(s)

Matthew Litrus

Jennifer Sinclair

Department

Mathematics

Division

Science Technology Engineering and Mathematics

Title of Degree/Certificate

Mathematics 2.0

Type of Award

AS-T Degree

Workforce/CTE Program:

No

Effective Catalog Edition:

2026-2027

AA-T or AS-T Degree Narrative

Program Goals and Objectives

The mission of the Mathematics program is to enable students to clearly communicate mathematical ideas through graphs, tables of data, equations, and verbal descriptions. Students will construct appropriate models of natural phenomena, develop those models with appropriate mathematical techniques, and interpret results of those models. The Associate in Science in Mathematics 2.0 for Transfer Degree is designed to provide students with the necessary course work required to prepare students to transfer to a UC or a CSU campus and complete a baccalaureate degree in mathematics.

Program Learning Outcomes

- Students will be able to clearly communicate mathematical ideas through graphs, tables of data, equations, and verbal descriptions.
- Students will be able to construct appropriate mathematical models of natural phenomena, develop those models with appropriate mathematical techniques, and interpret results of those models.

Catalog Description

The Associate in Science in Mathematics 2.0 for Transfer Degree will prepare students to transfer to the University of California (UC) or California State Universities (CSUs). Students who complete the Associate in Science in Mathematics 2.0 for Transfer Degree will be ensured preferential transfer status to many CSUs as mathematics majors and/or majors in related disciplines. The Associate in Science in Mathematics 2.0 for Transfer Degree requirements will fulfill the lower division major requirements at many CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for a specific CSU.

Mathematics and related subjects play important dual roles in our culture. Although mathematics is a study in its own right, it is also an indispensable tool for expressing and understanding ideas in the sciences, engineering, and an increasing number of other fields. Students completing this degree will be able to construct appropriate models of natural phenomena, develop those models with appropriate mathematical techniques, and interpret results of those models.

In addition, the student must complete the following:

1. Completion of 90 quarter units that are eligible for transfer to the University of California or the California State University, including both of the following:
 1. The California General Education Transfer Curriculum (Cal-GETC)
 2. A minimum of 27 quarter units in major or area of emphasis.
2. Obtainment of a minimum grade point average of 2.0.
3. A minimum grade of "C" (or "P") for each course in the major.

Additional Information Required for State Submission

TOP Code: 1701.00 - Mathematics, General

CIP Code: 27.0101 - Mathematics, General

Distance Education: 1-49%

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the form. If the course may be double-counted with Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction/Unit/Templates-For-Approved-Transfer-Model-Curriculum>

or the ASSIST website: <https://www.assist.org/>.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU and UC transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the form at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU or UC;
- *UC Transfer Course Agreement (UCTCA)* for the transfer courses; and/or,
- *Cal-GETC Certification Course List by Area (GECC)*.

The acronyms **AAM**, **UCTCA**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Science in Mathematics 2.0 for Transfer Degree					
College Name: Foothill College					
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (17-18 units)					
Single Variable Calculus Sequence (8)	MATH 900S	MATH 1A	Calculus	5	2
OR	OR	OR			
Single Variable Calculus I – Early Transcendentals (4)	MATH 210	MATH 1AH	Honors Calculus I	5	2
AND	AND	AND			
Single Variable Calculus II – Early Transcendentals (4)	MATH 220	MATH 1B	Calculus	5	2
OR	OR	OR			
Single Variable Calculus I – Late Transcendentals (4)	MATH 211	MATH 1BH	Honors Calculus II	5	2
AND	AND	AND			
Single Variable Calculus II – Late Transcendentals (4)	MATH 221	MATH 1C	Calculus	5	2

A11Y 2/18/25

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Multivariable Calculus (4)	MATH 230	MATH 1C AND MATH 1D	Calculus	5	2
Ordinary Differential Equations (3) AND Introduction to Linear Algebra (3) OR Differential Equations and Linear Algebra (5)	MATH 240 AND MATH 250 OR MATH 910S	MATH 2A AND MATH 2B	Differential Equations Linear Algebra	5 5	2 2
List A: Select one (3-4 units)					
Programming Concepts and Methodologies I (3) OR Any Introductory Programming Course such as C++, Python, and such that is articulated for transfer for the major	COMP 122 OR AAM	C S 1A C S 2A C S 3A C S 49	Object-Oriented Programming Methodologies in Java Object-Oriented Programming Methodologies in C++ Object-Oriented Programming Methodologies in Python Foundations of Computer Programming	4.5 4.5 4.5 4.5	N/A N/A N/A N/A
Calculus-based Physics for Scientists and Engineers: A (4)	PHYS 205	PHYS 4A	General Physics (Calculus)	6	5A/5C
Total Units for the Major:	20-22	Total Units for the Major:		34.5-36	
		Total Units that may be double-counted (The transfer GE Area limits must <u>not</u> be exceeded)			9
		General Education (Cal-GETC) Units			34
		Elective (CSU Transferable) Units			18-19.5
		Total Degree Units (maximum)			60

Physics 2.0, AS-T Degree

Basic Information

Faculty Author(s)

David Marasco

Caleb Zerger

Department

Physics

Division

Science Technology Engineering and Mathematics

Title of Degree/Certificate

Physics 2.0

Type of Award

AS-T Degree

Workforce/CTE Program:

No

Effective Catalog Edition:

2026-2027

AA-T or AS-T Degree Narrative

Program Goals and Objectives

The Physics Department prepares students to advance to the next step towards a career in science, industry, or education. Students will know the basic principles of physics and be able to apply their knowledge to practical, theoretical, and experimental problems. The transfer degree will help our students to transfer to a University of California campus or a California State University and major in physics or a similar field.

The Associate in Science in Physics 2.0 for Transfer Degree meets the requirements set forth by Education Code section 66746 to prepare students to transfer to local California State Universities (CSUs). Students who complete the Associate in Science in Physics 2.0 for Transfer Degree will be ensured preferential and seamless transfer status to local CSUs for physics majors and majors in related disciplines. The Associate in Science in Physics 2.0 for Transfer Degree requirements will fulfill the lower division major requirements at many local UCs and CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local.

Program Learning Outcomes

- Students will know basic physics principles.
- Students will be able to apply their knowledge to practical, theoretical, and experimental problems.
- Students will be prepared to advance to the next step in careers in science, industry, and education.

Catalog Description

Physics, the fundamental science, conceptualizes the basic principles of the universe and establishes the foundation for astronomy, chemistry, and geology. The beauty of physics lies in a small number of powerful concepts which expand our view of the world around us and which lead to many engineering applications from which we derive many benefits.

The Physics Department prepares students to advance to the next step towards a career in science, industry, or education. Students awarded an Associate in Science in Physics 2.0 for Transfer Degree will know the basic principles of physics and be able to apply their knowledge to practical, theoretical, and experimental problems. Students who complete the Associate in Science in Physics 2.0 for Transfer Degree will be ensured preferential and seamless transfer status to local CSUs for physics majors and majors in related disciplines. The requirements will fulfill the lower division major requirements at many local UCs and CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local.

In addition, the student must complete the following:

1. Completion of 90 quarter units that are eligible for transfer to the University of California or the California State University, including both of the following:
 1. The California General Education Transfer Curriculum (Cal-GETC).
 2. A minimum of 27 quarter units in a major or area of emphasis.
2. Obtainment of a minimum grade point average of 2.0.
3. A minimum grade of "C" (or "P") for each course in the major.

Additional Information Required for State Submission

TOP Code: 1902.00 - Physics, General

CIP Code: 40.0801 - Physics, General

Distance Education: 1-49%

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the form. If the course may be double-counted with Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum>

or the ASSIST website: <https://www.assist.org/>.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU and UC transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the form at:

<http://www.c-id.net/degereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU or UC;
- *UC Transfer Course Agreement (UCTCA)* for the transfer courses; and/or,
- *Cal-GETC Certification Course List by Area (GECC)*.

The acronyms **AAM**, **UCTCA**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Science in Physics 2.0 for Transfer Degree College Name: Foothill College					
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (32-33 units)					
Calculus-based Physics for Scientists and Engineers: ABC (12)	PHYS 200S	PHYS 4A	General Physics (Calculus)	6	5A/5C
OR	OR	AND			
Calculus-based Physics for Scientists and Engineers: A (4)	PHYS 205	PHYS 4B	General Physics (Calculus)	6	5A/5C
AND	AND	AND			
Calculus-based Physics for Scientists and Engineers: B (4)	PHYS 210	PHYS 4C	General Physics (Calculus)	6	5A/5C
AND	AND	AND			
Calculus-based Physics for Scientists and Engineers: C (4)	PHYS 215	PHYS 4D	General Physics (Calculus)	6	5A/5C

A11Y 2/18/25

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Single Variable Calculus Sequence (8) OR Single Variable Calculus I – Early Transcendentals (4) AND Single Variable Calculus II – Early Transcendentals (4) OR Single Variable Calculus I – Late Transcendentals (4) AND Single Variable Calculus II – Late Transcendentals (4)	MATH 900S OR MATH 210 AND MATH 220 OR MATH 211 AND MATH 221	MATH 1A OR MATH 1AH AND MATH 1B OR MATH 1BH AND MATH 1C	Calculus Honors Calculus I Calculus Honors Calculus II Calculus	5 5 5 5 5	2 2 2 2 2
Multivariable Calculus (4)	MATH 230	MATH 1C AND MATH 1D	Calculus Calculus	5 5	2 2
Ordinary Differential Equations (3) AND Introduction to Linear Algebra (3) OR Differential Equations and Linear Algebra (5)	MATH 240 AND MATH 250 OR MATH 910S	MATH 2A AND MATH 2B	Differential Equations Linear Algebra	5 5	2 2
Programming Concepts and Methodologies I (3) OR Any Introductory Programming Course such as C++, Python, and such that is articulated for transfer for the major	COMP 122 OR AAM	C S 1A OR C S 2A OR C S 3A	Object-Oriented Programming Methodologies in Java Object-Oriented Programming Methodologies in C++ Object-Oriented Programming Methodologies in Python	4.5 4.5 4.5	N/A N/A N/A

Total Units for the Major:	32-33	Total Units for the Major:	58.5	
		Total Units that may be double-counted (The transfer GE Area limits must <u>not</u> be exceeded)	9	
		General Education (Cal-GETC) Units	34	
		Elective (CSU Transferable) Units	0	
		Total Degree Units (maximum)	66	

This is proposed as a high-unit STEM major that prepares students for transfer to both the CSU and UC. Exception to 60-unit requirement by AB 928: 6 additional units for the ADT. Supporting evidence and rationale is required.

*Please note that colleges are permitted to use up to six additional units, but no additional local requirements can be added to this degree. Students are only to be required to complete the full Cal-GETC pattern and the core courses listed in the TMC.

*Please note that colleges are permitted to use up to six additional units, but no additional local requirements can be added to this degree. Students are only to be required to complete the full Cal-GETC pattern and the core courses listed in the TMC.

NOTES: Recommendations and Considerations

1. Require both Differential Equations and Linear Algebra. All UC campuses and most CSU campuses require both. In addition, CSU faculty shared that this would better prepare students for transfer.
2. Removal of one semester of General Chemistry. The one semester of general chemistry was removed because it was not required by all CSU campuses and many community colleges indicated that they would need a modification of Cal-GETC Area 5 (allow two physical science courses instead of one physical science and one biological science) and the six additional units from AB928 to implement the degree locally.
3. Require one introductory programming course. All UC campuses and most CSU campuses require programming. There were concerns that if students waited to take a programming course after transfer that it may create an equity issue between students that start at the four-year institution as freshmen and those that transfer. However, if units are really an issue, then this would be the course that could be taken after transfer.
4. Recommend an exception to the 60-unit maximum to permit a 66-unit maximum for the Physics ADT and/or completion of Cal-GETC after transfer. The units required for the major (with the removal of the first semester of General Chemistry) has been reduced to 32-33. With 7 units of double counting, the required units, based on the minimum units listed in the C-ID descriptors, would be 59-60. More than 30% of the colleges completing the survey for this TMC (that currently have ADTs in Physics) indicated that they would be unable to implement this new TMC locally because of 5 unit physics/math courses. For colleges with 5 unit physics courses, the major becomes 35-36 units. This would move the local degrees to 62-63 units and those degrees would not be possible if the TIMC is approved at 60 units.
To ensure the number of Physics ADT options at community college campuses does not decrease, it is requested that the 6 additional units outlined in AB928 are allowed for colleges implementing this degree program.

ALTW F403B : EXECUTIVE SKILLS

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Adaptive Learning: Transition to Work (ALTW)

Course Number

F403B

Department

Adaptive Learning (A L)

Division

Student Resource and Support Programs (1SR)

Units

0

Course Title

EXECUTIVE SKILLS

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

24

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation**Total Contact Hours**

24

Total Student Learning Hours

24

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

Students with disabilities often need ongoing academic support and may need to repeat this course to continue to learn the academic skills they need to be successful.

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

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:

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:

Workforce/CTE

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

Per attachment, in 2023, 22.5% of people with a disability were employed. Further, the unemployment rate for people with a disability is more than double that of those without a disability. Courses in the TTW program aim to provide a stable, eager, and willing workforce with the tools and skills needed to achieve their employment goals.

Attach evidence

disabl.pdf

Need/Justification

This course assists students with disabilities and veteran students to be successful in school by having one-on-one instruction and group work in developing student success skills and knowledge about the community college system.

Course Description

This open-entry, open-exit course supports students in the Tools for Transition & Work program as they develop core executive functioning skills essential for independence and personal success. Through instruction in goal-setting, emotional regulation, impulse control, and problem-solving, students will enhance their ability to plan, adapt, and make informed decisions. Emphasis is placed on developing practical strategies for self-management and resilience in academic, professional, and everyday life situations.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Set and track personal, academic, and career goals using structured goal-setting techniques.
2. Apply emotional regulation strategies to manage frustration, stress, and impulsivity.
3. Develop self-monitoring techniques to recognize and adjust behaviors that impact productivity and relationships.
4. Utilize problem-solving frameworks to assess situations and make informed decisions.
5. Implement strategies for task initiation, persistence, and completion to improve follow-through on responsibilities.

Course Content

1. Goal-setting and tracking
 1. Identifying meaningful goals
 1. Distinguishing between short-term and long-term goals
 2. Setting realistic and achievable objectives
 2. Structuring goals using frameworks
 1. Using SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals
 2. Breaking goals into manageable steps
 3. Tracking progress and making adjustments
 1. Using journals, planners, or digital tools to monitor progress
 2. Adapting goals based on progress and changing circumstances
2. Emotional regulation and impulse control
 1. Recognizing emotions and triggers
 1. Identifying personal stressors and emotional triggers
 2. Understanding how emotions impact decision-making
 2. Coping strategies for emotional regulation
 1. Practicing mindfulness and relaxation techniques
 2. Using structured strategies (e.g., STOP method, grounding techniques)
 3. Managing impulsivity and frustration
 1. Delaying immediate reactions to make thoughtful decisions
 2. Using self-talk and visual reminders to improve impulse control
3. Self-monitoring and behavior adjustment
 1. Understanding personal habits and patterns
 1. Identifying strengths and challenges in self-management
 2. Recognizing distractions and procrastination tendencies

2. Developing accountability systems
 1. Using checklists, timers, and progress trackers
 2. Seeking support from peers, mentors, or accountability partners
3. Adjusting behaviors for better outcomes
 1. Practicing reflection and self-assessment
 2. Making small, consistent changes to improve habits
4. Problem-solving and decision-making
 1. Analyzing problems and potential solutions
 1. Identifying problems clearly and separating facts from emotions
 2. Brainstorming possible solutions and weighing pros/cons
 2. Decision making frameworks
 1. Applying structured approaches (e.g., DECIDE, STAR, or 5-step problem-solving models)
 2. Practicing decision-making through real-world scenarios
 3. Handling setbacks and unexpected challenges
 1. Learning from mistakes and adjusting strategies
 2. Building resilience and adaptability
5. Task initiation, persistence, and completion
 1. Overcoming procrastination and starting tasks
 1. Using activation strategies (e.g., 5-minute rule, external motivation)
 2. Recognizing and addressing avoidance behaviors
 2. Maintaining focus and persistence
 1. Using structured work intervals (e.g., Pomodoro technique)
 2. Developing self-rewards and motivators to sustain effort
 3. Completing tasks and following through
 1. Reviewing and reflecting on completed tasks
 2. Developing a personal system for task completion and accountability

Lab Content

Not applicable.

Special Facilities and/or Equipment

Accessible classroom or internet access with Zoom-capable computer, monitor and speakers.

Methods of Evaluation

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

Class participation

Methods of Instruction

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

Individualized instruction

Work in groups

Other Materials

No course materials.

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

Not applicable.

Authorized Discipline(s):

Developmental Disabilities: Disabled Students Programs and Services OR Specialized Instruction (Disabled Student Programs and Services): Vocational Noncredit OR Specialized Instruction (Disabled Student Programs and Services): Noncredit

Faculty Service Area (FSA Code)

DEVELOPMENTAL DISABILITIES

Taxonomy of Program Code (TOP Code)

4930.30 - Learning 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:

2/11/25 - Equity is embedded in this course by ensuring that neurodivergent students, particularly disabled students of color, gain access to the executive functioning skills often presumed rather than explicitly taught in academic and professional settings. By integrating Universal Design for Learning (UDL) principles, the course offers multiple means of engagement, representation, and expression, allowing students to develop self-regulation and problem-solving strategies in ways that align with their strengths. Additionally, assistive technology and culturally responsive examples support diverse learning needs, while a strengths-based, trauma-informed approach fosters self-advocacy and empowerment. This ensures that all students, regardless of background, have the tools to navigate education, employment, and independent adulthood successfully.

Articulation Office Only

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

30

Load

.031



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PERSONS WITH A DISABILITY: LABOR FORCE CHARACTERISTICS — 2023

In 2023, 22.5 percent of people with a disability were employed—the highest recorded ratio since comparable data were first collected in 2008. This rate increased by 1.2 percentage points from the prior year, the U.S. Bureau of Labor Statistics reported today. Similarly, the employment-population ratio for those without a disability, at 65.8 percent, increased by 0.4 percentage point in 2023. The unemployment rate for people with a disability (7.2 percent) was little changed in 2023, while the rate for those without a disability was unchanged over the year at 3.5 percent.

The data on people with a disability are collected as part of the Current Population Survey (CPS), a monthly sample survey of about 60,000 households that provides statistics on employment and unemployment in the United States. The collection of data on people with a disability is sponsored by the Department of Labor's Office of Disability Employment Policy. For more information, see the Technical Note in this news release.

Highlights from the 2023 data:

- Half of all people with a disability were age 65 and over, nearly three times larger than the share for those with no disability. (See table 1.)
- For all age groups, the employment-population ratio was much lower for people with a disability than for those with no disability. (See table 1.)
- Unemployment rates were much higher for people with a disability than for those with no disability across all educational attainment groups. (See table 1.)
- Workers with a disability were nearly twice as likely to work part time as workers with no disability. (See table 2.)
- Workers with a disability were more likely to be self-employed than those with no disability. (See table 4.)

Demographic characteristics

People with a disability accounted for about 13 percent of the population in 2023. Those with a disability tend to be older than people with no disability, reflecting the increased incidence of disability with age. In 2023, 50 percent of people with a disability were age 65 and over, compared with 18 percent of those with no disability. Overall, women were somewhat more likely to have a disability than men, partly reflecting the greater life expectancy of women. Among the major race and ethnicity groups, Blacks and Whites continued to have a higher prevalence of disability than Hispanics and Asians. (See table 1.)

Employment

In 2023, the employment-population ratio for people with a disability increased by 1.2 percentage points to 22.5 percent. The employment-population ratio for people with a disability in 2023 was the highest recorded ratio since comparable data were first collected in 2008. The ratio for those with no disability increased by 0.4 percentage point to 65.8 percent in 2023. The lower ratio among people with a disability reflects, in part, the older age profile of people with a disability; older workers are less likely to be employed regardless of disability status. However, across all age groups, people with a disability were much less likely to be employed than those with no disability. (See tables A and 1.)

In 2023, the employment-population ratio for people with a disability ages 16 to 64 rose by 2.3 percentage points to 37.1 percent, while the ratio for people without a disability in the same age range increased by 0.6 percentage point to 75.0 percent. Among people age 65 and over, the employment-population ratio for those with a disability was little different from the prior year (7.9 percent) and the ratio for those with no disability was unchanged (at 23.0 percent). (See table A.)

People with a disability were less likely to have completed a bachelor's degree or higher than those with no disability. Among both groups, those who had attained higher levels of education were more likely to be employed than were those with less education. In 2023, across all levels of education, people with a disability were much less likely to be employed than their counterparts with no disability. (Educational attainment data are presented for those age 25 and over.) (See table 1.)

Workers with a disability were more likely to be employed part time than were those with no disability. About 29 percent of those with a disability usually worked part time compared with about 16 percent of workers without a disability. About 3 percent of workers with a disability worked part time for economic reasons. These individuals were working part time because their hours had been cut back or because they were not able to find a full-time job. (See table 2.)

In 2023, people with a disability were more likely to work in service occupations than were those with no disability (19.4 percent compared with 16.1 percent). Workers with a disability were more likely than those with no disability to work in production, transportation, and material moving occupations (14.5 percent compared with 12.3 percent). People with a disability were also more likely to work in sales and office occupations than were their counterparts with no

disability (20.4 percent and 18.7 percent, respectively). People with a disability were much less likely to work in management, professional, and related occupations than were those without a disability (37.4 percent compared with 43.9 percent). (See table 3.)

A larger share of people with a disability were self-employed than were those with no disability in 2023 (8.4 percent versus 5.9 percent). Those with a disability were slightly more likely to be employed by the federal government than were their counterparts with no disability (3.2 percent and 2.5 percent, respectively), while the proportions of people employed by state and local governments were about the same regardless of disability status. In contrast, people with a disability (77.5 percent) were less likely to be employed as private wage and salary workers than were those with no disability (80.6 percent). (See table 4.)

Unemployment

The unemployment rate for people with a disability was 7.2 percent in 2023, about twice that of those with no disability (3.5 percent). (Unemployed people are those who did not have a job, were available for work, and were actively looking for a job in the 4 weeks preceding the survey.) The unemployment rate for people with a disability was little changed in 2023, while the rate for people without a disability was unchanged from the prior year. (See tables A and 1.)

In 2023, the unemployment rates were the same for men and women with a disability—7.2 percent. These rates were little different from a year earlier. Among people with a disability, the jobless rate for Blacks decreased by 2.1 percentage points to 10.2 percent in 2023, while the rates for Whites (6.7 percent), Asians (7.0 percent), and Hispanics (9.2 percent) were little changed over the year. (See table 1.)

Not in the labor force

People who are neither employed nor unemployed are considered not in the labor force. A large proportion of people with a disability—about three-fourths—were not in the labor force in 2023, compared with nearly one-third of those with no disability. In part, this too reflects the older age profile of people with a disability; people age 65 and over are much less likely to participate in the labor force than younger age groups. Across all age groups, however, people with a disability were more likely to be out of the labor force than those with no disability. (See table 1.)

For both people with and without a disability, the vast majority of those who were not in the labor force did not want a job. In 2023, 3 percent of those with a disability wanted a job, lower than the 6 percent of those without a disability. Among those who wanted a job, a subset is classified as marginally attached to the labor force. These individuals wanted and were available to work and had looked for a job sometime in the prior 12 months. They were not counted as unemployed because they had not searched for work in the 4 weeks preceding the survey. (People marginally attached to the labor force include discouraged workers.) About 1 percent of people with a disability were marginally attached to the labor force in 2023. (See table 5.)

Table A. Employment status of the civilian noninstitutional population by disability status and age, 2022 and 2023 annual averages

[Numbers in thousands]

Characteristic	2022			2023		
	Total, 16 years and over	16 to 64 years	65 years and over	Total, 16 years and over	16 to 64 years	65 years and over
PERSONS WITH A DISABILITY						
Civilian noninstitutional population.....	32,596	16,441	16,155	33,501	16,685	16,816
Civilian labor force.....	7,528	6,222	1,306	8,112	6,715	1,397
Participation rate.....	23.1	37.8	8.1	24.2	40.2	8.3
Employed.....	6,956	5,714	1,242	7,528	6,196	1,331
Employment-population ratio.....	21.3	34.8	7.7	22.5	37.1	7.9
Unemployed.....	572	508	64	585	519	66
Unemployment rate.....	7.6	8.2	4.9	7.2	7.7	4.7
Not in labor force.....	25,068	10,219	14,849	25,389	9,970	15,419
PERSONS WITH NO DISABILITY						
Civilian noninstitutional population.....	231,378	190,823	40,555	233,441	191,998	41,443
Civilian labor force.....	156,759	147,168	9,591	159,004	149,206	9,798
Participation rate.....	67.8	77.1	23.7	68.1	77.7	23.6
Employed.....	151,335	142,003	9,332	153,509	143,961	9,548
Employment-population ratio.....	65.4	74.4	23.0	65.8	75.0	23.0
Unemployed.....	5,424	5,165	259	5,495	5,245	250
Unemployment rate.....	3.5	3.5	2.7	3.5	3.5	2.6
Not in labor force.....	74,618	43,655	30,964	74,437	42,792	31,645

NOTE: Updated population controls are introduced annually with the release of January data.

Technical Note

The estimates in this release are based on annual average data obtained from the Current Population Survey (CPS). The CPS, which is conducted by the U.S. Census Bureau for the Bureau of Labor Statistics (BLS), is a monthly survey of about 60,000 eligible households that provides information on the labor force status, demographics, and other characteristics of the nation's civilian noninstitutional population age 16 and over.

Questions were added to the CPS in June 2008 to identify people with a disability in the civilian noninstitutional population age 16 and over. The addition of these questions allowed the BLS to begin releasing monthly labor force data from the CPS for people with a disability. The collection of these data is sponsored by the Department of Labor's Office of Disability Employment Policy.

If you are deaf, hard of hearing, or have a speech disability, please dial 7-1-1 to access telecommunications relay services.

Reliability of the estimates

Statistics based on the CPS are subject to both sampling and nonsampling error. When a sample, rather than the entire population, is surveyed, there is a chance that the sample estimates may differ from the true population values they represent. The component of this difference that occurs because samples differ by chance is known as *sampling error*, and its variability is measured by the standard error of the estimate. There is about a 90-percent chance, or level of confidence, that an estimate based on a sample will differ by no more than 1.6 standard errors from the true population value because of sampling error. BLS analyses are generally conducted at the 90-percent level of confidence.

The CPS data also are affected by *nonsampling error*. Nonsampling error can occur for many reasons, including the failure to sample a segment of the population, inability to obtain information for all respondents in the sample, inability or unwillingness of respondents to provide correct information, and errors made in the collection or processing of the data.

Additional information about the reliability of data from the CPS and estimating standard errors is available at www.bls.gov/cps/documentation.htm#reliability.

CPS estimates are controlled to population totals that are available by age, sex, race, and Hispanic ethnicity. These controls are developed by the Census Bureau and are based on complete population counts obtained in the decennial census. In the years between decennial censuses, they incorporate the latest information about population change (births, deaths, and net international migration). As part of its annual update of population estimates, the Census Bureau introduces adjustments to the total population controls. The updated controls typically have a negligible impact on unemployment rates and other ratios. The estimates of the population of people with a disability are not controlled to independent population totals of people with a disability because such data are not available. Without independent population totals, sample-based estimates are more apt to vary from one time period to the next. Information about population controls is available at www.bls.gov/cps/documentation.htm#pop.

Disability questions and concepts

The CPS uses a set of six questions to identify people with disabilities. In the CPS, people are classified as having a disability if there is a response of "yes" to any of these questions. The disability questions appear in the CPS in the following format:

This month we want to learn about people who have physical, mental, or emotional conditions that cause serious difficulty with their daily activities. Please answer for household members who are 15 years and over.

- Is anyone deaf or does anyone have serious difficulty hearing?
- Is anyone blind or does anyone have serious difficulty seeing even when wearing glasses?
- Because of a physical, mental, or emotional condition, does anyone have serious difficulty concentrating, remembering, or making decisions?
- Does anyone have serious difficulty walking or climbing stairs?
- Does anyone have difficulty dressing or bathing?

- Because of a physical, mental, or emotional condition, does anyone have difficulty doing errands alone such as visiting a doctor's office or shopping?

The CPS questions for identifying individuals with disabilities are only asked of household members who are age 15 and over. Each of the questions ask the respondent whether anyone in the household has the condition described, and if the respondent replies "yes," they are then asked to identify everyone in the household who has the condition. Labor force measures from the CPS are tabulated for people age 16 and over. More information on the disability questions and the limitations of the CPS disability data is available on the BLS website at www.bls.gov/cps/cpsdisability_faq.htm.

Other definitions

Other definitions used in this release are described briefly below. Additional information on the concepts and methodology of the CPS is available at www.bls.gov/cps/documentation.htm.

Employed. Employed people are all those who, during the survey reference week, (a) did any work at all as paid employees; (b) worked in their own business, profession, or on their own farm; or (c) worked 15 hours or more as unpaid workers in a family member's business. People who were temporarily absent from their jobs because of illness, bad weather, vacation, labor dispute, or another reason also are counted as employed.

Unemployed. Unemployed people are those who had no employment during the reference week, were available for work at that time, and had made specific efforts to find employment sometime during the 4-week period ending with the reference week. People who were waiting to be recalled to a job from which they had been laid off need not have been looking for work to be classified as unemployed.

Civilian labor force. The civilian labor force comprises all people classified as employed or unemployed.

Unemployment rate. The unemployment rate is the number unemployed as a percent of the labor force.

Not in the labor force. People not in the labor force include all those who are not classified as employed or unemployed. Information is collected on their desire for and availability to take a job at the time of the CPS interview, job search activity in the prior year, and reason for not looking in the 4-week period

ending with the reference week. This group includes individuals *marginally attached to the labor force*, defined as people not in the labor force who want and are available for a job and who have looked for work sometime in the past 12 months (or since the end of their last job if they held one within the past 12 months). They are not counted as unemployed because they had not actively searched for work in the prior 4 weeks. Within the marginally attached group are *discouraged workers*—people who are not currently looking for work because they believe there are no jobs available or there are none for which they would qualify. The *other persons marginally attached to the labor force* group includes people who want a job but had not looked for work in the past 4 weeks for reasons such as family responsibilities or transportation problems.

Part time for economic reasons. People classified as at work part time for economic reasons, a measure sometimes referred to as involuntary part time, are those who gave an economic reason for working 1 to 34 hours during the reference week. Economic reasons include slack work or unfavorable business conditions, inability to find full-time work, and seasonal declines in demand. Those who usually work part time must also indicate that they want and are available for full-time work to be classified as part time for economic reasons.

Occupation, industry, and class of worker. The occupation, industry, and class of worker classifications for the employed relate to the job held in the survey reference week. People with two or more jobs are classified in the job at which they worked the greatest number of hours. People are classified using the 2018 Census occupational and 2017 Census industry classification systems. The class-of-worker breakdown assigns workers to the following categories: private and government wage and salary workers, self-employed workers, and unpaid family workers. Wage and salary workers receive wages, salary, commissions, tips, or pay in kind from a private employer or from a government unit. Self-employed people are those who work for profit or fees in their own business, profession, trade, or farm. Only the unincorporated self-employed are included in the self-employed category. Self-employed people who respond that their businesses are incorporated are included among wage and salary workers. Unpaid family workers are people working without pay for 15 hours a week or more on a farm or in a business operated by a family member in their household.

Table 1. Employment status of the civilian noninstitutional population by disability status and selected characteristics, 2023 annual averages
[Numbers in thousands]

Characteristic	Civilian noninstitutional population	Civilian labor force						Not in labor force
		Total	Participation rate	Employed		Unemployed		
				Total	Percent of population	Total	Rate	
TOTAL								
Total, 16 years and over.....	266,942	167,116	62.6	161,037	60.3	6,080	3.6	99,826
Men.....	130,476	88,877	68.1	85,500	65.5	3,377	3.8	41,599
Women.....	136,466	78,239	57.3	75,537	55.4	2,702	3.5	58,227
PERSONS WITH A DISABILITY								
Total, 16 years and over.....	33,501	8,112	24.2	7,528	22.5	585	7.2	25,389
Men.....	15,687	4,186	26.7	3,884	24.8	302	7.2	11,501
Women.....	17,814	3,926	22.0	3,644	20.5	282	7.2	13,888
Age								
16 to 64 years.....	16,685	6,715	40.2	6,196	37.1	519	7.7	9,970
16 to 19 years.....	876	237	27.0	194	22.2	43	18.0	639
20 to 24 years.....	1,240	643	51.8	567	45.7	76	11.8	597
25 to 34 years.....	2,591	1,477	57.0	1,341	51.8	135	9.2	1,115
35 to 44 years.....	2,600	1,247	48.0	1,157	44.5	90	7.2	1,353
45 to 54 years.....	3,344	1,357	40.6	1,269	37.9	89	6.5	1,987
55 to 64 years.....	6,032	1,754	29.1	1,668	27.6	86	4.9	4,278
65 years and over.....	16,816	1,397	8.3	1,331	7.9	66	4.7	15,419
Race and Hispanic or Latino ethnicity								
White.....	26,296	6,412	24.4	5,984	22.8	428	6.7	19,883
Black or African American.....	4,634	1,079	23.3	969	20.9	110	10.2	3,555
Asian.....	1,120	207	18.5	193	17.2	15	7.0	912
Hispanic or Latino ethnicity.....	4,138	1,106	26.7	1,004	24.3	101	9.2	3,032
Educational attainment								
Total, 25 years and over.....	31,384	7,232	23.0	6,766	21.6	466	6.4	24,152
Less than a high school diploma.....	4,583	550	12.0	485	10.6	65	11.8	4,033
High school graduates, no college ¹	10,903	2,007	18.4	1,864	17.1	143	7.1	8,896
Some college or associate degree.....	8,818	2,354	26.7	2,203	25.0	151	6.4	6,463
Bachelor's degree and higher ²	7,080	2,321	32.8	2,214	31.3	107	4.6	4,759
PERSONS WITH NO DISABILITY								
Total, 16 years and over.....	233,441	159,004	68.1	153,509	65.8	5,495	3.5	74,437
Men.....	114,789	84,691	73.8	81,616	71.1	3,075	3.6	30,098
Women.....	118,652	74,313	62.6	71,893	60.6	2,420	3.3	44,339
Age								
16 to 64 years.....	191,998	149,206	77.7	143,961	75.0	5,245	3.5	42,792
16 to 19 years.....	16,347	6,123	37.5	5,453	33.4	671	11.0	10,224
20 to 24 years.....	20,876	15,126	72.5	14,158	67.8	967	6.4	5,750
25 to 34 years.....	41,936	35,826	85.4	34,496	82.3	1,330	3.7	6,110
35 to 44 years.....	40,854	35,183	86.1	34,242	83.8	941	2.7	5,670
45 to 54 years.....	36,615	31,450	85.9	30,717	83.9	733	2.3	5,166
55 to 64 years.....	35,370	25,497	72.1	24,894	70.4	603	2.4	9,873
65 years and over.....	41,443	9,798	23.6	9,548	23.0	250	2.6	31,645
Race and Hispanic or Latino ethnicity								
White.....	178,219	120,915	67.8	117,181	65.8	3,734	3.1	57,305
Black or African American.....	30,033	20,807	69.3	19,706	65.6	1,102	5.3	9,225
Asian.....	16,472	11,232	68.2	10,903	66.2	329	2.9	5,240
Hispanic or Latino ethnicity.....	43,394	30,712	70.8	29,339	67.6	1,374	4.5	12,682
Educational attainment								
Total, 25 years and over.....	196,219	137,755	70.2	133,898	68.2	3,857	2.8	58,463
Less than a high school diploma.....	14,897	8,631	57.9	8,184	54.9	446	5.2	6,267
High school graduates, no college ¹	52,516	33,921	64.6	32,665	62.2	1,256	3.7	18,595
Some college or associate degree.....	48,108	33,448	69.5	32,511	67.6	938	2.8	14,660
Bachelor's degree and higher ²	80,697	61,755	76.5	60,538	75.0	1,217	2.0	18,942

¹ Includes persons with a high school diploma or equivalent.

² Includes persons with bachelor's, master's, professional, and doctoral degrees.

NOTE: Estimates for the above race groups (White, Black or African American, and Asian) do not sum to totals because data are not presented for all races. Persons whose ethnicity is identified as Hispanic or Latino may be of any race.

Table 2. Employed full- and part-time workers by disability status and age, 2023 annual averages
[Numbers in thousands]

Disability status and age	Employed			At work part time for economic reasons ¹
	Total	Usually work full time	Usually work part time	
TOTAL				
16 years and over.....	161,037	134,056	26,981	4,069
16 to 64 years.....	150,157	127,282	22,876	3,873
65 years and over.....	10,879	6,774	4,105	196
Persons with a disability				
16 years and over.....	7,528	5,337	2,191	260
16 to 64 years.....	6,196	4,636	1,560	232
65 years and over.....	1,331	701	630	28
Persons with no disability				
16 years and over.....	153,509	128,719	24,790	3,810
16 to 64 years.....	143,961	122,646	21,315	3,641
65 years and over.....	9,548	6,073	3,475	168

¹ Refers to persons who, whether they usually work full or part time, worked 1 to 34 hours during the reference week for an economic reason such as slack work or unfavorable business conditions, inability to find full-time work, or seasonal declines in demand. Persons who usually work part time for an economic reason, but worked 35 hours or more during the reference week are excluded. Also excludes employed persons who were absent from their jobs for the entire reference week.

NOTE: Full time refers to persons who usually work 35 hours or more per week; part time refers to persons who usually work less than 35 hours per week.

Table 3. Employed persons by disability status, occupation, and sex, 2023 annual averages
[Percent distribution]

Occupation	Persons with a disability			Persons with no disability		
	Total	Men	Women	Total	Men	Women
Total employed (in thousands).....	7,528	3,884	3,644	153,509	81,616	71,893
Occupation as a percent of total employed						
Total employed.....	100.0	100.0	100.0	100.0	100.0	100.0
Management, professional, and related occupations.....	37.4	34.0	41.0	43.9	39.9	48.6
Management, business, and financial operations occupations.....	16.4	17.2	15.5	19.1	19.5	18.6
Management occupations.....	11.6	12.8	10.3	13.0	14.3	11.7
Business and financial operations occupations.....	4.8	4.4	5.2	6.0	5.2	7.0
Professional and related occupations.....	21.0	16.8	25.4	24.9	20.4	29.9
Computer and mathematical occupations.....	3.2	4.2	2.1	4.1	5.6	2.3
Architecture and engineering occupations.....	1.7	2.7	0.6	2.3	3.6	0.8
Life, physical, and social science occupations.....	1.1	1.0	1.2	1.2	1.1	1.2
Community and social service occupations.....	2.2	1.6	2.7	1.8	1.0	2.7
Legal occupations.....	1.1	1.0	1.1	1.2	1.1	1.3
Education, training, and library occupations.....	5.4	2.5	8.4	5.9	3.0	9.1
Arts, design, entertainment, sports, and media occupations.....	2.2	1.9	2.4	2.2	2.1	2.2
Healthcare practitioners and technical occupations.....	4.3	2.0	6.8	6.4	2.9	10.3
Service occupations.....	19.4	16.2	22.8	16.1	13.0	19.7
Healthcare support occupations.....	3.8	1.2	6.6	3.2	0.9	5.7
Protective service occupations.....	2.2	2.8	1.5	1.9	2.8	1.0
Food preparation and serving related occupations.....	5.8	4.7	6.9	5.1	4.4	5.8
Building and grounds cleaning and maintenance occupations.....	4.7	6.0	3.3	3.4	3.6	3.1
Personal care and service occupations.....	2.9	1.5	4.5	2.6	1.2	4.2
Sales and office occupations.....	20.4	14.4	26.7	18.7	13.9	24.2
Sales and related occupations.....	8.8	8.2	9.4	8.9	8.6	9.2
Office and administrative support occupations.....	11.6	6.3	17.2	9.8	5.3	14.9
Natural resources, construction, and maintenance occupations.....	8.3	15.1	1.1	8.9	15.8	1.1
Farming, fishing, and forestry occupations.....	0.5	0.8	0.3	0.6	0.8	0.4
Construction and extraction occupations.....	4.4	8.1	0.4	5.3	9.5	0.5
Installation, maintenance, and repair occupations.....	3.4	6.2	0.4	3.0	5.4	0.3
Production, transportation, and material moving occupations.....	14.5	20.3	8.4	12.3	17.4	6.5
Production occupations.....	5.6	7.4	3.6	5.1	6.8	3.3
Transportation and material moving occupations.....	8.9	12.8	4.8	7.2	10.7	3.2

Table 4. Employed persons by disability status, industry, class of worker, and sex, 2023 annual averages
[Percent distribution]

Industry and class of worker	Persons with a disability			Persons with no disability		
	Total	Men	Women	Total	Men	Women
Total employed (in thousands).....	7,528	3,884	3,644	153,509	81,616	71,893
Industry as a percent of total employed						
Total employed.....	100.0	100.0	100.0	100.0	100.0	100.0
Agriculture and related industries.....	1.9	2.7	1.1	1.4	1.8	0.9
Nonagricultural industries.....	98.1	97.3	98.9	98.6	98.2	99.1
Mining, quarrying, and oil and gas extraction.....	0.3	0.6	0.1	0.4	0.6	0.1
Construction.....	6.0	10.4	1.4	7.5	12.5	1.7
Manufacturing.....	9.1	12.3	5.6	9.7	12.9	6.1
Wholesale trade.....	1.7	2.2	1.3	2.0	2.6	1.4
Retail trade.....	13.0	12.7	13.3	10.1	10.0	10.3
Transportation and utilities.....	6.1	8.2	3.8	6.2	8.8	3.2
Information.....	1.6	1.8	1.3	1.9	2.2	1.5
Financial activities.....	5.5	5.2	5.8	6.9	6.3	7.5
Professional and business services.....	12.0	12.8	11.1	12.9	14.1	11.6
Education and health services.....	22.2	11.3	33.8	22.6	10.9	35.9
Leisure and hospitality.....	10.0	9.1	10.9	8.8	8.2	9.5
Other services.....	5.4	5.1	5.7	4.7	4.1	5.3
Public administration.....	5.2	5.7	4.7	4.9	5.0	4.9
Class of worker as a percent of total employed						
Total employed ¹	100.0	100.0	100.0	100.0	100.0	100.0
Wage and salary workers ²	91.5	89.8	93.4	94.0	93.3	94.9
Private industries.....	77.5	77.6	77.4	80.6	82.4	78.7
Government.....	14.0	12.2	16.1	13.4	10.9	16.2
Federal.....	3.2	3.6	2.8	2.5	2.6	2.4
State.....	4.7	3.8	5.8	4.6	3.4	6.0
Local.....	6.1	4.8	7.5	6.3	4.9	7.8
Self-employed workers, unincorporated.....	8.4	10.2	6.5	5.9	6.7	5.1

¹ Includes a small number of unpaid family workers, not shown separately.

² Includes self-employed workers whose businesses are incorporated.

Table 5. Persons not in the labor force by disability status, age, and sex, 2023 annual averages
[Numbers in thousands]

Category	Total, 16 years and over	16 to 64 years			Total, 65 years and over
		Total	Men	Women	
PERSONS WITH A DISABILITY					
Total not in the labor force.....	25,389	9,970	4,796	5,174	15,419
Persons who currently want a job.....	734	480	228	252	255
Marginally attached to the labor force ¹	184	136	61	75	48
Discouraged workers ²	31	22	12	10	9
Other persons marginally attached to the labor force ³	153	114	49	65	40
PERSONS WITH NO DISABILITY					
Total not in the labor force.....	74,437	42,792	16,518	26,274	31,645
Persons who currently want a job.....	4,596	4,038	1,925	2,113	558
Marginally attached to the labor force ¹	1,275	1,178	618	560	96
Discouraged workers ²	339	312	193	118	28
Other persons marginally attached to the labor force ³	935	867	425	442	68

¹ Data refer to persons who want a job, have searched for work during the prior 12 months, and were available to take a job during the reference week, but had not looked for work in the past 4 weeks.

² Includes those who did not actively look for work in the prior 4 weeks for reasons such as thinks no work available, could not find work, lacks schooling or training, employer thinks too young or old, and other types of discrimination.

³ Includes those who did not actively look for work in the prior 4 weeks for such reasons as school or family responsibilities, ill health, and transportation problems, as well as a number for whom reason for nonparticipation was not determined.

ALTW F403C : INDEPENDENCE SKILLS

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Adaptive Learning: Transition to Work (ALTW)

Course Number

F403C

Department

Adaptive Learning (A L)

Division

Student Resource and Support Programs (1SR)

Units

0

Course Title

INDEPENDENCE SKILLS

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

24

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation**Total Contact Hours**

24

Total Student Learning Hours

24

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

Students with disabilities often need ongoing academic support and may need to repeat this course to continue to learn the academic skills they need to be successful.

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

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:

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:

Workforce/CTE

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

Per attachment, in 2023, 22.5% of people with a disability were employed. Further, the unemployment rate for people with a disability is more than double that of those without a disability. Courses in the TTW program aim to provide a stable, eager, and willing workforce with the tools and skills needed to achieve their employment goals.

Attach evidence

disabl.pdf

Need/Justification

This course assists students with disabilities and veteran students to be successful in school by having one-on-one instruction and group work in developing student success skills and knowledge about the community college system.

Course Description

This capstone course brings together the skills developed in ALTW 403A and 403B, focusing on fostering personal autonomy and preparing students for life beyond the classroom. Through instruction in self-advocacy, goal-setting, and navigating complex social interactions, students will strengthen their ability to tackle real-world challenges with confidence. Emphasis is placed on problem-solving, resource management, and developing strategies for maintaining independence in both personal and professional settings. This

course empowers students not just to succeed in college, but to thrive in their careers and communities.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Advocate for their needs in personal, academic, workplace, and community settings.
2. Develop and implement personalized strategies for setting and achieving long-term goals.
3. Navigate complex social interactions, including professional communication, conflict resolution, and relationship management.
4. Identify and utilize community resources and support networks to maintain independence.
5. Build sustainable routines for managing personal responsibilities, including health, time management, and household tasks.
6. Apply problem-solving strategies to address unexpected challenges and transitions in daily life.

Course Content

1. Self-advocacy in personal, academic, workplace, and community settings
 1. Communicating needs effectively
 1. Identifying personal needs and rights in different environments
 2. Practicing clear and assertive communication
 2. Self-advocacy in education and the workplace
 1. Requesting accommodations and supports
 2. Understanding workplace expectations and policies
 3. Engaging with community resources
 1. Finding and accessing public services (transportation, healthcare, housing)
 2. Understanding when and how to seek assistance
2. Goal-setting and long-term planning
 1. Identifying personal and professional goals
 1. Creating realistic, meaningful goals
 2. Recognizing potential barriers and developing solutions
 2. Strategies for achieving goals
 1. Using structured goal-setting frameworks (e.g., SMART goals)
 2. Breaking down long-term goals into actionable steps
 3. Maintaining motivation and adjusting plans
 1. Tracking progress and celebrating milestones

2. Adapting goals as circumstances change
3. Navigating complex social interactions
 1. Professional communication skills
 1. Email etiquette and workplace interactions
 2. Making a positive impression in interviews and networking
 2. Conflict resolution and relationship management
 1. Understanding different perspectives and managing emotions
 2. Practicing de-escalation and problem-solving strategies
 3. Social boundaries and independence
 1. Balancing friendships, work relationships, and personal space
 2. Recognizing and responding to unhealthy or toxic relationships
4. Using community resources and building support networks
 1. Identifying available community supports
 1. Finding and utilizing disability services, career centers, and advocacy organizations
 2. Understanding legal rights and protections (ADA, housing rights, workplace accommodations)
 2. Developing a personal support system
 1. Recognizing the importance of mentorship and peer networks
 2. Strategies for asking for and accepting help when needed
5. Building sustainable routines for independent living
 1. Managing health and wellness
 1. Strategies for maintaining physical and mental well-being
 2. Accessing healthcare and understanding self-care needs
 2. Time management for independent life
 1. Creating daily and weekly schedules for personal and work responsibilities
 2. Avoiding burnout and balancing obligations
 3. Household management and daily living tasks
 1. Basic home organization and maintenance skills
 2. Meal planning, grocery shopping, and personal finance basics
6. Problem-solving for life's unexpected challenges
 1. Adapting to change and handling transitions
 1. Recognizing and preparing for life changes (new jobs, moves, major decisions)
 2. Coping strategies for stress and uncertainty
 2. Crisis management and decision-making under pressure
 1. Steps to take in emergencies (lost job, medical issues, unexpected bills)
 2. Knowing when and how to seek assistance
 3. Learning from setbacks
 1. Developing resilience and growth mindset strategies
 2. Evaluating past challenges and adjusting approaches for future success

Lab Content

Not applicable.

Special Facilities and/or Equipment

Accessible classroom or internet access with Zoom-capable computer, monitor and speakers.

Methods of Evaluation

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

Class participation

Methods of Instruction

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

Individualized instruction

Work in groups

Other Materials

No course materials.

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

Not applicable.

Authorized Discipline(s):

Developmental Disabilities: Disabled Students Programs and Services OR Specialized Instruction (Disabled Student Programs and Services): Vocational Noncredit OR Specialized Instruction (Disabled Student Programs and Services): Noncredit

Faculty Service Area (FSA Code)

DEVELOPMENTAL DISABILITIES

Taxonomy of Program Code (TOP Code)

4930.30 - Learning 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:

2/11/25 - Equity is embedded in this course by ensuring that neurodivergent students, particularly disabled students of color, gain access to the executive functioning skills often presumed rather than explicitly taught in academic and professional settings. By integrating Universal Design for Learning (UDL) principles, the course offers multiple means of engagement, representation, and expression, allowing students to develop self-regulation and problem-solving strategies in ways that align with their strengths. Additionally, assistive technology and culturally responsive examples support diverse learning needs, while a strengths-based, trauma-informed approach fosters self-advocacy and empowerment. This

ensures that all students, regardless of background, have the tools to navigate education, employment, and independent adulthood successfully.

Articulation Office Only

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

30

Load

.031



For release 10:00 a.m. (ET) Thursday, February 22, 2024

USDL-24-0349

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PERSONS WITH A DISABILITY: LABOR FORCE CHARACTERISTICS — 2023

In 2023, 22.5 percent of people with a disability were employed—the highest recorded ratio since comparable data were first collected in 2008. This rate increased by 1.2 percentage points from the prior year, the U.S. Bureau of Labor Statistics reported today. Similarly, the employment-population ratio for those without a disability, at 65.8 percent, increased by 0.4 percentage point in 2023. The unemployment rate for people with a disability (7.2 percent) was little changed in 2023, while the rate for those without a disability was unchanged over the year at 3.5 percent.

The data on people with a disability are collected as part of the Current Population Survey (CPS), a monthly sample survey of about 60,000 households that provides statistics on employment and unemployment in the United States. The collection of data on people with a disability is sponsored by the Department of Labor's Office of Disability Employment Policy. For more information, see the Technical Note in this news release.

Highlights from the 2023 data:

- Half of all people with a disability were age 65 and over, nearly three times larger than the share for those with no disability. (See table 1.)
- For all age groups, the employment-population ratio was much lower for people with a disability than for those with no disability. (See table 1.)
- Unemployment rates were much higher for people with a disability than for those with no disability across all educational attainment groups. (See table 1.)
- Workers with a disability were nearly twice as likely to work part time as workers with no disability. (See table 2.)
- Workers with a disability were more likely to be self-employed than those with no disability. (See table 4.)

Demographic characteristics

People with a disability accounted for about 13 percent of the population in 2023. Those with a disability tend to be older than people with no disability, reflecting the increased incidence of disability with age. In 2023, 50 percent of people with a disability were age 65 and over, compared with 18 percent of those with no disability. Overall, women were somewhat more likely to have a disability than men, partly reflecting the greater life expectancy of women. Among the major race and ethnicity groups, Blacks and Whites continued to have a higher prevalence of disability than Hispanics and Asians. (See table 1.)

Employment

In 2023, the employment-population ratio for people with a disability increased by 1.2 percentage points to 22.5 percent. The employment-population ratio for people with a disability in 2023 was the highest recorded ratio since comparable data were first collected in 2008. The ratio for those with no disability increased by 0.4 percentage point to 65.8 percent in 2023. The lower ratio among people with a disability reflects, in part, the older age profile of people with a disability; older workers are less likely to be employed regardless of disability status. However, across all age groups, people with a disability were much less likely to be employed than those with no disability. (See tables A and 1.)

In 2023, the employment-population ratio for people with a disability ages 16 to 64 rose by 2.3 percentage points to 37.1 percent, while the ratio for people without a disability in the same age range increased by 0.6 percentage point to 75.0 percent. Among people age 65 and over, the employment-population ratio for those with a disability was little different from the prior year (7.9 percent) and the ratio for those with no disability was unchanged (at 23.0 percent). (See table A.)

People with a disability were less likely to have completed a bachelor's degree or higher than those with no disability. Among both groups, those who had attained higher levels of education were more likely to be employed than were those with less education. In 2023, across all levels of education, people with a disability were much less likely to be employed than their counterparts with no disability. (Educational attainment data are presented for those age 25 and over.) (See table 1.)

Workers with a disability were more likely to be employed part time than were those with no disability. About 29 percent of those with a disability usually worked part time compared with about 16 percent of workers without a disability. About 3 percent of workers with a disability worked part time for economic reasons. These individuals were working part time because their hours had been cut back or because they were not able to find a full-time job. (See table 2.)

In 2023, people with a disability were more likely to work in service occupations than were those with no disability (19.4 percent compared with 16.1 percent). Workers with a disability were more likely than those with no disability to work in production, transportation, and material moving occupations (14.5 percent compared with 12.3 percent). People with a disability were also more likely to work in sales and office occupations than were their counterparts with no

disability (20.4 percent and 18.7 percent, respectively). People with a disability were much less likely to work in management, professional, and related occupations than were those without a disability (37.4 percent compared with 43.9 percent). (See table 3.)

A larger share of people with a disability were self-employed than were those with no disability in 2023 (8.4 percent versus 5.9 percent). Those with a disability were slightly more likely to be employed by the federal government than were their counterparts with no disability (3.2 percent and 2.5 percent, respectively), while the proportions of people employed by state and local governments were about the same regardless of disability status. In contrast, people with a disability (77.5 percent) were less likely to be employed as private wage and salary workers than were those with no disability (80.6 percent). (See table 4.)

Unemployment

The unemployment rate for people with a disability was 7.2 percent in 2023, about twice that of those with no disability (3.5 percent). (Unemployed people are those who did not have a job, were available for work, and were actively looking for a job in the 4 weeks preceding the survey.) The unemployment rate for people with a disability was little changed in 2023, while the rate for people without a disability was unchanged from the prior year. (See tables A and 1.)

In 2023, the unemployment rates were the same for men and women with a disability—7.2 percent. These rates were little different from a year earlier. Among people with a disability, the jobless rate for Blacks decreased by 2.1 percentage points to 10.2 percent in 2023, while the rates for Whites (6.7 percent), Asians (7.0 percent), and Hispanics (9.2 percent) were little changed over the year. (See table 1.)

Not in the labor force

People who are neither employed nor unemployed are considered not in the labor force. A large proportion of people with a disability—about three-fourths—were not in the labor force in 2023, compared with nearly one-third of those with no disability. In part, this too reflects the older age profile of people with a disability; people age 65 and over are much less likely to participate in the labor force than younger age groups. Across all age groups, however, people with a disability were more likely to be out of the labor force than those with no disability. (See table 1.)

For both people with and without a disability, the vast majority of those who were not in the labor force did not want a job. In 2023, 3 percent of those with a disability wanted a job, lower than the 6 percent of those without a disability. Among those who wanted a job, a subset is classified as marginally attached to the labor force. These individuals wanted and were available to work and had looked for a job sometime in the prior 12 months. They were not counted as unemployed because they had not searched for work in the 4 weeks preceding the survey. (People marginally attached to the labor force include discouraged workers.) About 1 percent of people with a disability were marginally attached to the labor force in 2023. (See table 5.)

Table A. Employment status of the civilian noninstitutional population by disability status and age, 2022 and 2023 annual averages

[Numbers in thousands]

Characteristic	2022			2023		
	Total, 16 years and over	16 to 64 years	65 years and over	Total, 16 years and over	16 to 64 years	65 years and over
PERSONS WITH A DISABILITY						
Civilian noninstitutional population.....	32,596	16,441	16,155	33,501	16,685	16,816
Civilian labor force.....	7,528	6,222	1,306	8,112	6,715	1,397
Participation rate.....	23.1	37.8	8.1	24.2	40.2	8.3
Employed.....	6,956	5,714	1,242	7,528	6,196	1,331
Employment-population ratio.....	21.3	34.8	7.7	22.5	37.1	7.9
Unemployed.....	572	508	64	585	519	66
Unemployment rate.....	7.6	8.2	4.9	7.2	7.7	4.7
Not in labor force.....	25,068	10,219	14,849	25,389	9,970	15,419
PERSONS WITH NO DISABILITY						
Civilian noninstitutional population.....	231,378	190,823	40,555	233,441	191,998	41,443
Civilian labor force.....	156,759	147,168	9,591	159,004	149,206	9,798
Participation rate.....	67.8	77.1	23.7	68.1	77.7	23.6
Employed.....	151,335	142,003	9,332	153,509	143,961	9,548
Employment-population ratio.....	65.4	74.4	23.0	65.8	75.0	23.0
Unemployed.....	5,424	5,165	259	5,495	5,245	250
Unemployment rate.....	3.5	3.5	2.7	3.5	3.5	2.6
Not in labor force.....	74,618	43,655	30,964	74,437	42,792	31,645

NOTE: Updated population controls are introduced annually with the release of January data.

Technical Note

The estimates in this release are based on annual average data obtained from the Current Population Survey (CPS). The CPS, which is conducted by the U.S. Census Bureau for the Bureau of Labor Statistics (BLS), is a monthly survey of about 60,000 eligible households that provides information on the labor force status, demographics, and other characteristics of the nation's civilian noninstitutional population age 16 and over.

Questions were added to the CPS in June 2008 to identify people with a disability in the civilian noninstitutional population age 16 and over. The addition of these questions allowed the BLS to begin releasing monthly labor force data from the CPS for people with a disability. The collection of these data is sponsored by the Department of Labor's Office of Disability Employment Policy.

If you are deaf, hard of hearing, or have a speech disability, please dial 7-1-1 to access telecommunications relay services.

Reliability of the estimates

Statistics based on the CPS are subject to both sampling and nonsampling error. When a sample, rather than the entire population, is surveyed, there is a chance that the sample estimates may differ from the true population values they represent. The component of this difference that occurs because samples differ by chance is known as *sampling error*, and its variability is measured by the standard error of the estimate. There is about a 90-percent chance, or level of confidence, that an estimate based on a sample will differ by no more than 1.6 standard errors from the true population value because of sampling error. BLS analyses are generally conducted at the 90-percent level of confidence.

The CPS data also are affected by *nonsampling error*. Nonsampling error can occur for many reasons, including the failure to sample a segment of the population, inability to obtain information for all respondents in the sample, inability or unwillingness of respondents to provide correct information, and errors made in the collection or processing of the data.

Additional information about the reliability of data from the CPS and estimating standard errors is available at www.bls.gov/cps/documentation.htm#reliability.

CPS estimates are controlled to population totals that are available by age, sex, race, and Hispanic ethnicity. These controls are developed by the Census Bureau and are based on complete population counts obtained in the decennial census. In the years between decennial censuses, they incorporate the latest information about population change (births, deaths, and net international migration). As part of its annual update of population estimates, the Census Bureau introduces adjustments to the total population controls. The updated controls typically have a negligible impact on unemployment rates and other ratios. The estimates of the population of people with a disability are not controlled to independent population totals of people with a disability because such data are not available. Without independent population totals, sample-based estimates are more apt to vary from one time period to the next. Information about population controls is available at www.bls.gov/cps/documentation.htm#pop.

Disability questions and concepts

The CPS uses a set of six questions to identify people with disabilities. In the CPS, people are classified as having a disability if there is a response of "yes" to any of these questions. The disability questions appear in the CPS in the following format:

This month we want to learn about people who have physical, mental, or emotional conditions that cause serious difficulty with their daily activities. Please answer for household members who are 15 years and over.

- Is anyone deaf or does anyone have serious difficulty hearing?
- Is anyone blind or does anyone have serious difficulty seeing even when wearing glasses?
- Because of a physical, mental, or emotional condition, does anyone have serious difficulty concentrating, remembering, or making decisions?
- Does anyone have serious difficulty walking or climbing stairs?
- Does anyone have difficulty dressing or bathing?

- Because of a physical, mental, or emotional condition, does anyone have difficulty doing errands alone such as visiting a doctor's office or shopping?

The CPS questions for identifying individuals with disabilities are only asked of household members who are age 15 and over. Each of the questions ask the respondent whether anyone in the household has the condition described, and if the respondent replies "yes," they are then asked to identify everyone in the household who has the condition. Labor force measures from the CPS are tabulated for people age 16 and over. More information on the disability questions and the limitations of the CPS disability data is available on the BLS website at www.bls.gov/cps/cpsdisability_faq.htm.

Other definitions

Other definitions used in this release are described briefly below. Additional information on the concepts and methodology of the CPS is available at www.bls.gov/cps/documentation.htm.

Employed. Employed people are all those who, during the survey reference week, (a) did any work at all as paid employees; (b) worked in their own business, profession, or on their own farm; or (c) worked 15 hours or more as unpaid workers in a family member's business. People who were temporarily absent from their jobs because of illness, bad weather, vacation, labor dispute, or another reason also are counted as employed.

Unemployed. Unemployed people are those who had no employment during the reference week, were available for work at that time, and had made specific efforts to find employment sometime during the 4-week period ending with the reference week. People who were waiting to be recalled to a job from which they had been laid off need not have been looking for work to be classified as unemployed.

Civilian labor force. The civilian labor force comprises all people classified as employed or unemployed.

Unemployment rate. The unemployment rate is the number unemployed as a percent of the labor force.

Not in the labor force. People not in the labor force include all those who are not classified as employed or unemployed. Information is collected on their desire for and availability to take a job at the time of the CPS interview, job search activity in the prior year, and reason for not looking in the 4-week period

ending with the reference week. This group includes individuals *marginally attached to the labor force*, defined as people not in the labor force who want and are available for a job and who have looked for work sometime in the past 12 months (or since the end of their last job if they held one within the past 12 months). They are not counted as unemployed because they had not actively searched for work in the prior 4 weeks. Within the marginally attached group are *discouraged workers*—people who are not currently looking for work because they believe there are no jobs available or there are none for which they would qualify. The *other persons marginally attached to the labor force* group includes people who want a job but had not looked for work in the past 4 weeks for reasons such as family responsibilities or transportation problems.

Part time for economic reasons. People classified as at work part time for economic reasons, a measure sometimes referred to as involuntary part time, are those who gave an economic reason for working 1 to 34 hours during the reference week. Economic reasons include slack work or unfavorable business conditions, inability to find full-time work, and seasonal declines in demand. Those who usually work part time must also indicate that they want and are available for full-time work to be classified as part time for economic reasons.

Occupation, industry, and class of worker. The occupation, industry, and class of worker classifications for the employed relate to the job held in the survey reference week. People with two or more jobs are classified in the job at which they worked the greatest number of hours. People are classified using the 2018 Census occupational and 2017 Census industry classification systems. The class-of-worker breakdown assigns workers to the following categories: private and government wage and salary workers, self-employed workers, and unpaid family workers. Wage and salary workers receive wages, salary, commissions, tips, or pay in kind from a private employer or from a government unit. Self-employed people are those who work for profit or fees in their own business, profession, trade, or farm. Only the unincorporated self-employed are included in the self-employed category. Self-employed people who respond that their businesses are incorporated are included among wage and salary workers. Unpaid family workers are people working without pay for 15 hours a week or more on a farm or in a business operated by a family member in their household.

Table 1. Employment status of the civilian noninstitutional population by disability status and selected characteristics, 2023 annual averages
[Numbers in thousands]

Characteristic	Civilian noninstitutional population	Civilian labor force						Not in labor force
		Total	Participation rate	Employed		Unemployed		
				Total	Percent of population	Total	Rate	
TOTAL								
Total, 16 years and over.....	266,942	167,116	62.6	161,037	60.3	6,080	3.6	99,826
Men.....	130,476	88,877	68.1	85,500	65.5	3,377	3.8	41,599
Women.....	136,466	78,239	57.3	75,537	55.4	2,702	3.5	58,227
PERSONS WITH A DISABILITY								
Total, 16 years and over.....	33,501	8,112	24.2	7,528	22.5	585	7.2	25,389
Men.....	15,687	4,186	26.7	3,884	24.8	302	7.2	11,501
Women.....	17,814	3,926	22.0	3,644	20.5	282	7.2	13,888
Age								
16 to 64 years.....	16,685	6,715	40.2	6,196	37.1	519	7.7	9,970
16 to 19 years.....	876	237	27.0	194	22.2	43	18.0	639
20 to 24 years.....	1,240	643	51.8	567	45.7	76	11.8	597
25 to 34 years.....	2,591	1,477	57.0	1,341	51.8	135	9.2	1,115
35 to 44 years.....	2,600	1,247	48.0	1,157	44.5	90	7.2	1,353
45 to 54 years.....	3,344	1,357	40.6	1,269	37.9	89	6.5	1,987
55 to 64 years.....	6,032	1,754	29.1	1,668	27.6	86	4.9	4,278
65 years and over.....	16,816	1,397	8.3	1,331	7.9	66	4.7	15,419
Race and Hispanic or Latino ethnicity								
White.....	26,296	6,412	24.4	5,984	22.8	428	6.7	19,883
Black or African American.....	4,634	1,079	23.3	969	20.9	110	10.2	3,555
Asian.....	1,120	207	18.5	193	17.2	15	7.0	912
Hispanic or Latino ethnicity.....	4,138	1,106	26.7	1,004	24.3	101	9.2	3,032
Educational attainment								
Total, 25 years and over.....	31,384	7,232	23.0	6,766	21.6	466	6.4	24,152
Less than a high school diploma.....	4,583	550	12.0	485	10.6	65	11.8	4,033
High school graduates, no college ¹	10,903	2,007	18.4	1,864	17.1	143	7.1	8,896
Some college or associate degree.....	8,818	2,354	26.7	2,203	25.0	151	6.4	6,463
Bachelor's degree and higher ²	7,080	2,321	32.8	2,214	31.3	107	4.6	4,759
PERSONS WITH NO DISABILITY								
Total, 16 years and over.....	233,441	159,004	68.1	153,509	65.8	5,495	3.5	74,437
Men.....	114,789	84,691	73.8	81,616	71.1	3,075	3.6	30,098
Women.....	118,652	74,313	62.6	71,893	60.6	2,420	3.3	44,339
Age								
16 to 64 years.....	191,998	149,206	77.7	143,961	75.0	5,245	3.5	42,792
16 to 19 years.....	16,347	6,123	37.5	5,453	33.4	671	11.0	10,224
20 to 24 years.....	20,876	15,126	72.5	14,158	67.8	967	6.4	5,750
25 to 34 years.....	41,936	35,826	85.4	34,496	82.3	1,330	3.7	6,110
35 to 44 years.....	40,854	35,183	86.1	34,242	83.8	941	2.7	5,670
45 to 54 years.....	36,615	31,450	85.9	30,717	83.9	733	2.3	5,166
55 to 64 years.....	35,370	25,497	72.1	24,894	70.4	603	2.4	9,873
65 years and over.....	41,443	9,798	23.6	9,548	23.0	250	2.6	31,645
Race and Hispanic or Latino ethnicity								
White.....	178,219	120,915	67.8	117,181	65.8	3,734	3.1	57,305
Black or African American.....	30,033	20,807	69.3	19,706	65.6	1,102	5.3	9,225
Asian.....	16,472	11,232	68.2	10,903	66.2	329	2.9	5,240
Hispanic or Latino ethnicity.....	43,394	30,712	70.8	29,339	67.6	1,374	4.5	12,682
Educational attainment								
Total, 25 years and over.....	196,219	137,755	70.2	133,898	68.2	3,857	2.8	58,463
Less than a high school diploma.....	14,897	8,631	57.9	8,184	54.9	446	5.2	6,267
High school graduates, no college ¹	52,516	33,921	64.6	32,665	62.2	1,256	3.7	18,595
Some college or associate degree.....	48,108	33,448	69.5	32,511	67.6	938	2.8	14,660
Bachelor's degree and higher ²	80,697	61,755	76.5	60,538	75.0	1,217	2.0	18,942

¹ Includes persons with a high school diploma or equivalent.

² Includes persons with bachelor's, master's, professional, and doctoral degrees.

NOTE: Estimates for the above race groups (White, Black or African American, and Asian) do not sum to totals because data are not presented for all races. Persons whose ethnicity is identified as Hispanic or Latino may be of any race.

Table 2. Employed full- and part-time workers by disability status and age, 2023 annual averages
[Numbers in thousands]

Disability status and age	Employed			At work part time for economic reasons ¹
	Total	Usually work full time	Usually work part time	
TOTAL				
16 years and over.....	161,037	134,056	26,981	4,069
16 to 64 years.....	150,157	127,282	22,876	3,873
65 years and over.....	10,879	6,774	4,105	196
Persons with a disability				
16 years and over.....	7,528	5,337	2,191	260
16 to 64 years.....	6,196	4,636	1,560	232
65 years and over.....	1,331	701	630	28
Persons with no disability				
16 years and over.....	153,509	128,719	24,790	3,810
16 to 64 years.....	143,961	122,646	21,315	3,641
65 years and over.....	9,548	6,073	3,475	168

¹ Refers to persons who, whether they usually work full or part time, worked 1 to 34 hours during the reference week for an economic reason such as slack work or unfavorable business conditions, inability to find full-time work, or seasonal declines in demand. Persons who usually work part time for an economic reason, but worked 35 hours or more during the reference week are excluded. Also excludes employed persons who were absent from their jobs for the entire reference week.

NOTE: Full time refers to persons who usually work 35 hours or more per week; part time refers to persons who usually work less than 35 hours per week.

Table 3. Employed persons by disability status, occupation, and sex, 2023 annual averages
[Percent distribution]

Occupation	Persons with a disability			Persons with no disability		
	Total	Men	Women	Total	Men	Women
Total employed (in thousands).....	7,528	3,884	3,644	153,509	81,616	71,893
Occupation as a percent of total employed						
Total employed.....	100.0	100.0	100.0	100.0	100.0	100.0
Management, professional, and related occupations.....	37.4	34.0	41.0	43.9	39.9	48.6
Management, business, and financial operations occupations.....	16.4	17.2	15.5	19.1	19.5	18.6
Management occupations.....	11.6	12.8	10.3	13.0	14.3	11.7
Business and financial operations occupations.....	4.8	4.4	5.2	6.0	5.2	7.0
Professional and related occupations.....	21.0	16.8	25.4	24.9	20.4	29.9
Computer and mathematical occupations.....	3.2	4.2	2.1	4.1	5.6	2.3
Architecture and engineering occupations.....	1.7	2.7	0.6	2.3	3.6	0.8
Life, physical, and social science occupations.....	1.1	1.0	1.2	1.2	1.1	1.2
Community and social service occupations.....	2.2	1.6	2.7	1.8	1.0	2.7
Legal occupations.....	1.1	1.0	1.1	1.2	1.1	1.3
Education, training, and library occupations.....	5.4	2.5	8.4	5.9	3.0	9.1
Arts, design, entertainment, sports, and media occupations.....	2.2	1.9	2.4	2.2	2.1	2.2
Healthcare practitioners and technical occupations.....	4.3	2.0	6.8	6.4	2.9	10.3
Service occupations.....	19.4	16.2	22.8	16.1	13.0	19.7
Healthcare support occupations.....	3.8	1.2	6.6	3.2	0.9	5.7
Protective service occupations.....	2.2	2.8	1.5	1.9	2.8	1.0
Food preparation and serving related occupations.....	5.8	4.7	6.9	5.1	4.4	5.8
Building and grounds cleaning and maintenance occupations.....	4.7	6.0	3.3	3.4	3.6	3.1
Personal care and service occupations.....	2.9	1.5	4.5	2.6	1.2	4.2
Sales and office occupations.....	20.4	14.4	26.7	18.7	13.9	24.2
Sales and related occupations.....	8.8	8.2	9.4	8.9	8.6	9.2
Office and administrative support occupations.....	11.6	6.3	17.2	9.8	5.3	14.9
Natural resources, construction, and maintenance occupations.....	8.3	15.1	1.1	8.9	15.8	1.1
Farming, fishing, and forestry occupations.....	0.5	0.8	0.3	0.6	0.8	0.4
Construction and extraction occupations.....	4.4	8.1	0.4	5.3	9.5	0.5
Installation, maintenance, and repair occupations.....	3.4	6.2	0.4	3.0	5.4	0.3
Production, transportation, and material moving occupations.....	14.5	20.3	8.4	12.3	17.4	6.5
Production occupations.....	5.6	7.4	3.6	5.1	6.8	3.3
Transportation and material moving occupations.....	8.9	12.8	4.8	7.2	10.7	3.2

Table 4. Employed persons by disability status, industry, class of worker, and sex, 2023 annual averages
[Percent distribution]

Industry and class of worker	Persons with a disability			Persons with no disability		
	Total	Men	Women	Total	Men	Women
Total employed (in thousands).....	7,528	3,884	3,644	153,509	81,616	71,893
Industry as a percent of total employed						
Total employed.....	100.0	100.0	100.0	100.0	100.0	100.0
Agriculture and related industries.....	1.9	2.7	1.1	1.4	1.8	0.9
Nonagricultural industries.....	98.1	97.3	98.9	98.6	98.2	99.1
Mining, quarrying, and oil and gas extraction.....	0.3	0.6	0.1	0.4	0.6	0.1
Construction.....	6.0	10.4	1.4	7.5	12.5	1.7
Manufacturing.....	9.1	12.3	5.6	9.7	12.9	6.1
Wholesale trade.....	1.7	2.2	1.3	2.0	2.6	1.4
Retail trade.....	13.0	12.7	13.3	10.1	10.0	10.3
Transportation and utilities.....	6.1	8.2	3.8	6.2	8.8	3.2
Information.....	1.6	1.8	1.3	1.9	2.2	1.5
Financial activities.....	5.5	5.2	5.8	6.9	6.3	7.5
Professional and business services.....	12.0	12.8	11.1	12.9	14.1	11.6
Education and health services.....	22.2	11.3	33.8	22.6	10.9	35.9
Leisure and hospitality.....	10.0	9.1	10.9	8.8	8.2	9.5
Other services.....	5.4	5.1	5.7	4.7	4.1	5.3
Public administration.....	5.2	5.7	4.7	4.9	5.0	4.9
Class of worker as a percent of total employed						
Total employed ¹	100.0	100.0	100.0	100.0	100.0	100.0
Wage and salary workers ²	91.5	89.8	93.4	94.0	93.3	94.9
Private industries.....	77.5	77.6	77.4	80.6	82.4	78.7
Government.....	14.0	12.2	16.1	13.4	10.9	16.2
Federal.....	3.2	3.6	2.8	2.5	2.6	2.4
State.....	4.7	3.8	5.8	4.6	3.4	6.0
Local.....	6.1	4.8	7.5	6.3	4.9	7.8
Self-employed workers, unincorporated.....	8.4	10.2	6.5	5.9	6.7	5.1

¹ Includes a small number of unpaid family workers, not shown separately.

² Includes self-employed workers whose businesses are incorporated.

Table 5. Persons not in the labor force by disability status, age, and sex, 2023 annual averages
[Numbers in thousands]

Category	Total, 16 years and over	16 to 64 years			Total, 65 years and over
		Total	Men	Women	
PERSONS WITH A DISABILITY					
Total not in the labor force.....	25,389	9,970	4,796	5,174	15,419
Persons who currently want a job.....	734	480	228	252	255
Marginally attached to the labor force ¹	184	136	61	75	48
Discouraged workers ²	31	22	12	10	9
Other persons marginally attached to the labor force ³	153	114	49	65	40
PERSONS WITH NO DISABILITY					
Total not in the labor force.....	74,437	42,792	16,518	26,274	31,645
Persons who currently want a job.....	4,596	4,038	1,925	2,113	558
Marginally attached to the labor force ¹	1,275	1,178	618	560	96
Discouraged workers ²	339	312	193	118	28
Other persons marginally attached to the labor force ³	935	867	425	442	68

¹ Data refer to persons who want a job, have searched for work during the prior 12 months, and were available to take a job during the reference week, but had not looked for work in the past 4 weeks.

² Includes those who did not actively look for work in the prior 4 weeks for reasons such as thinks no work available, could not find work, lacks schooling or training, employer thinks too young or old, and other types of discrimination.

³ Includes those who did not actively look for work in the prior 4 weeks for such reasons as school or family responsibilities, ill health, and transportation problems, as well as a number for whom reason for nonparticipation was not determined.

LINC F477A : DESIGN THINKING PROCESS NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Learning in New Media Classrooms (LINC)

Course Number

F477A

Department

Learning in New Media Classrooms (LINC)

Division

Business and Social Sciences (1SS)

Units

0

Course Title

DESIGN THINKING PROCESS NONCREDIT

Former ID**Cross Listed****Related Courses**

LINC F077A - DESIGN THINKING PROCESS

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

Because maker technologies and the regional projects that drive their use evolve regularly, each offering spotlights new tools, materials, and real-world design briefs. Each repeat exposes returning students to new machinery settings, advanced processes, and progressively complex collaborative briefs, ensuring expanded proficiencies rather than simple content review.

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

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:

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:

Workforce/CTE

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

Foothill College's service area sits at the epicenter of the Bay Area's innovation economy, where even entry-level roles increasingly require fundamental skills in digital fabrication, rapid prototyping, and human-centered design. Community partners (which include local K-12 districts, public libraries, small-business incubators, and workforce development boards) regularly request low-cost, hands-on training that can serve (1) adult re-entry learners updating their technology toolkit, (2) under-represented students who cannot yet risk a graded, tuition-bearing course, and (3) educators seeking to embed makerspace practices in their classrooms.

Offering these competencies in a stand-alone non-credit format meets that demand by removing financial barriers, allowing open, repeatable access for mastery, and focusing squarely on foundational "learn-by-doing" skills which are the hallmarks of basic-skills

instruction. Each mirrored course delivers the same safety, tool-operation, and design-thinking outcomes as its credit counterpart, but with the added flexibility non-credit students need to build confidence before advancing to credit programs or the workplace.

By expanding equitable access to essential maker literacy, these courses directly support Foothill's mission to empower students as workforce members and global citizens while upholding the college's core values of openness, sustainability, and integrity.

Attach evidence

Need/Justification

This course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades K-12. The primary target audience includes educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

Course Description

Students delve deeper into design thinking to hone skills in facilitating design thinking methodology when working in groups. Special attention is given to using the design thinking process for exploring how to bring positive disruptions and shifts in mindsets in order to arrive at innovative solutions.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Course Objectives

The student will be able to:

1. Define and explain the design thinking process and disruptive innovation
2. Analyze disruptive innovation and mindset shifts needed for best case uses in education, business, industry, and government
3. Research the opportunities available to implement design thinking process
4. Communicate the benefits of disruptive innovation and mindset awareness
5. Apply the design thinking process to solve simple and complex problems
6. Develop strategies for effective design thinking activities, based on audience
7. Create case uses for education, business, industry, and/or government audiences

Course Content

1. Design thinking and disruptive innovation process
 1. Empathize, define the problem, ideate, prototype, test
 2. Stanford d.school and IDEO connections
2. Best case uses
 1. In education
 2. In business
 3. In industry
 4. In government
3. Opportunities
 1. Locally/contextually
 2. Community-based
 3. World-based
4. Benefits
 1. Benefit identification
5. Applications in problem solving
 1. Define
 2. Empathize
 3. Ideate
 4. Prototype
 5. Test
6. Strategies
 1. Partnering/small group
 2. Building community
 3. Contextual and empathetic facilitation of activities

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with computers or laptops with internet access.
2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access.

Methods of Evaluation

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

Developing a project utilizing design thinking and integrating principles of disruptive innovation and mindset awareness for the participant's specific purposes, whether educational, business-related, or personal

Presenting their design thinking project to peers and providing constructive feedback through peer reviews
Making constructive contributions to class discussions

Methods of Instruction

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

Lecture presentations delivered in student-centered learning style, during which students take notes, follow demonstrations, or complete an activity
Facilitated discussions of live presentations, readings, or video presentations
Student presentations in small group and whole class situations

Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Authorized Discipline(s):

Instructional Design/Technology

Faculty Service Area (FSA Code)

EDUCATION

Taxonomy of Program Code (TOP Code)

*0860.00 - Educational Technology

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:

June 2025: This is a mirrored non-credit and not a revision. Alignment with the current credit course is essential, so no changes have been made beyond what is strictly necessary.

Articulation Office Only

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

35

Load

.030

LINC F477B : DESIGN THINKING & TINKERING NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Learning in New Media Classrooms (LINC)

Course Number

F477B

Department

Learning in New Media Classrooms (LINC)

Division

Business and Social Sciences (1SS)

Units

0

Course Title

DESIGN THINKING & TINKERING NONCREDIT

Former ID**Cross Listed****Related Courses**

LINC F077B - DESIGN THINKING & TINKERING

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

Because maker technologies and the regional projects that drive their use evolve regularly, each offering spotlights new tools, materials, and real-world design briefs. Each repeat exposes returning students to new machinery settings, advanced processes, and progressively complex collaborative briefs, ensuring expanded proficiencies rather than simple content review.

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

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:

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:

Workforce/CTE

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

Foothill College's service area sits at the epicenter of the Bay Area's innovation economy, where even entry-level roles increasingly require fundamental skills in digital fabrication, rapid prototyping, and human-centered design. Community partners (which include local K-12 districts, public libraries, small-business incubators, and workforce development boards) regularly request low-cost, hands-on training that can serve (1) adult re-entry learners updating their technology toolkit, (2) under-represented students who cannot yet risk a graded, tuition-bearing course, and (3) educators seeking to embed makerspace practices in their classrooms.

Offering these competencies in a stand-alone non-credit format meets that demand by removing financial barriers, allowing open, repeatable access for mastery, and focusing squarely on foundational "learn-by-doing" skills which are the hallmarks of basic-skills

instruction. Each mirrored course delivers the same safety, tool-operation, and design-thinking outcomes as its credit counterpart, but with the added flexibility non-credit students need to build confidence before advancing to credit programs or the workplace.

By expanding equitable access to essential maker literacy, these courses directly support Foothill's mission to empower students as workforce members and global citizens while upholding the college's core values of openness, sustainability, and integrity.

Attach evidence

Need/Justification

This course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades K-12. The primary target audience includes educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

Course Description

Student participants from community, business, and education practice design thinking, a process that innovators, designers, policy makers, and educators are using to develop innovative and collaborative solutions to real world challenges. Participants use the design thinking process as they build low resolution prototype models using both physical and digital materials. Focus is on working individually and in teams, to hone skills of defining problems, collecting information, brainstorming, and developing solutions.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Course Objectives

The student will be able to:

1. Define and explain the design thinking process and specify how prototyping is integral to the process
2. Research problems that need solutions that can be prototyped with low-tech and high-tech resources
3. Apply the prototyping process in a larger design thinking project
4. Create multiple prototypes for problems that have been identified through the design thinking process

Course Content

1. Design thinking process and ideation
 1. Empathize, define the problem, ideate, prototype, test
 2. Ideation importance and types
2. Problems that need solutions
 1. In education
 2. In business
 3. In industry
 4. In government
3. Prototyping process
 1. Ideation
 2. Iterative testing and redesigning
 3. Finalizing a prototype
4. Creation of multiple prototypes
 1. Low tech
 2. High tech
 3. Digital

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with computers or laptops with internet access.
2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access.

Methods of Evaluation

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

Developing a project utilizing design thinking and prototyping to solve a problem

Presenting their design thinking project to peers and providing constructive feedback to peers' projects

Making constructive contributions to class discussions

Methods of Instruction

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

Lecture presentations delivered in student-centered learning style, during which students take notes, follow demonstrations, or complete an activity

Facilitated discussions of live presentations, readings, or video presentations

Student presentations in small group and whole class situations

Creation of prototypes

Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Authorized Discipline(s):

Instructional Design/Technology

Faculty Service Area (FSA Code)

EDUCATION

Taxonomy of Program Code (TOP Code)

*0860.00 - Educational Technology

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:

June 2025: This is a mirrored non-credit and not a revision. Alignment with the current credit course is essential, so no changes have been made beyond what is strictly necessary.

Articulation Office Only

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

35

Load

.030

LINC F477C : DESIGN THINKING FOR TEACHERS NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Learning in New Media Classrooms (LINC)

Course Number

F477C

Department

Learning in New Media Classrooms (LINC)

Division

Business and Social Sciences (1SS)

Units

0

Course Title

DESIGN THINKING FOR TEACHERS NONCREDIT

Former ID**Cross Listed****Related Courses**

LINC F077C - DESIGN THINKING FOR TEACHERS

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

Because maker technologies and the regional projects that drive their use evolve regularly, each offering spotlights new tools, materials, and real-world design briefs. Each repeat exposes returning students to new machinery settings, advanced processes, and progressively complex collaborative briefs, ensuring expanded proficiencies rather than simple content review.

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

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:

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:

Workforce/CTE

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

Foothill College's service area sits at the epicenter of the Bay Area's innovation economy, where even entry-level roles increasingly require fundamental skills in digital fabrication, rapid prototyping, and human-centered design. Community partners (which include local K-12 districts, public libraries, small-business incubators, and workforce development boards) regularly request low-cost, hands-on training that can serve (1) adult re-entry learners updating their technology toolkit, (2) under-represented students who cannot yet risk a graded, tuition-bearing course, and (3) educators seeking to embed makerspace practices in their classrooms.

Offering these competencies in a stand-alone non-credit format meets that demand by removing financial barriers, allowing open, repeatable access for mastery, and focusing squarely on foundational "learn-by-doing" skills which are the hallmarks of basic-skills

instruction. Each mirrored course delivers the same safety, tool-operation, and design-thinking outcomes as its credit counterpart, but with the added flexibility non-credit students need to build confidence before advancing to credit programs or the workplace.

By expanding equitable access to essential maker literacy, these courses directly support Foothill's mission to empower students as workforce members and global citizens while upholding the college's core values of openness, sustainability, and integrity.

Attach evidence

Need/Justification

This course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades K-12. The primary target audience includes educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

Course Description

This course introduces participants to the design thinking process with a focus on educational applications. Through a blend of theoretical and practical approaches, participants will learn to apply design thinking methods to address real-world challenges from an educational standpoint. The course emphasizes hands-on project development, fostering innovative and collaborative solutions that can be implemented with learners. Participants will engage in a structured process that includes identifying challenges, empathizing with stakeholders, ideating solutions, prototyping, testing, and reflecting on their projects.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Course Objectives

The student will be able to:

1. Define and explain the design thinking process in educational contexts.
2. Identify and research real-world challenges from an educational perspective.
3. Apply the design thinking process to develop practical and creative projects that can be implemented with learners.
4. Document and reflect on the development of a design thinking project to be implemented in an educational environment.

Course Content

1. Design thinking in education
 1. Overview of design thinking and its importance in education
 2. Creativity and innovation in the classroom
2. Identifying and researching challenges
 1. Identifying various real-world challenges
 2. Research methods and empathy in design thinking from an educational standpoint
3. Design thinking process steps
 1. Empathize
 2. Define
 3. Ideate
 4. Prototype
 5. Test
4. Project development and implementation
 1. Planning and developing a design thinking project for educational purposes
 2. Documenting and reflecting on project progress
 3. Presenting projects to an authentic audience for feedback and iteration

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with computers or laptops with internet access.
2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access.

Methods of Evaluation

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

Development and documentation of a design thinking project for educational purposes
Presentation of the design thinking project to peers and receiving constructive feedback
Active participation in class discussions and peer review sessions
Ongoing reflections on the design thinking process and project development

Methods of Instruction

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

Lecture presentations delivered in student-centered learning style, during which students take notes, follow demonstrations, or complete an activity
Facilitated discussions of live presentations, readings, or video presentations
Student presentations in small group and whole class situations

Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Authorized Discipline(s):

Instructional Design/Technology

Faculty Service Area (FSA Code)

EDUCATION

Taxonomy of Program Code (TOP Code)

*0860.00 - Educational Technology

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:

June 2025: This is a mirrored non-credit and not a revision. Alignment with the current credit course is essential, so no changes have been made beyond what is strictly necessary.

Articulation Office Only

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

35

Load

.030

LINC F477D : DESIGN THINKING CHALLENGES NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Learning in New Media Classrooms (LINC)

Course Number

F477D

Department

Learning in New Media Classrooms (LINC)

Division

Business and Social Sciences (1SS)

Units

0

Course Title

DESIGN THINKING CHALLENGES NONCREDIT

Former ID**Cross Listed****Related Courses**

LINC F077D - DESIGN THINKING CHALLENGES

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

Because maker technologies and the regional projects that drive their use evolve regularly, each offering spotlights new tools, materials, and real-world design briefs. Each repeat exposes returning students to new machinery settings, advanced processes, and progressively complex collaborative briefs, ensuring expanded proficiencies rather than simple content review.

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

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:

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:

Workforce/CTE

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

Foothill College's service area sits at the epicenter of the Bay Area's innovation economy, where even entry-level roles increasingly require fundamental skills in digital fabrication, rapid prototyping, and human-centered design. Community partners (which include local K-12 districts, public libraries, small-business incubators, and workforce development boards) regularly request low-cost, hands-on training that can serve (1) adult re-entry learners updating their technology toolkit, (2) under-represented students who cannot yet risk a graded, tuition-bearing course, and (3) educators seeking to embed makerspace practices in their classrooms.

Offering these competencies in a stand-alone non-credit format meets that demand by removing financial barriers, allowing open, repeatable access for mastery, and focusing squarely on foundational "learn-by-doing" skills which are the hallmarks of basic-skills

instruction. Each mirrored course delivers the same safety, tool-operation, and design-thinking outcomes as its credit counterpart, but with the added flexibility non-credit students need to build confidence before advancing to credit programs or the workplace.

By expanding equitable access to essential maker literacy, these courses directly support Foothill's mission to empower students as workforce members and global citizens while upholding the college's core values of openness, sustainability, and integrity.

Attach evidence

Need/Justification

This course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades K-12. The primary target audience includes educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

Course Description

This course introduces students to the development and implementation of design challenges in educational contexts. Students will engage in hands-on project development, comprehensive planning, and reflective practices. Course activities include framing problems, setting success criteria, managing resources, and gathering feedback to improve projects. By participating in and evaluating various design challenges, students will gain practical experience and insights into applying design thinking in different educational settings.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Course Objectives

The student will be able to:

1. Define and explain the design thinking process as it relates to educational design challenges.
2. Collaborate in groups to develop and run design challenges for educational purposes.
3. Develop comprehensive plans, descriptions, and resources for design challenges, incorporating feedback to refine projects.
4. Participate in design challenges as a learner and evaluate their effectiveness from an educational perspective.

Course Content

1. Design challenges in education
 1. Overview of the design thinking process and its relevance to educational design challenges
 2. Benefits of using design thinking in education
 3. Standards-based learning and design challenges
2. Developing and running design challenges
 1. Development of design challenges for educational purposes
 1. Challenge framing
 2. Problem statements
 3. Success criteria
 4. Constraints
 5. Testing
 6. Collaboration
 2. Planning and organizing design challenges
 1. Materials management
 2. Resource organization
 3. Timing
 4. Activity plan
 5. Differentiation
 6. Assessment
3. Presenting and debriefing design challenges
 1. Running design challenges with peers/learners
 2. Evaluating outcomes
 3. Gathering feedback
 4. Refining projects based on feedback
4. Participating in design challenges
 1. Engaging in design challenges as a learner
 2. Evaluating design challenges from an educational perspective
 3. Reflecting on the effectiveness and implementation of design challenges in different contexts and learning environments

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with computers or laptops with internet access.
2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access.

Methods of Evaluation

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

Development and documentation of a design challenge project for educational purposes
Presentation and running of the design challenge project with peers or learners
Active participation in class discussions, peer review sessions, and debriefing activities
Ongoing reflections on the design thinking process, project development, and the effectiveness of design challenges

Methods of Instruction

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

Lecture presentations delivered in student-centered learning style, during which students take notes, follow demonstrations, or complete an activity
Facilitated discussions of live presentations, readings, or video presentations
Student presentations in small group and whole class situations

Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Authorized Discipline(s):

Instructional Design/Technology

Faculty Service Area (FSA Code)

EDUCATION

Taxonomy of Program Code (TOP Code)

*0860.00 - Educational Technology

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June 2025: This is a mirrored non-credit and not a revision. Alignment with the current credit course is essential, so no changes have been made beyond what is strictly necessary.

Articulation Office Only

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

35

Load

.030

LINC F478C : PROJECT-BASED TECHNOLOGY PROJECTS NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Learning in New Media Classrooms (LINC)

Course Number

F478C

Department

Learning in New Media Classrooms (LINC)

Division

Business and Social Sciences (1SS)

Units

0

Course Title

PROJECT-BASED TECHNOLOGY PROJECTS NONCREDIT

Former ID**Cross Listed****Related Courses**

LINC F078C - PROJECT-BASED TECHNOLOGY PROJECTS

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

Because maker technologies and the regional projects that drive their use evolve regularly, each offering spotlights new tools, materials, and real-world design briefs. Each repeat exposes returning students to new machinery settings, advanced processes, and progressively complex collaborative briefs, ensuring expanded proficiencies rather than simple content review.

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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Please select

Permanent

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

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:

Workforce/CTE

Criteria B. Need

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Evidence

Foothill College's service area sits at the epicenter of the Bay Area's innovation economy, where even entry-level roles increasingly require fundamental skills in digital fabrication, rapid prototyping, and human-centered design. Community partners (which include local K-12 districts, public libraries, small-business incubators, and workforce development boards) regularly request low-cost, hands-on training that can serve (1) adult re-entry learners updating their technology toolkit, (2) under-represented students who cannot yet risk a graded, tuition-bearing course, and (3) educators seeking to embed makerspace practices in their classrooms.

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instruction. Each mirrored course delivers the same safety, tool-operation, and design-thinking outcomes as its credit counterpart, but with the added flexibility non-credit students need to build confidence before advancing to credit programs or the workplace.

By expanding equitable access to essential maker literacy, these courses directly support Foothill's mission to empower students as workforce members and global citizens while upholding the college's core values of openness, sustainability, and integrity.

Attach evidence

Need/Justification

This course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades K-12. The primary target audience includes educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

Course Description

Intended for educators, this course focuses on integrating technology into project-based learning to support educational outcomes across various disciplines. Emphasizing the development of interdisciplinary educational projects, the course covers basic circuitry, physical computing concepts, and the creation and adaptation of technology-enhanced educational projects. Students will gain practical skills in coding, project development, and the application of technology to address real-world educational challenges, fostering an engaging and inclusive learning environment.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Course Objectives

The student will be able to:

1. Understand and utilize basic circuitry and physical computing concepts.
2. Use coding language to control physical-computing devices, and analyze the purpose of coding and programming in educational settings.
3. Build interdisciplinary educational projects, combining skills in making, circuitry, and coding.
4. Apply project-based technology projects to support educational outcomes and foster inclusive learning environments.

Course Content

1. Circuitry and physical computing concepts
 1. Basic circuitry
 2. Wiring and soldering
 3. Inputs and outputs
2. Integration of code
 1. Basic coding concepts
 2. Use of existing loops and scripts to build projects
 3. Modifying codes to meet desired outcomes
 4. Purpose of coding in educational settings
3. Creation of interdisciplinary projects
 1. Development of original code to personalize or develop original content
 2. Integration of circuits and physical computing with other personally created physical items (3-D prints, handcrafted items, etc.)
 3. Adapt existing projects to develop new and original items or functionality
4. Support educational outcomes
 1. Identifying educational needs
 2. Developing projects to support outcomes and inclusion
 3. Gathering feedback and improving designs

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with computers or laptops with internet access.
2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access.

Methods of Evaluation

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

Developing projects utilizing circuitry and physical computing

Presenting their designs and projects to peers

Making constructive contributions to class discussions and peer reviews

Methods of Instruction

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

Lecture presentations delivered in student-centered learning style, during which students take notes, follow demonstrations, or complete an activity

Facilitated discussions of live presentations, readings, or video presentations

Student presentations in small group and whole class situations

Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Authorized Discipline(s):

Instructional Design/Technology

Faculty Service Area (FSA Code)

EDUCATION

Taxonomy of Program Code (TOP Code)

*0860.00 - Educational Technology

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:

June 2025: This is a mirrored non-credit and not a revision. Alignment with the current credit course is essential, so no changes have been made beyond what is strictly necessary.

Articulation Office Only

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

35

Load

.030

LINC F484. : FUNDAMENTALS OF MAKERSPACE DESIGN & INSTRUCTION NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Learning in New Media Classrooms (LINC)

Course Number

F484.

Department

Learning in New Media Classrooms (LINC)

Division

Business and Social Sciences (1SS)

Units

0

Course Title

FUNDAMENTALS OF MAKERSPACE DESIGN & INSTRUCTION NONCREDIT

Former ID**Cross Listed****Related Courses**

LINC F084. - FUNDAMENTALS OF MAKERSPACE DESIGN & INSTRUCTION

Maximum Units

0

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

3

Weekly Lab Hours

0

Weekly Out of Class Hours

6

Special Hourly Notation

Total Contact Hours

36

Total Student Learning Hours

108

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

Because maker technologies and the regional projects that drive their use evolve regularly, each offering spotlights new tools, materials, and real-world design briefs. Each repeat exposes returning students to new machinery settings, advanced processes, and progressively complex collaborative briefs, ensuring expanded proficiencies rather than simple content review.

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

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:

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:

Workforce/CTE

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

Foothill College's service area sits at the epicenter of the Bay Area's innovation economy, where even entry-level roles increasingly require fundamental skills in digital fabrication, rapid prototyping, and human-centered design. Community partners (which include local K-12 districts, public libraries, small-business incubators, and workforce development boards) regularly request low-cost, hands-on training that can serve (1) adult re-entry learners updating their technology toolkit, (2) under-represented students who cannot yet risk a graded, tuition-bearing course, and (3) educators seeking to embed makerspace practices in their classrooms.

Offering these competencies in a stand-alone non-credit format meets that demand by removing financial barriers, allowing open, repeatable access for mastery, and focusing squarely on foundational "learn-by-doing" skills which are the hallmarks of basic-skills

instruction. Each mirrored course delivers the same safety, tool-operation, and design-thinking outcomes as its credit counterpart, but with the added flexibility non-credit students need to build confidence before advancing to credit programs or the workplace.

By expanding equitable access to essential maker literacy, these courses directly support Foothill's mission to empower students as workforce members and global citizens while upholding the college's core values of openness, sustainability, and integrity.

Attach evidence

Need/Justification

This Workforce Education course provides specialized training in makerspace coordination for students, teachers, and those in work transition. The primary target audience includes educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union, and secondary regions of San Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community college, and adult education settings, as well as government and business trainers, consultants, and human resource professionals.

Course Description

This introductory course in makerspace coordination is for students, teachers, educators, and trainers who are interested in becoming makerspace coordinators in schools, libraries, or business settings. Students will develop foundational knowledge and skills in makerspace design, set-up, and management. Practiced skills include the following: designing engaging spaces with learners in mind; developing learning activities that promote creativity, making, and design thinking; creating policies and procedures to ensure safety, accessibility, and equitable participation; selecting and maintaining equipment; managing instructional materials. Special emphasis is placed on applying best practices for managing and using makerspaces in instructional settings.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Basic skills using standard computer systems and internet-based technologies.

Course Objectives

The student will be able to:

1. Identify and describe the attributes of an ideal makerspace, considering its intended functions and impact on users.
2. Research and compare different types of makerspaces, taking into account factors such as location, audience, purpose, and funding.
3. Practice using a "maker mindset" and making in a variety of contexts, while engaging in ongoing documentation and reflection.

4. Determine critical roles required for the development and operation of a makerspace, and develop a plan to engage and manage a makerspace team.
5. Develop and articulate a specific vision for a makerspace, taking into account its purpose and users.
6. Use a design thinking approach to identify and empathize with potential users of a makerspace, collecting and analyzing both concrete and anecdotal data.
7. Assess existing resources, programs, and offerings within the community through research and data collection methods.
8. Consider global trends and best practices and create connections between makerspace activities and current events or global issues.
9. Create a thematic structure for organizing makerspace materials, equipment, and activities, and draft a design plan for this structure.
10. Identify and select appropriate equipment and materials for a makerspace, considering budget, space, and audience.
11. Develop policies and procedures related to safety and organization, effectively communicating them to users.
12. Use a variety of methods to craft makerspace challenges and activities to encourage user engagement.

Course Content

1. Attributes
 1. Personalized
 2. Deep
 3. Empowering
 4. Equitable
 5. Differentiated
 6. Intentional
 7. Inspiring
2. Different makerspaces
 1. Educational spaces, including both lower- and upper- grade levels and adult education
 2. Manufacturing spaces, corporate, and production facilities
 3. Hobby and design spaces
 4. Artistic production spaces
 5. Virtual spaces
3. Practice making
 1. Maker mindset
 2. Design and engineering cycle
 3. Tinkering to learn
 4. Design challenges
 5. Iteration
 6. Cataloging progress through reflection
4. Critical roles

1. Coordination and management
 2. Funding and fundraising
 3. Equipment and maintenance
 4. User interaction and training
 5. Organizational structure outline
 6. Recruitment planning
5. Articulate a vision
 1. Organizational context and organizational goals/mission statement
 2. Audience context and needs
 3. Identify defining characteristics
 4. Call to action
 5. Vision display plan
6. Understand users
 1. Potential user qualities, cultural and linguistic backgrounds, and accessibility needs
 2. Data sampling and collection methods
 3. Organizing and interpreting anecdotal data
 4. Data visualization methods
 5. Drawing conclusions from data
7. Community resources
 1. Research methods
 2. Community outreach
 3. Evaluating programs and offerings
 4. Formative assessments
 5. Applying and interpreting standards
8. Global trends
 1. Current events
 2. Broad themes
 3. Global challenges
 4. User interests and needs
 5. Meaningful making
 6. Developing introductions to design challenges
9. Thematic structure
 1. Identifying themes
 2. Spatial organization
 3. Equipment placement considerations
 4. Materials placement considerations
 5. Design plan
10. Equipment and materials
 1. Funding sources
 1. Fundraising and donation resources
 2. Existing and recycled resources
 3. Digital and open educational resources
 2. Tools

3. Devices
4. Equipment considerations
 1. Mobility
 2. Open-ended exploration opportunities
 3. Audience needs and interests
 4. Empowerment and engagement potential
 5. Relevance to community and themes
 6. Maintenance needs and costs
5. Budget development
11. Policies and procedures
 1. User information collection and organization policies
 1. Membership information
 2. Liability information
 3. Training information
 4. Medical and emergency information
 2. Safety
 1. Equipment risks
 2. Tool risks
 3. Space use
 4. Weapon creation policies
 3. Materials
 1. Organizational structures
 2. Reservations
 3. Responsible use
 4. Check in/out procedures
 5. Access policies
 4. Communication of policies and procedures
 1. Membership forms
 2. Orientations
 3. Displays and signage
 4. Digital communication and archive
12. Challenges and activities
 1. Mentors
 2. Guest presentations
 3. Project menus
 4. Transliterate making
 5. Activity stations
 6. Video challenges
 7. SCAMPER Method

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via the internet: Students must have current email accounts and/or ongoing access to internet-capable computers or tablets.

Methods of Evaluation

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

Designing and developing makerspace plans, products, and projects

Presenting the products or projects to peers, capturing feedback, and using it for revision and reflection

Making constructive, inclusive contributions to class discussions and peer-review feedback

Methods of Instruction

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

The student will engage with course concepts through multimodal instructional materials offered in accessible formats, supplying multiple means of representation

The student will observe instructor-guided demonstrations and then apply skills using a modality of their choice (e.g., digital, visual, or written), providing multiple means of action and expression

The student will co-construct knowledge by participating in synchronous or asynchronous discussions, peer feedback, and collaborative activities that honor diverse cultural and linguistic assets, ensuring multiple means of engagement

Representative Text(s)

Author(s)	Title	Publication Date
Klapwijk, Remke M., Jianjun Gu, Qiuyue Yang, and Marc J. de Vries	Maker Education Meets Technology Education: Reflections on Good Practices	2023

Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peers' projects.
2. Outside assignments include conducting project development, planning, reading, and developing the project through an iterative process.
3. When taught online these methods may take the form of video, audio, animation, and webpage presentations. Writing assignments are completed online.

Authorized Discipline(s):

Instructional Design/Technology

Faculty Service Area (FSA Code)
EDUCATION

Taxonomy of Program Code (TOP Code)
*0860.00 - Educational Technology

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:
June 2025: This is a mirrored non-credit and not a revision. Alignment with the current credit course is essential, so no changes have been made beyond what is strictly necessary.

Articulation Office Only

Transferability
None

Validation Date
N/A

Division Dean Only

Seat Count
50

Load
.045

LINC F484A : 3-D DESIGN CONCEPTS NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Learning in New Media Classrooms (LINC)

Course Number

F484A

Department

Learning in New Media Classrooms (LINC)

Division

Business and Social Sciences (1SS)

Units

0

Course Title

3-D DESIGN CONCEPTS NONCREDIT

Former ID**Cross Listed****Related Courses**

LINC F084A - 3-D DESIGN CONCEPTS

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

Because maker technologies and the regional projects that drive their use evolve regularly, each offering spotlights new tools, materials, and real-world design briefs. Each repeat exposes returning students to new machinery settings, advanced processes, and progressively complex collaborative briefs, ensuring expanded proficiencies rather than simple content review.

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

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:

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:

Workforce/CTE

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

Foothill College's service area sits at the epicenter of the Bay Area's innovation economy, where even entry-level roles increasingly require fundamental skills in digital fabrication, rapid prototyping, and human-centered design. Community partners (which include local K-12 districts, public libraries, small-business incubators, and workforce development boards) regularly request low-cost, hands-on training that can serve (1) adult re-entry learners updating their technology toolkit, (2) under-represented students who cannot yet risk a graded, tuition-bearing course, and (3) educators seeking to embed makerspace practices in their classrooms.

Offering these competencies in a stand-alone non-credit format meets that demand by removing financial barriers, allowing open, repeatable access for mastery, and focusing squarely on foundational "learn-by-doing" skills which are the hallmarks of basic-skills

instruction. Each mirrored course delivers the same safety, tool-operation, and design-thinking outcomes as its credit counterpart, but with the added flexibility non-credit students need to build confidence before advancing to credit programs or the workplace.

By expanding equitable access to essential maker literacy, these courses directly support Foothill's mission to empower students as workforce members and global citizens while upholding the college's core values of openness, sustainability, and integrity.

Attach evidence

Need/Justification

This course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades K-12. The primary target audience includes educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

Course Description

Intended for educators and others, this course provides foundational skills for moving 3-D designs from concepts to finished learning projects. The course focuses on application of finished products to meet specific needs or learning outcomes. Troubleshooting and basic maintenance concepts are covered, to allow students to operate and manage 3-D printers.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Course Objectives

The student will be able to:

1. Define and identify the types of 3-D design and their uses
2. Identify how 3-D design techniques can be used to replicate, improve, and reduce the costs of producing items
3. Identify and employ the parts of the design process from 2-D image to 3-D solid using 3-D modeling software
4. Design and produce basic items quickly and easily
5. Prototype and test items to develop iterative designs
6. Identify potential uses for independent 3-D design in education, business, and/or government audiences

Course Content

1. Introduction to 3-D design possibilities and uses
 1. Reinventing existing objects
 2. Combination of design and artistic genres
 3. Prototyping new products
 4. Additive/ancillary items to existing items
2. Design techniques in 3-D printing
 1. Creating 2-D sketches to visualize items
 2. Using online databases as models to improve designs
 3. Reverse engineering models to understand design and process
 4. Combining design processes from multiple models
3. Using 3-D modeling software
 1. Developing basic shapes (cube, cylinder, sphere, cone)
 2. Combining multiple shapes within one project
 3. Understanding scale and its applications within the specific software application
 4. Understanding the types of 3-D design software, their features, and uses within industry, business, education, and other applications
4. 3-D production process
 1. Creating solid objects
 2. Creating hollow objects
 3. Duplicating objects to ensure scale and interoperability
 4. Slicing objects to ensure interoperability
5. Design guidelines for successful 3-D printing
 1. Material types and uses
 2. Build orientation
 3. Object thickness considerations (strength/weight)
 4. Designing connected parts and custom features/designs)
6. Potential applications for 3-D design within society
 1. Educational applications
 2. Business applications
 3. Government applications
 4. How does 3-D design reduce costs and time in the product production cycle

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with computers or laptops with internet access.
2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access.

Methods of Evaluation

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

Developing a project utilizing 3-D design software
Presenting their design and project to peers
Making constructive contributions to class discussions and peer reviews

Methods of Instruction

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

Lecture presentations delivered in student-centered learning style, during which students take notes, follow demonstrations, or complete an activity
Facilitated discussions of live presentations, readings, or video presentations
Student presentations in small group and whole class situations

Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Authorized Discipline(s):

Instructional Design/Technology

Faculty Service Area (FSA Code)

EDUCATION

Taxonomy of Program Code (TOP Code)

*0860.00 - Educational Technology

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:

June 2025: This is a mirrored non-credit and not a revision. Alignment with the current credit course is essential, so no changes have been made beyond what is strictly necessary.

Articulation Office Only

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

35

Load

.030

LINC F484D : VECTOR-BASED GRAPHIC DESIGN FOR MAKERSPACES NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Learning in New Media Classrooms (LINC)

Course Number

F484D

Department

Learning in New Media Classrooms (LINC)

Division

Business and Social Sciences (1SS)

Units

0

Course Title

VECTOR-BASED GRAPHIC DESIGN FOR MAKERSPACES NONCREDIT

Former ID**Cross Listed****Related Courses**

LINC F084D - VECTOR-BASED GRAPHIC DESIGN FOR MAKERSPACES

Maximum Units

0

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

1

Weekly Lab Hours

0

Weekly Out of Class Hours

2

Special Hourly Notation

Total Contact Hours

12

Total Student Learning Hours

36

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

Because maker technologies and the regional projects that drive their use evolve regularly, each offering spotlights new tools, materials, and real-world design briefs. Each repeat exposes returning students to new machinery settings, advanced processes, and progressively complex collaborative briefs, ensuring expanded proficiencies rather than simple content review.

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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- 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:

Criteria A. Appropriateness to Mission

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Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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Evidence

Foothill College's service area sits at the epicenter of the Bay Area's innovation economy, where even entry-level roles increasingly require fundamental skills in digital fabrication, rapid prototyping, and human-centered design. Community partners (which include local K-12 districts, public libraries, small-business incubators, and workforce development boards) regularly request low-cost, hands-on training that can serve (1) adult re-entry learners updating their technology toolkit, (2) under-represented students who cannot yet risk a graded, tuition-bearing course, and (3) educators seeking to embed makerspace practices in their classrooms.

Offering these competencies in a stand-alone non-credit format meets that demand by removing financial barriers, allowing open, repeatable access for mastery, and focusing squarely on foundational "learn-by-doing" skills which are the hallmarks of basic-skills

instruction. Each mirrored course delivers the same safety, tool-operation, and design-thinking outcomes as its credit counterpart, but with the added flexibility non-credit students need to build confidence before advancing to credit programs or the workplace.

By expanding equitable access to essential maker literacy, these courses directly support Foothill's mission to empower students as workforce members and global citizens while upholding the college's core values of openness, sustainability, and integrity.

Attach evidence

Need/Justification

This Workforce Education course provides specialized training for students, teachers, and those in work transition. The primary target audience includes educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union, and secondary regions of San Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community college, and adult education settings, as well as government and business trainers, consultants, and human resource professionals.

Course Description

This course provides an overview of web-based graphic design software, with a specific focus on designing for use with makerspace tools. Students will learn the basic procedures of vector design, including drawing objects, adjusting stroke outline and fill patterns, and working with layers while applying inclusive, accessibility-minded design principles that serve diverse makerspace users. Students will both design new vector graphics and import and adapt existing graphics in order to facilitate their physical production using makerspace tools. Special emphasis will be placed on formatting vector graphics to meet the import requirements of different production tools, including laser cutters, vinyl cutters, CNC machines, and 3-D printers.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Basic computer skills and knowledge of Macintosh or Windows operating systems; familiarity with web browsers, email, downloading, and uploading.

Course Objectives

The student will be able to:

1. Use the interface, tools, and basic techniques of a vector-based graphic design program to create a graphic design document.
2. Identify vector and bitmap graphics and know how each functions in a makerspace context.
3. Use line and pen tools to draw and trace graphics.

4. Create and manipulate shapes to develop complex objects.
5. Create typographic illustrations for makerspace purposes.
6. Format various graphics based on the requirements of different makerspace tools.

Course Content

1. Interface and tools
 1. Work area layout
 2. Customizing work area
 3. Tool functions
2. Graphic file formats
 1. Attributes of vector graphics
 2. Converting bitmap graphics to vector format
 3. Refining conversions to maintain user accessibility (clear paths, high-contrast options)
3. Line and pen tools
 1. Line tool
 2. Pen tool
 3. Pen curvature tool
 4. Layer management
 5. Tracing illustrations
4. Shapes
 1. Shape creation tools
 2. Transform, rotate, warp, skew
 3. Merging shapes
 4. Slicing shapes
5. Typography
 1. Font manipulation for readability and accessibility (legible, open-source typefaces)
 2. Typographic conversions
 3. Type on a path
6. Graphic formatting
 1. Laser cutter formatting
 2. Vinyl cutter formatting
 3. CNC machine formatting
 4. 3-D printer formatting

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via the internet: Students must have current email accounts and/or ongoing access to internet-capable computers or tablets.

Methods of Evaluation

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

Designing and developing makerspace illustration projects and products that meet accessibility guidelines and consider diverse user needs

Presenting the product or project to peers, capturing feedback, and using it to revise the product or project

Making constructive contributions to class discussions and peer review feedback

Methods of Instruction

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

The student will engage with course concepts through multimodal instructional materials offered in accessible formats, supplying multiple means of representation

The student will observe instructor-guided demonstrations and then apply skills using a modality of their choice (e.g., digital, visual, or written), providing multiple means of action and expression

The student will co-construct knowledge by participating in synchronous or asynchronous discussions, peer feedback, and collaborative activities that honor diverse cultural and linguistic assets, ensuring multiple means of engagement

Representative Text(s)

Author(s)	Title	Publication Date
Szép, István	Inkscape by Example: A Project-Based Guide to Exploring the Endless Features of Inkscape	2022

Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peers' educational projects.
2. Outside assignments include conducting project development, planning, reading, and developing the project through an iterative process.
3. When taught online these methods may take the form of video, audio, animation, and webpage presentations. Writing assignments are completed online.

Authorized Discipline(s):

Instructional Design/Technology

Faculty Service Area (FSA Code)
EDUCATION

Taxonomy of Program Code (TOP Code)
*0860.00 - Educational Technology

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:
June 2025: This is a mirrored non-credit and not a revision. Alignment with the current credit course is essential, so no changes have been made beyond what is strictly necessary.

Articulation Office Only

Transferability
None

Validation Date
N/A

Division Dean Only

Seat Count
50

Load
.015

LINC F484E : LASER CUTTER FUNDAMENTALS NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Learning in New Media Classrooms (LINC)

Course Number

F484E

Department

Learning in New Media Classrooms (LINC)

Division

Business and Social Sciences (1SS)

Units

0

Course Title

LASER CUTTER FUNDAMENTALS NONCREDIT

Former ID**Cross Listed****Related Courses**

LINC F084E - LASER CUTTER FUNDAMENTALS

Maximum Units

0

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

1

Weekly Lab Hours

0

Weekly Out of Class Hours

2

Special Hourly Notation

Total Contact Hours

12

Total Student Learning Hours

36

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

Because maker technologies and the regional projects that drive their use evolve regularly, each offering spotlights new tools, materials, and real-world design briefs. Each repeat exposes returning students to new machinery settings, advanced processes, and progressively complex collaborative briefs, ensuring expanded proficiencies rather than simple content review.

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

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:

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:

Workforce/CTE

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

Foothill College's service area sits at the epicenter of the Bay Area's innovation economy, where even entry-level roles increasingly require fundamental skills in digital fabrication, rapid prototyping, and human-centered design. Community partners (which include local K-12 districts, public libraries, small-business incubators, and workforce development boards) regularly request low-cost, hands-on training that can serve (1) adult re-entry learners updating their technology toolkit, (2) under-represented students who cannot yet risk a graded, tuition-bearing course, and (3) educators seeking to embed makerspace practices in their classrooms.

Offering these competencies in a stand-alone non-credit format meets that demand by removing financial barriers, allowing open, repeatable access for mastery, and focusing squarely on foundational "learn-by-doing" skills which are the hallmarks of basic-skills

instruction. Each mirrored course delivers the same safety, tool-operation, and design-thinking outcomes as its credit counterpart, but with the added flexibility non-credit students need to build confidence before advancing to credit programs or the workplace.

By expanding equitable access to essential maker literacy, these courses directly support Foothill's mission to empower students as workforce members and global citizens while upholding the college's core values of openness, sustainability, and integrity.

Attach evidence

Need/Justification

This Workforce Education course provides specialized training for students, teachers, and those in work transition. The primary target audience includes educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union, and secondary regions of San Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community college, and adult education settings, as well as government and business trainers, consultants, and human resource professionals.

Course Description

Intended for makerspace educators and interested makers, this course provides an overview of the safe use and maintenance of laser cutter machines. Students design and produce projects on the laser cutter, using a variety of materials (cardboard, paper, wood, acrylic, stone, glass, fabric) and serving a variety of functions (flatpack assembly, art, display, engineering solutions) while applying safe, accessible, and equitable makerspace practices that serve diverse user needs. Advanced topics include rotary tools, filtration methods, machine maintenance, and bed installment/changes. Special emphasis will be placed on reinforcing design thinking concepts and the development of laser cutter makerspace projects to meet the needs of a variety of users.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Experience with basic computer and internet functions; experience with vector-based graphic design software is recommended, but not required.

Course Objectives

The student will be able to:

1. Identify the major parts and functions of a laser cutter and explain the role of each part in the machine's operation.
2. Correctly determine which settings to use, including power, speed, and z-axis adjustments, in order to cut and/or engrave a variety of material types.

3. Identify and describe the properties of materials that cannot be cut and materials that can cause risk or hazards, and practice safety protocols to mitigate risk and eliminate hazards.
4. Perform machine cleaning and maintenance routines to ensure ongoing machine performance and safety.
5. Design and produce engravings using a variety of materials, correctly selecting the appropriate settings for the design and the material.
6. Design and produce three-dimensional objects by cutting and assembling flat materials.
7. Engrave designs on rounded objects using the rotary tool.

Course Content

1. Parts and functions
 1. Laser generator
 2. Lenses and mirrors
 3. Frame
 4. Laser cutting head
 5. CNC system
 6. Bed
 7. Filtration system
 8. Control platform
 9. Model diagram of parts in operation
2. Settings
 1. Material identification
 2. Power
 3. Speed
 4. Z-axis
 5. Caliper measurements
 6. Accessible user interface for control platform
 1. Graphics placement and movement
 2. Duplication and spacing
 3. Laser preview settings
 4. Timing preview settings
 7. Performing test cuts
3. Materials and hazards
 1. Stone and glass
 2. Cardboard and paper
 3. Fabrics
 4. Acrylics
 5. Woods
 6. Fire risks
 7. Safety protocols for flame and fire, including accessible visual/auditory alarms and multilingual signage

8. Off-gas risks
 9. Safety protocols for air filtration
 10. Hazardous materials
4. Cleaning and maintenance
 1. Bed removal and cleaning
 2. Lens removal and cleaning
 3. Laser cutting head maintenance
 4. CNC motor maintenance
 5. Leveling the bed
 6. Troubleshooting issues
5. Engravings
 1. Converting designs
 2. Line stroke, fill, and color requirements
 3. Setting variable engrave and cut functions
 4. Material engraving considerations
 1. Wood
 2. Acrylic
 3. Stone
 4. Cardboard
 5. Masking procedures
 6. Design placement and adjustment
6. Three-dimensional design
 1. Box design and measurement considerations
 2. Edge joints
 1. Flat
 2. Finger
 3. T-slot
 3. Material thickness accommodations
 4. Notches and dividers
 5. Kerf bending
 6. Weight-bearing stand design
7. Rotary tool
 1. Function and process
 2. Installing and troubleshooting
 3. Setting y- and z-axes
 4. Calculating object radius
 5. Document set-up and formatting
 6. Design placement and adjustment
 7. Object placement and rotation

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via the internet: Students must have current email accounts and/or ongoing access to internet-capable computers or tablets.

Methods of Evaluation

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

Designing and developing makerspace projects and products

Presenting the product or project to peers, capturing feedback with attention to inclusivity and accessibility, and using it to revise the product or project

Making constructive contributions to class discussions and peer review feedback

Methods of Instruction

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

The student will engage with course concepts through multimodal instructional materials offered in accessible formats, supplying multiple means of representation

The student will observe instructor-guided demonstrations and then apply skills using a modality of their choice (e.g., digital, visual, or written), providing multiple means of action and expression

The student will co-construct knowledge by participating in synchronous or asynchronous discussions, peer feedback, and collaborative activities that honor diverse cultural and linguistic assets, ensuring multiple means of engagement

Representative Text(s)

Author(s)	Title	Publication Date
Molenaar, Jean-Michel, and Daniele Ingrassia	Mastering Digitally Controlled Machines: Laser Cutters, 3D Printers, CNC Mills, and Vinyl Cutters to Make Almost Anything	2024

Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peers' educational projects.
2. Outside assignments include conducting project development, planning, reading, and developing the project through an iterative process.
3. When taught online these methods may take the form of video, audio, animation, and webpage presentations. Writing assignments are completed online.

Authorized Discipline(s):

Instructional Design/Technology

Faculty Service Area (FSA Code)

EDUCATION

Taxonomy of Program Code (TOP Code)

*0860.00 - Educational Technology

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:

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Articulation Office Only

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

50

Load

.015

LINC F484F : VINYL CUTTER FUNDAMENTALS NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Learning in New Media Classrooms (LINC)

Course Number

F484F

Department

Learning in New Media Classrooms (LINC)

Division

Business and Social Sciences (1SS)

Units

0

Course Title

VINYL CUTTER FUNDAMENTALS NONCREDIT

Former ID**Cross Listed****Related Courses**

LINC F084F - VINYL CUTTER FUNDAMENTALS

Maximum Units

0

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

1

Weekly Lab Hours

0

Weekly Out of Class Hours

2

Special Hourly Notation

Total Contact Hours

12

Total Student Learning Hours

36

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

Because maker technologies and the regional projects that drive their use evolve regularly, each offering spotlights new tools, materials, and real-world design briefs. Each repeat exposes returning students to new machinery settings, advanced processes, and progressively complex collaborative briefs, ensuring expanded proficiencies rather than simple content review.

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

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:

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:

Workforce/CTE

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

Foothill College's service area sits at the epicenter of the Bay Area's innovation economy, where even entry-level roles increasingly require fundamental skills in digital fabrication, rapid prototyping, and human-centered design. Community partners (which include local K-12 districts, public libraries, small-business incubators, and workforce development boards) regularly request low-cost, hands-on training that can serve (1) adult re-entry learners updating their technology toolkit, (2) under-represented students who cannot yet risk a graded, tuition-bearing course, and (3) educators seeking to embed makerspace practices in their classrooms.

Offering these competencies in a stand-alone non-credit format meets that demand by removing financial barriers, allowing open, repeatable access for mastery, and focusing squarely on foundational "learn-by-doing" skills which are the hallmarks of basic-skills

instruction. Each mirrored course delivers the same safety, tool-operation, and design-thinking outcomes as its credit counterpart, but with the added flexibility non-credit students need to build confidence before advancing to credit programs or the workplace.

By expanding equitable access to essential maker literacy, these courses directly support Foothill's mission to empower students as workforce members and global citizens while upholding the college's core values of openness, sustainability, and integrity.

Attach evidence

Need/Justification

This Workforce Education course provides specialized training for students, teachers, and those in work transition. The primary target audience includes educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union, and secondary regions of San Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community college, and adult education settings, as well as government and business trainers, consultants, and human resource professionals.

Course Description

Intended for makerspace educators and interested makers, this course provides an overview of the safe use and maintenance of vinyl cutter machines, ranging from hobbyist to industrial capacities. Students will design and produce projects on the vinyl cutter, working with a variety of materials, blades, tools, and mats to address different functional needs while applying safe, accessible, and equitable makerspace practices that serve diverse user needs. Students will use design software to create and import images, separate layers, and determine outcomes based on both hardware and media. Products developed include stickers, pop-up art, t-shirts, mixed media projects, boxes, and large-format vinyl pieces. Special emphasis will be placed on reinforcing design thinking concepts and the development of vinyl cutter makerspace projects to meet the needs of a variety of users.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Experience with basic computer and internet functions; experience with vector-based graphic design software is recommended, but not required.

Course Objectives

The student will be able to:

1. Identify the major parts and functions of a vinyl cutter and explain the role of each part in the machine's operation.
2. Correctly determine which settings to use, including blade-type, speed, mat-type, and special tools in order to cut, draw, and score a variety of material types.

3. Use design software to create and cut projects, determining outcomes based on both hardware and media.
4. Perform machine cleaning and maintenance routines to ensure ongoing machine performance and safety.
5. Use design thinking concepts to design and create mixed media projects that address specified user needs.
6. Design and produce three-dimensional objects by cutting, scoring, and assembling flat materials.
7. Embed designs into cloth by demonstrating safe procedures for using a heat press.

Course Content

1. Parts and functions
 1. Frame
 2. Rollers
 3. Blades
 4. Blade housing system
 5. CNC system
 6. Bed
 7. Mats
 8. Control platform
 9. Model diagram of parts in operation
2. Settings
 1. Material identification
 2. Mats
 1. Grip strength
 2. Dimensions
 3. Media requirements
 3. Blades
 1. Precision
 2. Deep cutting
 3. Rotary
 4. Alternative tools
 1. Pens
 2. Scoring wheel
 3. Embosser
 5. Weeding tools
 1. Weeder
 2. Tweezers
 3. Pick
 4. Transfer tape
 6. Power
 7. Speed
 8. Z-axis

3. Design software
 1. Text tools
 2. Line and shape tools
 3. Object manipulation
 1. Weld
 2. Attach
 3. Flatten
 4. Slice
 5. Contour
 4. Importing graphics
 1. Converting designs
 2. Identifying and separating layers
 5. Mat separation
4. Cleaning and maintenance
 1. Blade loading and unloading
 2. Blade maintenance and replacement procedures
 3. Mat loading and unloading
 4. Mat grip maintenance procedures
 5. Mat grip testing
 6. Weeding tool safety procedures and maintenance
 7. Troubleshooting issues
5. Mixed media
 1. Inclusive, empathy-driven design thinking (user-centered, culturally responsive)
 2. Media-specific cutting considerations
 1. Vinyl
 2. Paper
 3. Craft board
 4. Leather
 5. Cloth
 3. Adjusting design elements based on media
 4. Mat selection and media placement
 5. Design placement and adjustment
 6. Weeding procedures
 7. Design transfer
6. Three-dimensional design
 1. Pop-up design functions and features
 2. Kirigami
 3. Material thickness accommodations
 4. Notches and dividers
 5. Scoring
 6. Single-piece box design
7. Heat transfer
 1. Function and process

2. Heat-transfer vinyl properties
3. Image and design reversing
4. HTV weeding procedures and considerations
5. Design placement
6. Heat press
 1. Timing and temperature settings
 2. Preparing media
 3. Silicone sheeting
 4. Safe operation and maintenance

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via the internet: Students must have current email accounts and/or ongoing access to internet-capable computers or tablets.

Methods of Evaluation

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

Designing and developing makerspace projects and products

Presenting the product or project to peers, capturing feedback with attention to inclusivity and accessibility, and using it to revise the product or project

Making constructive contributions to class discussions and peer review feedback

Methods of Instruction

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

The student will engage with course concepts through multimodal instructional materials offered in accessible formats, supplying multiple means of representation

The student will observe instructor-guided demonstrations and then apply skills using a modality of their choice (e.g., digital, visual, or written), providing multiple means of action and expression

The student will co-construct knowledge by participating in synchronous or asynchronous discussions, peer feedback, and collaborative activities that honor diverse cultural and linguistic assets, ensuring multiple means of engagement

Representative Text(s)

Author(s)	Title	Publication Date
Molenaar, Jean-Michel, and Daniele Ingrassia	Mastering Digitally Controlled Machines: Laser Cutters, 3D Printers, CNC Mills, and Vinyl Cutters to Make Almost Anything	2024

Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peers' educational projects.
2. Outside assignments include conducting project development, planning, reading, and developing the project through an iterative process.
3. When taught online these methods may take the form of video, audio, animation, and webpage presentations. Writing assignments are completed online.

Authorized Discipline(s):

Instructional Design/Technology

Faculty Service Area (FSA Code)

EDUCATION

Taxonomy of Program Code (TOP Code)

*0860.00 - Educational Technology

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:

June 2025: This is a mirrored non-credit and not a revision. Alignment with the current credit course is essential, so no changes have been made beyond what is strictly necessary.

Articulation Office Only

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

50

Load

.015

General Education Review Request

Area 1A - English Composition

Course Number & Title or Degree Program Name:

Indicate if this is: ☐ a course, or ☐ a degree program

Overview:

Foothill College's General Education curriculum provides students with a well-rounded education, fostering critical thinking, communication, and interdisciplinary understanding. Faculty play a central role in ensuring GE courses align with these goals and prepare students for academic, professional, and civic success.

This form guides instructors in demonstrating how their course meets the learning outcomes for its designated GE area. Instructors should explain how their course develops analytical and communication skills, integrates diverse perspectives, and fosters interdisciplinary connections. Your contributions help maintain a rigorous and relevant GE curriculum that supports student achievement.

Breadth Criteria:

Foothill College's General Education curriculum equips students with broad and deep knowledge, preparing them to be independent thinkers and engaged members of a diverse society. GE courses encourage intellectual curiosity, interdisciplinary exploration, and critical engagement with the world.

Students gain exposure to a range of disciplines, including the arts, humanities, natural sciences, social sciences, and mathematics. This breadth fosters connections across fields and deepens understanding of cultural, social, and physical environments.

All GE courses emphasize critical analysis and ethical reasoning, challenging students to evaluate complex issues, articulate perspectives, and engage thoughtfully with diverse viewpoints. The curriculum also promotes equity, inclusion, and global awareness, ensuring students are prepared to contribute meaningfully to an interconnected world.

A completed GE pattern enables students to acquire, apply, and demonstrate competence in essential academic and professional competencies.

Depth Criteria for Area 1A - English Composition:

English Composition courses focus on developing students' proficiency in written communication to meet the demands of academic, professional, and real-world contexts. These courses emphasize two essential intellectual skills: comprehension and written expression at the college level. Students engage with diverse texts to extract meaning, analyze patterns, evaluate information, and synthesize ideas. Writing assignments require students to consider audience and purpose, employ effective rhetorical and structural techniques, provide evidence-based arguments, and refine their work through iterative drafting and revision.

The curriculum aims to cultivate clear, articulate, and persuasive communication while introducing students to the aesthetics and power of the written word. By mastering these skills, students gain the confidence and ability to express themselves effectively in academic and professional settings.

General Education Review Request Area 1A - English Composition

Instructions for Mapping Course Components to Criteria

Please follow the steps below to demonstrate how your course (or degree program) fulfills the Breadth and Depth criteria for General Education Area 1A - English Composition. Use specific components from the Course Outline of Record (COR), such as course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

If mapping a degree program, please indicate from which course in the sequence you are sourcing COR components.

Breadth Mapping

For each of the following competencies, indicate if and how your course or degree program meets the requirement and provide corresponding course component(s) from the COR.

1. Communication

Analytical reading, writing, speaking, and listening skills, including evaluation, synthesis, and research.

- Matching course component(s):

2. Computation

Application of mathematical concepts or principles of data collection and analysis to solve problems.

- Matching course component(s):

3. Critical Expression

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

- Matching course component(s):

4. Community and Global Awareness

Consideration of one's role in society at local, national, and global levels in the context of cultural constructs and historical/contemporary issues.

- Matching course component(s):

General Education Review Request

Area 1A - English Composition

5. Information and Digital Literacy

The set of integrated abilities that includes: the reflective discovery of information, the understanding of how information is produced and valued, the use of information in creating new knowledge, the ethical participation in communities of learning, and the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.

- Matching course component(s):
-

Depth Mapping

Mandatory Depth Outcomes

Your course must address all the following outcomes. For each outcome, map the corresponding course component(s) from the COR.

1. Comprehension and Analysis

Read and comprehend college-level texts, including the ability to interpret, analyze, evaluate, and synthesize information from expository, narrative, and argumentative prose.

- Matching course component(s):

2. Text-Based Writing

Write extended compositions totaling a minimum of 6,000 words, grounded in college-level readings, academic subject matter, and class discussions.

- Matching course component(s):

3. Critical Thinking in Writing

Recognize and evaluate ideas, distinguish between facts, inferences, opinions, and assumptions, and draw and assess conclusions.

- Matching course component(s):

4. Thesis and Argument Development

Formulate an arguable thesis appropriate to the audience and purpose, and substantiate it through logical organization, supporting evidence, and clarity of expression.

- Matching course component(s):

General Education Review Request

Area 1A - English Composition

5. Research and Documentation

Conduct research using print and electronic media, and accurately attribute sources through textual citations and MLA documentation.

- Matching course component(s):

Optional Depth Outcomes

In addition to the mandatory outcomes, your course or sequence must address **at least two** of the following outcomes. For each selected outcome, map the corresponding course component(s).

1. Argumentation Principles

Understand and apply principles of written argumentation, including induction and deduction, counterarguments, and concessions.

- Matching course component(s):

2. Syntactical and Structural Variety

Recognize and implement varied syntactical, rhetorical, and structural devices to enhance written communication.

- Matching course component(s):

3. Drafting and Revision

Utilize a sequential process of multiple drafts and revisions to produce clear, articulate, and grammatically correct compositions.

- Matching course component(s):

4. Audience and Purpose Awareness

Demonstrate an understanding of audience and purpose in crafting written works tailored to specific contexts and goals.

- Matching course component(s):

General Education Review Request
Area 1A - English Composition

5. Aesthetic Appreciation of Writing

Explore the aesthetics and power of written expression, appreciating how language can evoke emotion, convey ideas, and inspire action.

- Matching course component(s):

Submit your completed form to your Division Curriculum Reps

Requesting Faculty: _____ Date: _____

Division Curriculum Rep: _____ Date: _____

FOR USE BY CURRICULUM OFFICE:

Approved: ____ Denied: ____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request

Area 1A - English Composition

Degree Program Addendum

If you are submitting a complete degree program (sequence of courses) to fulfill the requirements for this General Education Area, please provide a justification for why a sequence is being proposed instead of a single course. This justification must clearly demonstrate how the sequence, taken as a whole, meets the **Breadth** and **Depth** criteria outlined for this area.

The justification should also touch on how the sequence of courses:

Integrates learning outcomes (The sequence is designed as a cohesive program where learning outcomes are distributed across courses to achieve the required breadth and depth.)

and provides

Progressive development (The sequence builds skills or knowledge progressively, with later courses dependent on foundational learning established in earlier ones.)

Instructions for Mapping Degree Programs

1. Identify which courses in the sequence address specific **Mandatory Depth Outcomes** and **Optional Depth Outcomes**.
2. Provide a clear explanation of how each course contributes to fulfilling the **Breadth** criteria, noting any overlaps or unique contributions within the sequence.
3. Ensure the justification highlights the interdependence and integration of the courses within the sequence.

Example:

Course A introduces foundational concepts in literature and philosophy, addressing Depth Outcomes 1 and 3. Course B expands on these foundations through artistic and historical analysis, addressing Depth Outcomes 2, 4, and 5. Together, the sequence fulfills all mandatory outcomes and optional outcomes 1 and 3.

Your Response:

General Education Review Request

Area 1B - Oral Communication & Critical Thinking

Course Number & Title or Degree Program Name:

Indicate if this is: ☐ a course, or ☐ a degree program

Overview:

Foothill College's General Education curriculum provides students with a well-rounded education, fostering critical thinking, communication, and interdisciplinary understanding. Faculty play a central role in ensuring GE courses align with these goals and prepare students for academic, professional, and civic success.

This form guides instructors in demonstrating how their course meets the learning outcomes for its designated GE area. Instructors should explain how their course develops analytical and communication skills, integrates diverse perspectives, and fosters interdisciplinary connections. Your contributions help maintain a rigorous and relevant GE curriculum that supports student achievement.

Breadth Criteria:

Foothill College's General Education curriculum equips students with broad and deep knowledge, preparing them to be independent thinkers and engaged members of a diverse society. GE courses encourage intellectual curiosity, interdisciplinary exploration, and critical engagement with the world.

Students gain exposure to a range of disciplines, including the arts, humanities, natural sciences, social sciences, and mathematics. This breadth fosters connections across fields and deepens understanding of cultural, social, and physical environments.

All GE courses emphasize critical analysis and ethical reasoning, challenging students to evaluate complex issues, articulate perspectives, and engage thoughtfully with diverse viewpoints. The curriculum also promotes equity, inclusion, and global awareness, ensuring students are prepared to contribute meaningfully to an interconnected world.

A completed GE pattern enables students to acquire, apply, and demonstrate competence in essential academic and professional competencies.

Depth Criteria for Area 1B - Oral Communication & Critical Thinking:

Courses in Oral Communication & Critical Thinking develop students' abilities to articulate ideas, evaluate arguments, and engage in reasoned decision-making. These courses emphasize the clear and logical expression of knowledge, information, and ideas, while fostering critical thinking skills to analyze, interpret, and respond to diverse viewpoints. Through oral presentations, discussions, and analytical exercises, students learn to communicate effectively and assess the validity of arguments and methodologies.

The curriculum promotes confidence, clarity, and ethical responsibility in communication, preparing students to participate actively and thoughtfully in academic, professional, and civic contexts.

General Education Review Request

Area 1B - Oral Communication & Critical Thinking

Instructions for Mapping Course Components to Criteria

Please follow the steps below to demonstrate how your course (or degree program) fulfills the Breadth and Depth criteria for General Education Area 1B - Oral Communication & Critical Thinking. Use specific components from the Course Outline of Record (COR), such as course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

If mapping a degree program, please indicate from which course in the sequence you are sourcing COR components.

Breadth Mapping

For each of the following competencies, indicate if and how your course or degree program meets the requirement and provide corresponding course component(s) from the COR.

1. Communication

Analytical reading, writing, speaking, and listening skills, including evaluation, synthesis, and research.

- Matching course component(s):

2. Computation

Application of mathematical concepts or principles of data collection and analysis to solve problems.

- Matching course component(s):

3. Critical Expression

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

- Matching course component(s):

4. Community and Global Awareness

Consideration of one's role in society at local, national, and global levels in the context of cultural constructs and historical/contemporary issues.

- Matching course component(s):

General Education Review Request

Area 1B - Oral Communication & Critical Thinking

5. Information and Digital Literacy

The set of integrated abilities that includes: the reflective discovery of information, the understanding of how information is produced and valued, the use of information in creating new knowledge, the ethical participation in communities of learning, and the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.

- Matching course component(s):
-

Depth Mapping

Mandatory Depth Outcomes

Your course must address all the following outcomes. For each outcome, map the corresponding course component(s) from the COR.

1. Effective Oral Communication

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

- Matching course component(s):

2. Critical Evaluation of Ideas

Critically assess the ideas of others, organize and refine their own ideas, and articulate a well-reasoned position.

- Matching course component(s):

3. Analytical Thinking

Analyze and evaluate arguments, identifying underlying assumptions, strengths, weaknesses, and implications.

- Matching course component(s):

4. Ethical and Responsible Communication

Demonstrate an understanding of the ethical responsibilities associated with effective communication and argumentation.

- Matching course component(s):

General Education Review Request
Area 1B - Oral Communication & Critical Thinking

5. Problem-Solving Through Communication

Apply communication and critical thinking skills to resolve problems and make informed decisions.

- Matching course component(s):

Optional Depth Outcomes

In addition to the mandatory outcomes, your course or sequence must address **at least two** of the following outcomes. For each selected outcome, map the corresponding course component(s).

1. Listening and Interpretation

Develop active listening skills to accurately interpret and respond to spoken messages.

- Matching course component(s):

2. Rhetorical Strategies

Utilize rhetorical techniques to adapt messages to diverse audiences and purposes.

- Matching course component(s):

3. Collaborative Communication

Engage effectively in group discussions, demonstrating teamwork and interpersonal communication skills.

- Matching course component(s):

4. Cultural Awareness

Recognize and respect cultural differences in communication styles and adapt accordingly.

- Matching course component(s):

5. Application Across Disciplines

Apply oral communication and critical thinking skills to analyze problems and arguments in other academic disciplines.

- Matching course component(s):

**General Education Review Request
Area 1B - Oral Communication & Critical Thinking**

Submit your completed form to your Division Curriculum Reps

Requesting Faculty: _____ Date: _____

Division Curriculum Rep: _____ Date: _____

FOR USE BY CURRICULUM OFFICE:

Approved: ____ Denied: ____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request

Area 1B - Oral Communication & Critical Thinking

Degree Program Addendum

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Your Response:

Institutional Learning Outcomes

The Foothill College ILO Workgroup undertook extensive campus-wide conversations between 2022 and 2024 with a diverse group of stakeholders from our community. Through these conversations they determined that Foothill College ILOs are not just about learning content but about developing skills and attributes. ILOs encompass an approach toward interacting with the world beyond our campus and are interdisciplinary. In addition, our ILOs should reflect student's lived experiences and address the whole person.

The workgroup assembled a list that reflect the skills and attributes that our campus community would like for a Foothill graduate to embody and [reported out at the March 4, 2024 Academic Senate meeting.](#)

The following ILOs reflect these skills and attributes in a variety of ways and provide measurable outcomes that the college can apply to gather data to reflect on. Each of these ILOs will be achieved by the student after a sustained engagement with Foothill College. The ILOs will be developed throughout the student's course of study through their persistent engagement across the college.

A student will be able to:



1. Think Critically

Students demonstrate the ability to think critically across disciplines and address complex societal issues using logical reasoning

The student will be adept at applying quantitative, logical, and social reasoning, and cultivating information and scientific literacy. A student will be able to demonstrate the ability to question and practice self-evaluation and reflection. A student will use reflective and innovative thinking to make informed decisions, solve problems, and communicate effectively.

Measurable Outcomes

- Identify credible sources and distinguish between evidence-based information and misinformation.
- Analyze multiple perspectives on a contemporary issue using logical and social reasoning.
- Evaluate arguments for validity, bias, and relevance using discipline-specific frameworks.
- Apply scientific, quantitative, and/or informational literacy skills to solve a real-world problem.

2. Thrive in the Global Workforce

Students develop the skills to adapt, collaborate, and lead in a diverse and evolving global workforce.

The student will have a skill set that incorporates leadership, agency, and the ability to successfully collaborate with a diverse group, supported by digital, quantitative, and communication literacy. This skill set includes building confidence, emotional intelligence, empathy, cultural and emotional agility, and a sense of global responsibility—all of which are essential for success in professional and intercultural contexts.

Measurable Outcomes

- Demonstrate effective communication in diverse professional or intercultural settings.
- Collaborate on team-based projects by practicing negotiation, leadership, empathy, and shared responsibility.
- Apply quantitative reasoning, digital tools and information literacy to complete a professional task or solve a workforce-related problem.

3. Engage in a Life of Inquiry

Students cultivate a lifelong commitment to learning, civic engagement, and participation in diverse communities.

The student develops a strong sense of place in community, embracing authenticity and vulnerability and advocating for equity through creative, curious, and aware engagement with the world around them. After completing their education at Foothill, students will continue to engage with the evolving professional, cultural, and political landscape by seeking out formal and informal opportunities for growth.

Measurable Outcomes

- Examine how cultural, social, or systemic factors and personal values, experiences and biases influence community issues and civic participation.
- Discuss community dilemmas with evidence-based reasoning and authentic communication.
- Seek out formal and informal opportunities that support ongoing learning surrounding evolving professional, cultural, and political environments.

4. Act with Integrity

Students cultivate strategies for engaging with complexity, feedback, and challenges in ways that center ethical decision-making, and the ability to act with integrity and empathy in diverse contexts and communities.

Students will deepen their understanding of themselves and how they interact with others, building confidence, resilience, and a sense of purpose. They will learn to navigate challenges in ways that honor differing identities and values in their community. They will build strategies for engaging with complexity, feedback, and difficulty that align with their own needs and capacities while recognizing how their actions affect their community. This growth fosters greater self-reliance, agency, and the courage to engage authentically and responsibly in a complex and evolving world.

Measurable Outcomes

- Demonstrate the ability to reflect on and apply personal strategies for engaging with feedback or navigating challenges.
- Articulate ethical principles and personal values that guide decision-making in a variety of settings.
- Reflect on personal resilience, self-reliance, and ongoing personal development in relation to career and personal decisions.

Reference

College Mission Statement

Embracing inclusivity and building strong communities, Foothill College serves diverse learners and equips its students with critical thinking skills to address complex societal challenges, to thrive in the global workforce, and to engage in a life of inquiry.