

College Curriculum Committee Meeting Agenda

Tuesday, March 17, 2026

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: March 3, 2026	2:00	Action	#3/17/26-1	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. Foothill GE Application Criteria update	2:17	Information		CCC Team
5. Division Curriculum Committees	2:20	Action	#3/17/26-2	Kaupp
6. Course Deactivation Exemption Requests	2:23	Action	#3/17/26-3–4	Kaupp
7. New Certificate Proposal: English as a Second Language for Career Skills Development (noncredit)	2:38	Action	#3/17/26-5	Kaupp
8. New Certificate Proposal: English as a Second Language for Child Development (noncredit)	2:41	Action	#3/17/26-6	Kaupp
9. New Degree Proposal: Chemistry ADT	2:44	Action	#3/17/26-7	Kaupp
10. New Certificate Application: Spanish for Health Care Workers	2:47	3rd Read/ Action	#3/17/26-8	Kaupp
11. GE Application: Area 5: Inside Wireman Apprenticeship Program (Pathway 3 - Local 6 students)	2:52	2nd Read/ Action	#3/17/26-9	Kaupp
12. Resolution: Recognition of Prior General Education Completion	2:57	1st Read	#3/17/26-10	Gilstrap
13. Open Forum on Faculty Participation in Division Curriculum Committees	3:07	Discussion		Kaupp
14. Good of the Order	3:27			Kaupp
15. Adjournment	3:30			Kaupp

**Times listed are approximate*

Attachments:

- #3/17/26-1 Draft Minutes: March 3, 2026
- #3/17/26-2 Division Curriculum Committees 3.17.26
- #3/17/26-3 Courses not Taught in Four Years - 2026 List
- #3/17/26-4 Course Deactivation Exemption Requests (zip file): ANTH 67B, 67C; APPT 198; ATHL 31A, 33A; BIOL 13; BUSI 19, 88A; CNSL 3; C S 20A, 55J; DANC 18A, 18B; ENGL 37; ESSL 228; HORT 60G, 90E; KINS 3, 51; LINC 57B, 59, 62, 64, 67, 68G, 73H, 82A, 90B, 95B; MDIA 8B; MTEC 88A, 88B; MUS 2F; NCEL 480; PHDA 18; PHOT 68C, 68E, 78B, 78C, 78D; SOSC 20; SPAN 110, 111; THTR 43A
- #3/17/26-5 New Certificate Proposal: [English as a Second Language for Career Skills Development \(noncredit\)](#)
- #3/17/26-6 New Certificate Proposal: [English as a Second Language for Child Development \(noncredit\)](#)

- #3/17/26-7 New Degree Proposal: [Chemistry ADT](#)
- #3/17/26-8 New Certificate Application: [Spanish for Health Care Workers](#)
- #3/17/26-9 Foothill General Education Application for Area 5—Natural Sciences (with Lab): Inside Wireman Apprenticeship Program (Pathway 3 - Local 6 students)
- #3/17/26-10 Resolution: Recognition of Prior General Education Completion

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).
- ~~3/16/26~~ Deadline to submit [exception requests](#) for summer/fall 2026 (Faculty/Divisions).
- 4/17/26 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), Cathy Draper (HSH), 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), Anaya Kendall (ASFC), Glenn Kurisu (HSH), Natalie Latteri (BSS), Andy Lee (CNSL), Laurence Lew (BSS), Tim Myres (APPR), Teresa Ong (VP Workforce), 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: 3/17/26Co-Chairs (2)

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

Voting Membership (1 vote per division)

<u>✓*</u>	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
<u>✓</u>	Jeff Bissell	7663	KA	bisselljeff@fhda.edu
<u>✓*</u>	Cynthia Brannvall	7477	FAC	brannvallcynthia@fhda.edu
<u>✓*</u>	Rachelle Campbell	7469	HSH	campbellrachelle@fhda.edu
_____	Zach Cembellin	7383	Dean—STEM	cembellinzachary@fhda.edu
<u>✓*</u>	Cathy Draper	7249	HSH	drapercatherine@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
<u>✓*</u>	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
_____	Laurence Lew	6138	BSS	lewlaurence@fhda.edu
_____	Tim Myres		APPR	timm@smw104jatc.org
<u>✓*</u>	Richard Saroyan	7232	SRC	saroyanrichard@fhda.edu
<u>✓</u>	Jennifer Sinclair	7132	STEM	sinclairjennifer@fhda.edu
_____	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)

_____	Anaya Kendall		ASFC Rep.	asfc.kaylaun@gmail.com
<u>✓*</u>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
_____			Evaluations	
_____			SLO Coordinator	

Visitors

Chris Allen*, John Fox, Rosa Nguyen, Jordan Smyth, Paul Starer, Jue Thao*, Nate Vennarucci*

* Indicates in-person attendance

**College Curriculum Committee
Meeting Minutes
Tuesday, March 3, 2026
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom**

Item	Discussion
1. Minutes: February 17, 2026	<p>Motion to approve M/S (Draper, Taylor). Approved.</p> <p>Sinclair noted error in item 2: STEM shared working on new corequisite support courses, not artificial intelligence. Vanatta will make correction.</p>
2. Report Out from CCC Members	<p>Speaker: All Vanatta plans to send calendar invites for spring quarter CCC meetings soon and asked reps to report out any changes for spring.</p> <p>Apprenticeship: Myres shared fantastic news that Building Trades Management BS degree has been fully approved by the state! Allen highlighted hard work by Phuong Tran throughout the process, and Myres shared some perspective on working w/ contractors who encourage their employees to pursue degree. Vennarucci noted interest from students earning AS degree to continue on to earn BS degree, and shared that, personally, is proud to be part of both worlds. Allen reiterated the positive impact BS degree will have for students who, in the very recent past, haven't had the ability to transfer credits earned during apprenticeship program to any type of degree program.</p> <p>BSS: No updates to report.</p> <p>Counseling: Jackson-Sandoval shared submitted Courses not Taught in Four Years request form.</p> <p>Fine Arts & Comm.: Walgren shared working on Courses not Taught in Four Years list; working on gathering LMI for new noncredit certs.</p> <p>HSH: No updates to report.</p> <p>Kinesiology: Bissel shared working on Courses not Taught in Four Years list.</p> <p>Language Arts: No updates to report.</p> <p>LRC: Agyare shared Library circulation desk will be closed Friday, March 20, to allow staff to attend Classified Professional Development Day, so please help ensure your students are aware.</p> <p>SRC: No updates to report.</p> <p>STEM: No updates to report.</p> <p>Gilstrap reminded the group that, although Common Course Numbering Phase 3 has been put on pause, Phases 2A & 2B still moving forward as planned. Mentioned recent meeting w/ De Anza, Lake Tahoe, and folks from state Chancellor's Office, which didn't result in anything new; was more of a check-in and confirmation that once Phase 3 templates completed, Chancellor's Office will follow up with quarter schools re: creating quarter-specific templates. Also shared submission forms now</p>

	<p>available for new ADTs (Biology 2.0, Chemistry, Environmental Science 2.0, Music Industry Studies); will reach out to relevant faculty.</p> <p>Vanatta mentioned things are on schedule for curriculum sheets to be available for editing next week. Noted unsure when Title 5 list will be ready, as CourseLeaf development work to add SLO fields to COR form not complete yet. Reminded reps of the upcoming March 16 deadline for fast-tracking requests for summer and fall 2026.</p> <p>Kaupp shared he’s received a few requests from faculty for CCC to discuss seat counts; still trying to figure out if CCC has purview over topic (vs. union). Also noted topic of changing from quarter to semester being discussed yet again. Taylor asked if discussion is related to holiday conflicts with our academic calendar—Kaupp responded, this has been an issue but not necessarily what prompted discussion. Brannvall mentioned Common Course Numbering impacts for quarter schools. Kaupp noted general sense is that folks prefer quarter system and don’t want to change.</p> <p>Campbell asked question related to prerequisites: if Foothill doesn’t offer a specific course, are we allowed to require a De Anza course—Kaupp will check Title 5 to see what our options are.</p>
<p>3. Public Comment on Items Not on Agenda</p>	<p>Kaupp noted Foothill merch currently on deep discount at bookstore.</p>
<p>4. Announcements</p> <p>a. New Course Proposal</p> <p>b. ASCCC Spring Plenary</p> <p>c. Courses not Taught in Four Years Deadline Reminder: This Friday 3/6!</p> <p>d. Distinguished Honors Scholar Notation on Student Transcripts</p>	<p>Speakers: CCC Team</p> <p>The following proposal was presented: R T 71B. Campbell explained existing MRI course (R T 71) being split into two and expanded in content, to reflect advances in the field.</p> <p>April 9-11 in Santa Rosa. Area meetings March 13. Reach out to Kaupp if interested in attending.</p> <p>Vanatta reminded reps of the upcoming deadline to submit Course Deactivation Exemption Request forms. Sent follow-up emails to some divisions yesterday morning, to ensure reps are fully aware of any courses for which forms have yet to be submitted.</p> <p>Kaupp shared Honors Program leadership has requested a language update related to honors notation on transcripts. Starting in 2025-26, the request is that students who complete the requirements outlined on the Honors website will have the transcript notation read “Distinguished Honors Scholar.” Noted this is mainly a clarity/ consistency change for how counseling and students talk about the recognition. A&R requested CCC be notified of this change before it’s made official. CCC Team is in support of moving forward with updated language, and this is CCC’s opportunity to hear it, ask questions, or flag any concerns—the group voiced no concerns. Brannvall asked about Honors Program requirements—Kaupp shared details from Honors Program website.</p>
<p>5. Division Curriculum Committees</p>	<p>Speaker: Ben Kaupp</p> <p>Document includes details about each division CC. Kaupp noted updates since previous version, to Apprenticeship, HSH.</p> <p>Discussion occurred re: some divisions having difficulty getting faculty to participate in division CC process/meetings. Some reps shared the ways they try to encourage attendance/participation; Kaupp noted divisions allowed to use a hybrid model, with feedback from constituents gathered outside of official meetings, and formal discussion/votes taking place at meetings. Kaupp happy to help divisions brainstorm ideas for encouraging participation and suggested</p>

	<p>topic be agendized at future meeting for more robust discussion, to provide opportunity for reps to learn from each other.</p>
<p>6. New Certificate Application: Spanish for Health Care Workers</p>	<p>Speaker: Ben Kaupp Second read of new Spanish for Health Care Workers Certificate of Achievement. Vanatta noted Narrative has been updated since first read: SPAN 111 added as option for SPAN 110, and third Program Learning Outcome (PLO) edited in response to feedback during first read. Campbell still has concerns re: third PLO, noting “communicate a course of treatment” implies program is for nurses and doctors only, as other types of health care workers not legally allowed to do such a thing; cautioned against using this language. Sinclair asked for clarification, noting that program focuses on strengthening students’ language skills—Campbell responded, it’s the specific wording, and recommended using something more broad/general.</p> <p>Draper expressed concerns re: first PLO (“course of medical treatments” wording, and the implication that students might disagree with doctor’s orders), noting only certain types of health care workers legally allowed to perform those duties, which may not cover all students in the program; recommended better alignment of PLOs with expected student population. Kaupp noted group has three options: bring cert. back for a third read following additional edits from faculty; approve cert. today with understanding that edits will be made; approve cert. today with no edits. Brief discussion occurred re: use of translators in hospital/health care settings. Campbell recommended against using “course of treatment” wording in PLOs. Dworsky noted feedback during first read was related only to word “prescribe” in third PLO (which has been changed to “communicate”) and is happy to work with faculty to make additional edits. Kaupp suggested a meeting between Spanish dept. faculty and HSH reps/faculty to discuss PLOs.</p> <p>Third read and possible action will occur at next meeting.</p>
<p>7. GE Application: Area 5: Inside Wireman Apprenticeship Program (Pathway 3 - Local 6 students)</p>	<p>Speaker: Ben Kaupp First read of GE application for Area 5, Natural Sciences w/ Lab.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>8. Foothill GE Application Criteria: Area 7</p>	<p>Speaker: Ben Kaupp Today’s discussion is about Depth Criteria/Mapping for Area 7: Lifelong Learning. Kaupp reminded the group that Lifelong Learning no longer required in GE per Title 5, and De Anza no longer includes it in their local GE pattern. Also noted this is our broadest GE area, which may prove more difficult when it comes to determining outcomes, especially in mandatory section.</p> <p>Agyare shared Library constituent feedback re: Mandatory Outcome 3 and Optional Outcome 3, questioning what the difference is (both related to health). Draper noted there are different types of health, including emotional, intellectual, financial. Sinclair asked for background re: inclusion of Lifelong Learning area—Kaupp responded, believes it was a response to removal of physical education and other requirements in favor of a push for students to more quickly earn degrees; it’s a way to help ensure students fulfill important aspects of education not required in GE per Title 5. Vennarucci in favor of specifically including financial health, noting topic is popular request from her students. Commented that her apprenticeship program should be able to map/align with current outcomes but can see how it could be tough for an individual course to align. Kaupp noted his students cite financial literacy course as one of the most important in their program and wonders if Mandatory Outcome 3 language could be broadened to</p>

	<p>make clear that health and well-being mean a lot of things. Discussion occurred re: adding outcome related to life skills (or incorporating topic into one of the current outcomes). Bissell shared experience submitting PE courses for Lifelong Learning, noting can be difficult for certain courses to align with all mandatory outcomes.</p> <p>Kaupp noted that since including Lifelong Learning area is our local decision, we're free to require whatever we want, in terms of outcomes. Agyare suggested combining all 10 outcomes and requiring course/program align with six, for example (so, no mandatory outcomes). Gilstrap agreed with Agyare's suggestion to allow for more flexible alignment, rather than requiring same mandatory outcomes for all courses/programs. Group commented in favor of this change. Kaupp asked if any current outcomes should be removed or combined—Agyare suggested combining Mandatory Outcome 3 & Optional Outcome 3. Kaupp noted the other forms require 5 Mandatory Outcomes + 2 Optional Outcomes, and asked if Lifelong Learning should require seven, or a different number—group agreed in favor of requiring minimum of three.</p> <p>Kaupp reiterated suggestions: to combine Mandatory Outcome 3 & Optional Outcome 3; to add outcome related to life skills (without overlapping Mandatory Outcome 2); to require alignment with at least three outcomes (out of 10, total). Group agreed.</p> <p>Kaupp reminded the group that updated drafts of all forms available in OneDrive, for folks to comment on; will update draft for Lifelong Learning to include agreed-upon changes. Deadline for feedback is Wednesday, March 11, with plan to continue discussion of all drafts at next meeting.</p>
<p>9. Foothill GE Application Breadth Criteria and Breadth Mapping</p>	<p>Speaker: Ben Kaupp Third read of updated Foothill GE Breadth Criteria and Breadth Mapping, which will be included on all Foothill GE application forms. Draft has been updated based on feedback during second read, to present "Structured Response" as sole option (whereas second read presented additional "Narrative Response" option). Additional updates include removing separate check-box for "Information and/or Digital Literacy" and revising Step 2 instructions.</p> <p>Gilstrap noted Step 1 instructions don't specifically require a minimum of Institutional Learning Outcomes (ILOs) be selected, meaning faculty could select just one, and Taylor noted they could select zero. Kaupp asked the group for thoughts re: requiring a minimum, with a reminder that the intent of ILOs is that a student will fulfill all of them over the course of their learning at Foothill. There's no expectation that every single course align with all four ILOs, which could be an argument for allowing a course to align with just one. Kaupp's personal opinion is to not require a minimum; Gilstrap agreed. Campbell suggested requiring minimum of one, with encouragement for faculty to select as many as they feel appropriate—group commented in favor.</p> <p>Kaupp asked for feedback on Step 2 instructions/prompt details—Brannvall in favor and believes it's clear. Vennarucci asked about COR sections listed following instruction to "point to the most relevant COR section(s)" and how they relate to each other—Kaupp responded, these are section names used on COR. Vennarucci asked how Methods of Evaluation would be relevant to GE application—Sinclair responded, believes sections simply listed as examples of what could be used. Vennarucci unsure if Methods of Evaluation relevant to demonstrating</p>

	<p>Breadth Mapping and suggested replacing with Types/Examples of Assignments; Campbell suggested including both, to be broader.</p> <p>Motion to approve w/ the following edits: Step 1 instructions to require minimum alignment with one ILO (and encouragement to align with additional), Step 2 instructions (#3) to add “Types/Examples of ... Assignments” to list of COR sections M/S (Sinclair, Draper). Approved.</p>
<p>10. Good of the Order</p>	<p>White asked if Kaupp has connected w/ Ethnic Studies faculty re: Area 6 form—Kaupp responded, yes, and has received feedback which will be incorporated into updated draft. Dworsky noted feedback from Language Arts constituents re: instructions for filling out GE forms, to request faculty specify exactly where COR content being copied/pasted from (e.g., letter/number entry in Course Content section).</p> <p>Kaupp congratulated Dupree, Saroyan, and Taylor, who are all up for tenure this coming Monday!</p>
<p>11. Adjournment</p>	<p>3:30 PM</p>

Attendees: Micaela Agyare* (LRC), Chris Allen* (Dean, APPR), Jeff Bissell (KA), Cynthia Brannvall* (FAC), Rachelle Campbell* (HSH), Zach Cembellin* (Dean, STEM), Cathy Draper* (HSH), Angie Dupree (BSS), Rachael Dworsky* (LA), John Fox (BSS), Evan Gilstrap* (Articulation Officer), Ron Herman* (Dean, FAC), Maritza Jackson Sandoval* (CNSL), Ben Kaupp* (Faculty Co-Chair), Glenn Kurisu* (HSH), Laurence Lew* (BSS), Tim Myres* (APPR), Richard Saroyan (SRC), Jennifer Sinclair* (STEM), Kyle Taylor* (STEM), Mary Vanatta* (Curriculum Coordinator), Kristina Vennarucci* (APPR), Judy Walgren* (FAC), Sam White* (LA)

* Indicates in-person attendance

Minutes Recorded by: M. Vanatta

Foothill College Curriculum Committee Consent Calendar

3/17/26

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:** 2/23, 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**
 - **1/27/26, 2/10/26, 2/24/26, 3/10/26**
- **Agenda Posting:** Posted on the front window of the FAC Division office, Building 1700

Health Sciences & Horticulture (HSH) Division Curriculum Committee

- **Chair(s):** Rachelle Campbell, Cathy Draper, Glenn Kurisu, Shaelyn St. Onge-Cole
- **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:** 3/13 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

Cyan highlights = changes made since previous meeting

Highlighted in yellow = Course Deactivation Exemption Request form submitted to CCC

Division	Course Code	Course Title	Extension granted in 2016/17/19/20/22/23/24	Extension granted last time (2025)	Most Recently Offered (since 2010)	Notes
BSS	ANTH_F067B	CULTURES OF THE WORLD: BELIZE	Yes - 2019, 2022, 2023, 2024	Yes; planned to offer "as early as summer 2026" (not currently on spring 2026 schedule)		
BSS	ANTH_F067C	CULTURES OF WORLD: BRIT ISLES		Yes; planned to offer "as early as summer 2026" (not currently on spring 2026 schedule)	summer 2019	
APPR	APPT_F190.	PIPE FITTING WITH A CALCULATOR	Yes - 2024	Yes; planned to offer in spring 2026 (not currently on spring 2026 schedule)	fall 2018	
APPR	APPT_F198.	PLUMBING SERVICE & REPAIR				
APPR	APSM_F130.	SMQ-30 ADVANCED WELDING	Yes - 2019, 2020, 2022, 2023, 2024	Yes; planned to offer in winter 2026	fall 2013	
APPR	APSM_F131.	SMQ-31 CAD DETAILING	Yes - 2022, 2023, 2024	Yes; planned to offer in winter 2026	spring 2016	
APPR	APSM_F132.	SMQ-32 INTERMEDIATE CAD DETAIL	Yes - 2022, 2023, 2024	Yes; planned to offer in winter 2026	spring 2016	
APPR	APSM_F154C	HYDRONIC HEATING			spring 2021	
APPR	APSM_F155B	AIR DISTRB & EFFICNT DUCT DSGN	Yes - 2023, 2024	Yes; planned to offer in winter 2026		
APPR	APSM_F159B	AIRFLOW & PSYCHROMETRICS TAB			winter 2021	
APPR	APSM_F179A	BLDG/CASCDG PRESR/AIR CHG TEST			spring 2021	
FAC	ART_F073R	INDEPENDENT STUDY IN ART			fall 2015	
KA	ATHL_F031A	PRESEASON CONDITION SOFTBALL			fall 2020	
KA	ATHL_F033A	PRESEASON COND WMN'S WATER POL			summer 2020	
KA	ATHL_F042.	INTRCLG VOLLEYBALL I (WMN)			summer 2020	
KA	ATHL_F042B	SPORT TECH/COND WMN'S VOLLEYBA			spring 2021	
KA	ATHL_F042C	FUNCT FITNESS WMN'S VOLLEYBALL			spring 2021	
KA	ATHL_F042F	INTRCLG VOLLEYBALL II (WMN)			fall 2020	
KA	ATHL_F071R	INDEPENDENT STUDY IN ATHLETICS			spring 2015	
KA	ATHL_F072R	INDEPENDENT STUDY IN ATHLETICS			fall 2019	
KA	ATHL_F073R	INDEPENDENT STUDY IN ATHLETICS				
STEM	BIOL_F001D	INTRO TO MOLECULAR GENETICS			spring 2021	
STEM	BIOL_F013.	MARINE BIOLOGY			spring 2021	
BSS	BUSI_F019.	BUSINESS LAW II	Yes - 2022, 2023, 2024	Yes; planned to offer in fall 2025	spring 2016	
BSS	BUSI_F088A	FOUNDATIONS OF LEADERSHIP		Yes; planned to offer in fall 2025		
BSS	BUSI_F096.	ENTREPRENUR-START & MNG SM BUS		Yes; planned to offer in winter 2026	winter 2020	
BSS	CHLD_F091.	ADM/SUP:ADULT SUPRV & LEADER			winter 2021	
CNSL	CNSL_F003.	IDENTITY, CULTURE & EDUCATION		Yes; planned to offer in spring 2026 (not currently on spring 2026 schedule)		
STEM	C S_F020A	PROGRAMMING IN C#	Yes - 2023, 2024		spring 2018	
STEM	C S_F055J	AWS CERT SOLUTNS ARCH ASSC PRP				
KA	DANC_F002A	BEGINNING MODERN DANCE			spring 2021	
KA	DANC_F002B	INTERMEDIATE MODERN DANCE			spring 2021	
KA	DANC_F003A	BEGINNING JAZZ DANCE			winter 2021	
KA	DANC_F003B	INTERMEDIATE JAZZ DANCE			winter 2021	
KA	DANC_F004A	BEG BALLROOM & SOCIAL DANCE			fall 2020	
KA	DANC_F004B	INT BALLROOM & SOCIAL DANCE			fall 2020	
KA	DANC_F004C	ADV BALLROOM & SOCIAL DANCE			fall 2020	
KA	DANC_F011A	REPERTORY DANCE I			fall 2020	

KA	DANC_F011B	CHOREOGRAPHY FOR PERFORM I		winter 2021	
KA	DANC_F011C	DANCE PRODUCTION I		spring 2021	
KA	DANC_F012A	REPERTORY DANCE II		fall 2020	
KA	DANC_F012B	CHOREOGRAPHY FOR PERFORM II		winter 2021	
KA	DANC_F012C	DANCE PRODUCTION II		spring 2021	
KA	DANC_F013A	INTRO TO CONTEMPORARY DANCE		winter 2021	
KA	DANC_F013B	INT CONTEMPORARY DANCE		winter 2021	
KA	DANC_F014	DANCE CONDITIONING		spring 2021	
KA	DANC_F018A	INTRODUCTION TO HIP-HOP DANCE		spring 2021	
KA	DANC_F018B	INTERMEDIATE HIP-HOP DANCE		spring 2021	
HSH	D_H_F073R	INDEPENDENT STUDY DENTAL HYGIE		winter 2018	
LA	ENGL_F037	SCI FI LIT: REIMAGINE REALITY		fall 2020	
LA	ENGL_F072R	INDEPENDENT STUDY ENGLISH			
LA	ENGL_F073R	INDEPENDENT STUDY ENGLISH		fall 2020	
LA	ESLL_F228	DEVL P LANG SKILLS ESL STUDENTS	Yes; planned to offer in summer or fall 2026	summer 2019	
HSH	HORT_F060G	LANDSCAPE DESIGN:INTERM COMPU Yes - 2022, 2023, 2024	Yes; planned to offer in winter 2027	spring 2016	
HSH	HORT_F090E	HORT & LANDSCAPE PHOTOGRAPHY Yes - 2019, 2022, 2023, 2024	Yes; planned to offer in winter 2026	fall 2013	
LA	JRNL_F070R	INDEPENDENT STDY IN JOURNALISM			
LA	JRNL_F071R	INDEPENDENT STDY IN JOURNALISM			
LA	JRNL_F072R	INDEPENDENT STDY IN JOURNALISM			
LA	JRNL_F073R	INDEPENDENT STDY IN JOURNALISM			
APPR	JRYM_F105	PROJ MGMT COMMERCL CONSTR 1	Yes; planned to offer in winter 2026		
APPR	JRYM_F106	PROJ MGMT COMMERCL CONSTR 2	Yes; planned to offer in winter 2026		
KA	KINS_F003	THEORIES/TECH COACHING SPORTS		spring 2021	
KA	KINS_F051	PERF ENHANCING SUBST SPORT/EXE		spring 2021	
KA	KINS_F071R	INDEPENDENT STUDY KINESIOLOGY		winter 2020	
KA	KINS_F072R	INDEPENDENT STUDY KINESIOLOGY			
KA	KINS_F073R	INDEPENDENT STUDY KINESIOLOGY			
BSS	LINC_F057B	CREATING COMMUNITY ONLINE ENVIR			
BSS	LINC_F059	INTEGRAT 21ST CENT SKILLS INST		winter 2021	
BSS	LINC_F062	CLOUD-BASED WORD PROCESS TOOLS		fall 2020	
BSS	LINC_F064	SLIDE PRESENTATION DESIGN		fall 2020	
BSS	LINC_F067	DESIGN WEB-BASED LEARN PROJECT		spring 2021	
BSS	LINC_F068G	TCHNG/LRNG GOOGLE APPS FOR EDU			
BSS	LINC_F073H	ADOBE ILLUSTRATOR OVERV		spring 2021	
BSS	LINC_F082A	INTRO DESIGN INSTRUC TECH PROJ		spring 2021	
BSS	LINC_F090B	OPEN EDUCATION RESOURCES		summer 2020	
BSS	LINC_F095B	TECHNOLOGY ETHICS & EDUC LAW	Yes; planned to offer in fall 2026	fall 2019	
FAC	MDIA_F008B	WOMEN IN FILM			
FAC	MTEC_F088A	SONGWRITING I		fall 2020	
FAC	MTEC_F088B	SONGWRITING II		fall 2020	
FAC	MUS_F002F	HISTORY AMER MUSICAL THEATRE		fall 2020	Cross-listed w/ THTR 2F (which was last taught in spring 2025)
FAC	MUS_F072R	INDEPENDENT STUDY MUS/MUS TECH			
FAC	MUS_F073R	INDEPENDENT STUDY MUS/MUS TECH		spring 2018	
LA	NCEL_F480	ESL FOR JOB SEARCHING	Yes; planned to offer in fall 2025	winter 2020	

SRC	PHDA_F018.	INDIV EXERCISE SPEC POPULATION		Yes; planned to offer in spring 2026 (not currently on spring 2026 schedule)	spring 2020
KA	PHED_F070R	INDEPENDENT STUDY IN PHYS ED			spring 2020
KA	PHED_F071R	INDEPENDENT STUDY PHYSICAL EDU			
KA	PHED_F072R	INDEPENDENT STUDY PHYSICAL EDU			
KA	PHED_F073R	INDEPENDENT STUDY PHYSICAL EDU			
FAC	PHOT_F068C	STUDIO LIGHTING TOPICS IN PHOT	Yes - 2024	Yes; planned to offer in spring 2026 (not currently on spring 2026 schedule)	winter 2019
FAC	PHOT_F068E	LECTURE TOPICS IN PHOTOGRAPHY	Yes - 2022, 2023, 2024	Yes; planned to offer in spring 2026 (not currently on spring 2026 schedule)	fall 2015
FAC	PHOT_F071.	THE PHOTOGRAPHIC BOOK			spring 2021
FAC	PHOT_F072R	INDEPENDENT STUDY IN PHOTOGRAP			
FAC	PHOT_F078B	SOCIAL CONCERNS FIELD STUDY/PH	Yes - 2022, 2023, 2024	Yes; planned to offer in spring 2026 (not currently on spring 2026 schedule)	winter 2016
FAC	PHOT_F078C	DOCUMENTARY FIELD STUDY PHOTO	Yes - 2022, 2023, 2024	Yes; planned to offer in spring 2026 (not currently on spring 2026 schedule)	fall 2015
FAC	PHOT_F078D	MUSEUM/GALLERY FIELD STUDY IN	Yes - 2022, 2023, 2024	Yes; planned to offer in spring 2026 (not currently on spring 2026 schedule)	fall 2015
HSH	R T_F201.	DIGTL RADIOGRPHY FOR RAD TECHS	Yes - 2024	Yes; planned to offer in 2025-26 AY (not currently on spring 2026 schedule)	
HSH	R T_F202.	RAD SAFETY FLUOROSCPY RAD TECH	Yes - 2024	Yes; planned to offer in 2025-26 AY (not currently on spring 2026 schedule)	
BSS	SOSC_F020.	CROSS CULTURAL PERSP		Yes; no planned term specified	winter 2020
LA	SPAN_F110.	ELEM SPANISH CONVERSATION I	Yes - 2024	Yes; planned to offer in winter 2026	spring 2019
LA	SPAN_F111.	ELEM SPANISH CONVERSATION II	Yes - 2024	Yes; planned to offer in spring 2026 (not currently on spring 2026 schedule)	spring 2019
FAC	THTR_F043A	SCRIPT ANALYSIS			spring 2021
FAC	THTR_F071R	INDEPENDENT STUDY THEATRE ARTS			
FAC	THTR_F073R	INDEPENDENT STUDY THEATRE ARTS			winter 2017
BSS	WMN_F070R	INDEPENDENT STUDY WMN'S STUDIE			
BSS	WMN_F071R	INDEPENDENT STUDY WMN'S STUDIE			
BSS	WMN_F072R	INDEPENDENT STUDY WMN'S STUDIE			
BSS	WMN_F073R	INDEPENDENT STUDY WMN'S STUDIE			

Foothill College
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Division: BSS

Course Number: ANTH67B

Course Title: CULTURES OF THE WORLD: BELIZE

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

This course is offered as a part of our GEL programing during the summer in Anthropology. While we have not had a program in Belize for several years, we are considering doing so in the next few- which means that we need to maintain the course in the catalog as decisions regarding our Summer trips occur during the previous Fall quarter.

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

We are considering offering it in the next few years, but summer programs depend on many factors that are difficult to anticipate.

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

This course is offered as a part of our GEL programing during the summer in Anthropology. While we have not had a program in Belize for several years, we are considering doing so in the next few- which means that we need to maintain the course in the catalog as decisions regarding our Summer trips occur during the previous Fall quarter.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: 

Date: 2/2/26

Division Curriculum Representative: Angie Dupree

Date: 2/10/26

Date of Approval by Division Curriculum Committee: 2/9/26

Foothill College
College Curriculum Committee
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Division: BSS

Course Number: ANTH67C

Course Title: CULTURES OF WORLD: BRIT ISLES

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

This course is offered as a part of our GEL programing during the summer in Anthropology. While we have not had a program in the British Isles for several years, we are considering doing so in the next few- which means that we need to maintain the course in the catalog as decisions regarding our Summer trips occur during the previous Fall quarter.

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


We are considering offering it in the next few years, but summer programs depend on many factors that are difficult to anticipate.

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

This course is offered as a part of our GEL programing during the summer in Anthropology. While we have not had a program in the British Isles for several years, we are considering doing so in the next few- which means that we need to maintain the course in the catalog as decisions regarding our Summer trips occur during the previous Fall quarter.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: 

Date: 2/2/26

Division Curriculum Representative: Angie Dupree

Date: 2/10/26

Date of Approval by Division Curriculum Committee: 2/9/26

Foothill College
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Division: Apprenticeship

Course Number: APPT 198

Course Title: Plumbing Service & Repair

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

A new Plumbing Service Program is being developed and this course could be used in this program.

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

Winter, 2027

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

A new program is being developed.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: Chris Allen Date: 3/9/2026

Division Curriculum Representative: Tim Myres Date: 3/9/2026

Date of Approval by Division Curriculum Committee: 3/9/2026

Foothill College
College Curriculum Committee
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Division: KINS/ATHL

Course Number: ATHL 31A

Course Title: Preseason Conditioning Softball

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

The course was not offered because the softball program was cut. We are working to bring the program back and are currently looking to hire a part-time coach. Our goal is to restart the team in Fall 2026.

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

The course is planned to return in Fall 2026, along with the reinstated softball program.

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

The course will be offered every Fall Quarter to prepare the team for its competitive season in Winter Quarter. It will serve as the main preseason training period for conditioning and skill development.

Comments & other relevant information for discussion:

This course is important for rebuilding a competitive softball program. Offering it consistently each fall will help with athlete preparation, retention, and overall program stability.

Please type names in (no fancy signatures necessary)

Division Dean: Mike Teijeiro Date: 3/3/26

Division Curriculum Representative: Jeffrey Bissell Date: 3/3/26

Date of Approval by Division Curriculum Committee: 3/5/26

Foothill College
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Division: KINS/ATHL

Course Number: ATHL 33A

Course Title: Preseason Conditioning for Women's Water Polo

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

The course was not offered because the women's water polo program was cut due to the loss of our pool facility. We have been without a working pool for nearly three years. Once the pool reopens, we plan to bring the team and this course back.

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

We plan to offer the course starting Winter 2028, if the pool is ready. It will also be offered in Spring 2028.

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

The course will be offered every Winter and Spring Quarter, as it was in the past. It supports offseason training and is key to building a competitive team.

Comments & other relevant information for discussion:

This course is necessary to prepare athletes during the offseason. Bringing it back is an important step in rebuilding the women's water polo program.

Please type names in (no fancy signatures necessary)

Division Dean: Mike Teijeiro Date: 3/3/26

Division Curriculum Representative: Jeffrey Bissell Date: 3/3/26

Date of Approval by Division Curriculum Committee: 3/4/26

Foothill College
College Curriculum Committee
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Division: STEM

Course Number: BIOL 13

Course Title: Marine Biology

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

In past years, Biol 13 was offered every spring quarter, and frequently in fall quarter as well. It is a field-based course that includes in-person field trips. This presented substantial challenges during Foothill's emergency shift to online learning due to COVID. While the course remained in the schedule during the lockdown phase of the pandemic, we started offering it less frequently. At the same time, staffing in the department shifted toward urgent needs in courses serving pre-healthcare students. Those factors, along with retirements among our part-time faculty ranks made it difficult to staff and offer Biol 13.

Despite those challenges, the department sees Biol 13 as an important part of its general education (GE) portfolio. In terms of GE courses that require both a lecture and a lab, we offer Biol 10 (General Biology) and Biol 14 (Human Biology). We are currently missing a course in this group that focuses on field biology and our local marine environment. In this way, Biol 13 advances the department's mission surrounding general education and the college's mission to equip students to address complex challenges in our local environment.

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

Ongoing efforts to finalize a full-year schedule for 2026-27 mean that offering Biol 13 next year might not be possible. We would like to consider the course for the following academic year.

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

We hope to once again offer Biol 13 every spring quarter. Existing full-time and part-time faculty in the department can teach Biol 13, but they are needed in our pre-healthcare course offerings. The department is currently searching for a new full-time faculty member to join those pre-healthcare courses. This has the potential to free up staffing for Biol 13.

Comments & other relevant information for discussion:

Division Dean: Zach Cembellin

Date: 2/6/26

Division Curriculum Representative: Jennifer Sinclair & Kyle Taylor

Date: 2/10/26

Date of Approval by Division Curriculum Committee: 2/10/26

Foothill College
College Curriculum Committee
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Division: Business and Social Sciences

Course Number: BUSI19

Course Title: Business Law II

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

The Division is planning to introduce a pre-law certificate. This course could be included in the certificate.

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

Spring 2027

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

We are planning to develop a pre-law pathway at Foothill and currently we don't have many law specific courses outside of Business.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: Aaron Korngiebel

Date: 01/30/26

Division Curriculum Representative: Angie Dupree

Date: 2/17/26

Date of Approval by Division Curriculum Committee: 2/9/26

Foothill College
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Division: Business and Social Sciences

Course Number: BUSI88A

Course Title: Foundations of Leadership

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

The course is listed as an elective for AA degree in Business Administration.

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

BUSI88A will be offered in Spring Quarter of 2026.

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

We plan to offer BUSI88A once a year going forward.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: Aaron Korngiebel

Date: 01/28/26

Division Curriculum Representative: Angie Dupree

Date: 2/17/26

Date of Approval by Division Curriculum Committee: 2/9/26

Foothill College
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Division: STEM

Course Number: C S 20A

Course Title: Programming in C#

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

C# is the standard programming language for the Unity virtual reality platform. We continue to explore whether we can incorporate this course into the Game Design certificate of achievement and do not wish to deactivate at this time.

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

Spring 2027

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

We plan to offer the course at least once every 2 years.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: Zach Cembellin Date: 2/9/26

Division Curriculum Representative: Jennifer Sinclair & Kyle Taylor Date: 2/10/26

Date of Approval by Division Curriculum Committee: 2/10/26

**Foothill College
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Division: STEM

Course Number: C S 55J

Course Title: AWS certified solutions architect associate preparation

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

This course was developed as a capstone to prepare professionals for AWS certification. Up to this point we have not had qualified faculty with available load to teach the course.

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

Summer 2026

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

We are working to incorporate this into the annual schedule, but will likely offer it during the summer term on a two-year cycle.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: Zach Cembellin Date: 2/9/26

Division Curriculum Representative: Jennifer Sinclair & Kyle Taylor Date: 2/10/26

Date of Approval by Division Curriculum Committee: 2/10/26

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Division: Counseling

Course Number: CNSL 3

Course Title: Identity, Culture, & Education

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

Our counseling instruction has been focused on teaching other courses, but this process has provided a helpful nudge to look again at CNSL 3. With this additional focus on the course, we have a renewed focus and commitment to offering it in Fall 2026. At this point in U.S. history, the focus of CNSL 3—exploring psychosocial issues and the development of individual identity to support learning within American communities of color—is meaningful for all students, and particularly important for students of color.

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

This course will be taught fall 2026.

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

This course was originally created to be taught as part of the Puente curriculum under the previous Puente counselor. The new Puente counselor will incorporate this class as part of the Puente curriculum for the 2026-2027 academic year. Should all go well, the course will continue to be taught fall quarter of each year.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: Isaac Escoto Date: 3/3/26

Division Curriculum Representative: Maritza Jackson Sandoval Date: 3/3/26

Date of Approval by Division Curriculum Committee: 3/3/26

Foothill College
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Division: KINS/ATHL

Course Number: DANC 18A

Course Title: Introduction to Hip-Hop Dance

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

The course has not been offered since we lost our dance instructor, and all in-person dance classes were paused. We have been searching for a part-time instructor and believe we have found one. If hired, we plan to restart the class.

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

The course is planned to return in Fall 2026, pending the hiring of the part-time instructor. It will continue in Winter and Spring Quarters.

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

The class will be offered all three quarters each year. Offering it consistently will help rebuild enrollment and reestablish a strong in-person dance program.

Comments & other relevant information for discussion:

Introduction to Hip Hop adds variety to our activity courses and supports student interest in dance and fitness. Bringing it back will help expand participation in the division's movement-based classes.

Please type names in (no fancy signatures necessary)

Division Dean: Mike Teijeiro Date: 3/3/26

Division Curriculum Representative: Jeffrey Bissell Date: 3/3/26

Date of Approval by Division Curriculum Committee: 3/4/26

Foothill College
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Division: KINS/ATHL

Course Number: DANC 18B

Course Title: Intermediate Hip-Hop Dance

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

The course has not been offered since we lost our dance instructor, and all in-person dance classes were paused. We have been searching for a part-time instructor and believe we have found one. If hired, we plan to restart the class.

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

The course is planned to return in Spring 2027, pending the hiring of the part-time instructor. It will be offered every Fall & Spring Quarter after that.

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

The class will be offered each quarter to provide continued progression from the introductory level. Consistent scheduling will help rebuild enrollment and strengthen the dance program.

Comments & other relevant information for discussion:

Intermediate Hip Hop allows students to continue building skills and choreography experience. Offering it regularly supports student growth and helps reestablish a strong in-person dance pathway.

Please type names in (no fancy signatures necessary)

Division Dean: Mike Teijeiro Date: 3/3/26

Division Curriculum Representative: Jeffrey Bissell Date: 3/3/26

Date of Approval by Division Curriculum Committee: 3/4/26

Foothill College
College Curriculum Committee
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Division: Language Arts & Ethnic Studies

Course Number: ENGL 37

Course Title: Science Fiction Literature: Reimagining Reality

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

The course is a critical part of our literature offerings and is popular with English majors and also students taking the course for GE credit.

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

Winter 2027

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

This class often appears in our two year cycle of English course offerings and is frequently scheduled as a summer course.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: Valerie Fong Date: 2/12/2026

Division Curriculum Representative: Rachael Dworsky Date: 2/12/26

Date of Approval by Division Curriculum Committee: 3/2/2026

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Language Arts

Course Number: ESLL 228

Course Title: Developing Language Skills for ESL Students

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

Historically, this course has run in summer sessions. It hasn't run in the past four years partly due to drops in the number of new students enrolling in summer who need intensive intermediate level ESL instruction. These drops have stemmed from shifting immigration policies and the COVID-19 pandemic.

To help bring back demand for this summer course, we are planning to create a mirrored (non-credit) option and make other updates to the course outline of record to meet the evolving needs of both international students and resident students by providing an opportunity to expedite the development of English skills which support academic track/college-level learning in other areas.

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

We would like to offer this course as early as Summer 2027 (or possibly delay until Summer 2028 in order to allow time for curriculum changes, marketing, and so on).

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

This course has traditionally served as an unofficial bridge course that runs during summer sessions. We envision bringing it back and updating it as needed to remain relevant to future student cohorts in summer sessions.

Comments & other relevant information for discussion: N/A

Please type names in (no fancy signatures necessary)

Division Dean: Valerie Fong Date: 3/5/2026

Division Curriculum Representative: Rachael Dworsky Date: 3/5/2026

Date of Approval by Division Curriculum Committee: 3/5/2026

Foothill College
College Curriculum Committee
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Division: Health Sciences & Horticulture

Course Number: HORT 60G

Course Title: Landscape Design: 3-D Computer Applications

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

On 3/22/25 this course was revised and submitted to the curriculum workflow. It is still currently in the workflow. We chose not to offer this course this year in its earlier form until the approval process was complete due to the changes in title and content.

It will typically be offered every other year, alternating with Hort 45 (Landscape Design: 2-D Computer Applications) or Hort 60D (Landscape Design: Planting). Since Hort 60D will be offered in the Spring of 2027, our plan is to schedule Hort 60G for the 2027/2028 school year.

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

2027/2028

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

The entire Horticulture curriculum is still in the process of being revised and a curriculum plan is being developed by which every course in our curriculum is being offered at least every three years.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: Nancy Cheung Date: 2/23/26

Division Curriculum Representative: Glenn Kurisu Date: 2/23/26

Date of Approval by Division Curriculum Committee: 2/20/26

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Health Sciences & Horticulture

Course Number: HORT 90E

Course Title: Horticultural and Landscape Photography

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

This course was scheduled to be taught in Spring 2026. Unfortunately, the scheduling office encountered problems loading it into the schedule. When I found out about this, I moved it into the Fall 2026 schedule in order to give them time to resolve the problem.

As I mentioned in my last exemption request, the class has been well attended in the past because it helps green industry professionals document their projects for the purpose of marketing & portfolio development.

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

Fall 2026

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

The entire Horticulture curriculum is still in the process of being revised and a curriculum plan is being developed by which every course in our curriculum is being offered at least every three years.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: Nancy Cheung Date: 2/23/26

Division Curriculum Representative: Glenn Kurisu Date: 2/23/26

Date of Approval by Division Curriculum Committee: 2/20/26

Foothill College
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Division: KINS/ATHL

Course Number: KINS 3

Course Title: Theories & Techniques of Coaching Sports

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

The course was offered in person prior to COVID but was not brought back afterward. The department would like to revise the course so it meets transfer requirements and better aligns with current curriculum standards.

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

We plan to complete the course revisions and begin offering the class in Winter 2027.

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

Once updated and transferable, the course will be offered each quarter. Offering it regularly will help support students interested in coaching and sport leadership.

Comments & other relevant information for discussion:

Theories & Techniques of Coaching Sports provides important knowledge for students interested in coaching and athletic development. Updating the course will strengthen the department's coaching and sport studies offerings.

Please type names in (no fancy signatures necessary)

Division Dean: Mike Teijeiro Date: 3/3/26

Division Curriculum Representative: Jeffrey Bissell Date: 3/3/26

Date of Approval by Division Curriculum Committee: 3/4/26

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: KINS/ATHL

Course Number: KINS 51

Course Title: Performance Enhancing Substances in Sport & Exercise

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

The course has not been offered because it does not currently meet transfer requirements, which has made it difficult to fill. The department plans to revise the course so it becomes transferable and more appealing to students.

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

We plan to complete revisions during the 2026–2027 academic year and begin offering the course in Fall 2027.

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

Once updated, the course will be incorporated into our personal training program and offered on a regular basis. Making it transferable and aligning it with an established program will help improve enrollment and long-term success.

Comments & other relevant information for discussion:

This course addresses an important topic in sport and exercise science. Updating it will strengthen our curriculum and better serve students pursuing careers in fitness and performance training.

Please type names in (no fancy signatures necessary)

Division Dean: Mike Teijeiro Date: 3/3/26

Division Curriculum Representative: Jeffrey Bissell Date: 3/3/26

Date of Approval by Division Curriculum Committee: 3/4/26

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Division: Business & Social Science

Course Number: LINC_F057B

Course Title: CREATING COMMUNITY ONLINE ENVIR

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

We intend to offer this course as Credit for Prior Learning courses, so we would like it to remain on the books.

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

N/A (Credit for Prior Learning)


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

N/A (Credit for Prior Learning)

Comments & other relevant information for discussion:

Because LINC courses are low-unit, skills-based, and tend to be single-topic-focused, they are ideal CPL courses. We intend to begin the process of establishing them as options this Spring.

Please type names in (no fancy signatures necessary)

Division Dean: 

Date: 3/2/2026

Division Curriculum Representative: Angie Dupree

Date: 3/2/26

Date of Approval by Division Curriculum Committee: 2/9/26

**Foothill College
College Curriculum Committee
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Division: Business & Social Science

Course Number: LINC_F059.

Course Title: INTEGRAT 21ST CENT SKILLS INST

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

We intend to offer this course as Credit for Prior Learning courses, so we would like it to remain on the books.

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

N/A (Credit for Prior Learning)


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

N/A (Credit for Prior Learning)

Comments & other relevant information for discussion:

Because LINC courses are low-unit, skills-based, and tend to be single-topic-focused, they are ideal CPL courses. We intend to begin the process of establishing them as options this Spring.

Please type names in (no fancy signatures necessary)

Division Dean: 

Date: 3/2/2026

Division Curriculum Representative: Angie Dupree

Date: 3/2/26

Date of Approval by Division Curriculum Committee: 2/9/26

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Division: Business & Social Science

Course Number: LINC_F062.

Course Title: CLOUD-BASED WORD PROCESS TOOLS

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

We intend to offer this course as Credit for Prior Learning courses, so we would like it to remain on the books.

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

N/A (Credit for Prior Learning)


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

N/A (Credit for Prior Learning)

Comments & other relevant information for discussion:

Because LINC courses are low-unit, skills-based, and tend to be single-topic-focused, they are ideal CPL courses. We intend to begin the process of establishing them as options this Spring.

Please type names in (no fancy signatures necessary)

Division Dean: 

Date: 3/2/2026

Division Curriculum Representative: Angie Dupree

Date: 3/2/26

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Division: Business & Social Science

Course Number: LINC_F064.

Course Title: SLIDE PRESENTATION DESIGN

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

We intend to offer this course as Credit for Prior Learning courses, so we would like it to remain on the books.

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

N/A (Credit for Prior Learning)


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

N/A (Credit for Prior Learning)

Comments & other relevant information for discussion:

Because LINC courses are low-unit, skills-based, and tend to be single-topic-focused, they are ideal CPL courses. We intend to begin the process of establishing them as options this Spring.

Please type names in (no fancy signatures necessary)

Division Dean: 

Date: 3/2/2026

Division Curriculum Representative: Angie Dupree

Date: 3/2/26

Date of Approval by Division Curriculum Committee: 2/9/26

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Division: Business & Social Science

Course Number: LINC_F067.

Course Title: DESIGN WEB-BASED LEARN PROJECT

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

We intend to offer this course as Credit for Prior Learning courses, so we would like it to remain on the books.

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

N/A (Credit for Prior Learning)


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

N/A (Credit for Prior Learning)

Comments & other relevant information for discussion:

Because LINC courses are low-unit, skills-based, and tend to be single-topic-focused, they are ideal CPL courses. We intend to begin the process of establishing them as options this Spring.

Please type names in (no fancy signatures necessary)

Division Dean: 

Date: 3/2/2026

Division Curriculum Representative: Angie Dupree

Date: 3/2/26

Date of Approval by Division Curriculum Committee: 2/9/26

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Division: Business & Social Science

Course Number: LINC_F068G

Course Title: TCHNG/LRNG GOOGLE APPS FOR EDU

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

We intend to offer this course as Credit for Prior Learning courses, so we would like it to remain on the books.

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

N/A (Credit for Prior Learning)


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

N/A (Credit for Prior Learning)

Comments & other relevant information for discussion:

Because LINC courses are low-unit, skills-based, and tend to be single-topic-focused, they are ideal CPL courses. We intend to begin the process of establishing them as options this Spring.

Please type names in (no fancy signatures necessary)

Division Dean: 

Date: 3/2/2026

Division Curriculum Representative: Angie Dupree

Date: 3/2/26

Date of Approval by Division Curriculum Committee: 2/9/26

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Division: Business & Social Science

Course Number: LINC_F073H

Course Title: ADOBE ILLUSTRATOR OVERV

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

We intend to offer this course as Credit for Prior Learning courses, so we would like it to remain on the books.

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

N/A (Credit for Prior Learning)


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

N/A (Credit for Prior Learning)

Comments & other relevant information for discussion:

Because LINC courses are low-unit, skills-based, and tend to be single-topic-focused, they are ideal CPL courses. We intend to begin the process of establishing them as options this Spring.

Please type names in (no fancy signatures necessary)

Division Dean: 

Date: 3/2/2026

Division Curriculum Representative: Angie Dupree

Date: 3/2/26

Date of Approval by Division Curriculum Committee: 2/9/26

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Division: Business & Social Science

Course Number: LINC_F082A

Course Title: INTRO DESIGN INSTRUC TECH PROJ

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

We intend to offer this course as Credit for Prior Learning courses, so we would like it to remain on the books.

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

N/A (Credit for Prior Learning)


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

N/A (Credit for Prior Learning)

Comments & other relevant information for discussion:

Because LINC courses are low-unit, skills-based, and tend to be single-topic-focused, they are ideal CPL courses. We intend to begin the process of establishing them as options this Spring.

Please type names in (no fancy signatures necessary)

Division Dean: 

Date: 3/2/2026

Division Curriculum Representative: Angie Dupree

Date: 3/2/26

Date of Approval by Division Curriculum Committee: 2/9/26

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Division: Business & Social Science

Course Number: LINC_F090B

Course Title: OPEN EDUCATION RESOURCES

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

We intend to offer this course as Credit for Prior Learning courses, so we would like it to remain on the books.

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

N/A (Credit for Prior Learning)


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

N/A (Credit for Prior Learning)

Comments & other relevant information for discussion:

Because LINC courses are low-unit, skills-based, and tend to be single-topic-focused, they are ideal CPL courses. We intend to begin the process of establishing them as options this Spring.

Please type names in (no fancy signatures necessary)

Division Dean: 

Date: 3/2/2026

Division Curriculum Representative: Angie Dupree

Date: 3/2/26

Date of Approval by Division Curriculum Committee: 2/9/26

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Division: Business & Social Science

Course Number: LINC_F095B

Course Title: TECHNOLOGY ETHICS & EDUC LAW

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

We intend to offer this course as Credit for Prior Learning courses, so we would like it to remain on the books.

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

N/A (Credit for Prior Learning)


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

N/A (Credit for Prior Learning)

Comments & other relevant information for discussion:

Because LINC courses are low-unit, skills-based, and tend to be single-topic-focused, they are ideal CPL courses. We intend to begin the process of establishing them as options this Spring.

Please type names in (no fancy signatures necessary)

Division Dean: 

Date: 3/2/2026

Division Curriculum Representative: Angie Dupree

Date: 3/2/26

Date of Approval by Division Curriculum Committee: 2/9/26

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Division: Fine Arts and Communication

Course Number: MDIA 8B

Course Title: WOMEN IN FILM

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

Part time faculty budget and restrictions on our course offerings, and # of sections.

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

Fall 2026

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

Fall quarter annually, increase marketing and social media presence, coordinate with Women's Studies department.

Comments & other relevant information for discussion:

Support course for the A-ST in Film TV and Electronic Media

Support course for the AA in Women's Studies

Cal-GETC area 3A

Foothill GE area 4

Please type names in (no fancy signatures necessary)

Division Dean: Ron Herman Date: 2-11-26

Division Curriculum Representative: Judy Walgren Date: 2/24/2026

Date of Approval by Division Curriculum Committee: 2/24/2026

Foothill College
College Curriculum Committee
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Division: Fine Arts & Communication

Course Number: MTEC 88A

Course Title: Songwriting I

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

This course is required for our Songwriting Certificate of Achievement, and a support course for the degree. We have not been able to offer the course due to reductions in 1320 funding.

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

We're hoping to offer the course in fall of the 2027-2028 academic year.

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

If 1320 funds don't increase a full-time faculty member should be able to offer the course.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: Ron Herman Date: 03/04/26

Division Curriculum Representative: Judy Walgren Date: 3/4/26

Date of Approval by Division Curriculum Committee: 3/4/26

Foothill College
College Curriculum Committee
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Division: Fine Arts & Communication

Course Number: MTEC 88B

Course Title: Songwriting II

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

This course is required for our Songwriting Certificate of Achievement, and a support course for the degree. We have not been able to offer the course due to reductions in 1320 funding.

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

We're hoping to offer the course in fall of the 2027-2028 academic year.

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

If 1320 funds don't increase a full-time faculty member should be able to offer the course.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: Ron Herman Date: 03/04/26

Division Curriculum Representative: Judy Walgren Date: 3/4/26

Date of Approval by Division Curriculum Committee: 3/4/26

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Division: Fine Arts & Communications

Course Number: MUS 2F

Course Title: History of American Musical Theatre

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

This course is cross-listed with the THTR Dept. It is offered every 2 years. It was not cross-listed when last offered. It should be retained and added to the schedule in SP27.

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

SP 27

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

It was not listed in error when last offered as a cross-listed course

Comments & other relevant information for discussion:

It is also part of the Music History & Literature Certificate

Please type names in (no fancy signatures necessary)

Division Dean: Ron Herman Date: 2/06/26

Division Curriculum Representative: Judy Walgren Date: 2/24/2026

Date of Approval by Division Curriculum Committee: 2/24/2026

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: Language Arts

Course Number: NCEL 480

Course Title: ESL for Job Searching

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

This course has not made enrollment when offered, but after some updates and renewed marketing and outreach efforts, we believe it should gain traction with the target student population.

The focus of this course fits the growing needs we have seen for Vocational ESL courses in and around Silicon Valley service industries.

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

It is already scheduled for Spring 2026.

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

The course is on track to be offered again for Fall 2026 and Spring 2027 (and is likely to be offered at least twice per year moving forward).

Comments & other relevant information for discussion:

N/A

Please type names in (no fancy signatures necessary)

Division Dean: Valerie Fong Date: 3/5/2026

Division Curriculum Representative: Rachael Dworsky Date: 3/5/2026

Date of Approval by Division Curriculum Committee: 3/5/2026

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: SRC

Course Number: PHDA F018

Course Title: INDIV EXERCISE SPEC POPULATION

Justification for retaining the course (please include information as to why the course was not taught in four years): During the transition phase for the TTW program, all PHDA courses were in flux. Now that we have stabilized, we will be cleaning up all PHDA course offerings.

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

Winter 2027

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

TTW Enrollment

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: Stephanie Crosby Date: 2/18/2026

Division Curriculum Representative: Richard Saroyan Date: 2/18/2026

Date of Approval by Division Curriculum Committee: 2/13/2026

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: FAC

Course Number: PHOT_F068C

Course Title: STUDIO LIGHTING TOPICS IN PHOT

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

Presently, PHOT is being held to the same load quarter after quarter. If we remove a 4-unit course to run this one-unit course, we would need to replace it with four one-unit courses – which is not feasible. But we would like the option as soon as the possibility opens up again.

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

Winter 2028

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

FAC is waiting to see how the Basic Aid Budget model plays out and we will offer this course as soon as it is possible to expand.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: Ron Herman Date: 2/10/2026

Division Curriculum Representative: Judy Walgren Date: 2/10/2026

Date of Approval by Division Curriculum Committee: 2/10/2026

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: FAC

Course Number: PHOT_F068E

Course Title: LECTURE TOPICS IN PHOTOGRAPHY

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

Presently, PHOT is being held to the same load quarter after quarter. If we remove a 4-unit course to run this one-unit course, we would need to replace it with four one-unit courses – which is not feasible. But we would like the option as soon as the possibility opens up again.

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

Winter 2028

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

FAC is waiting to see how the Basic Aid Budget model plays out and we will offer this course as soon as it is possible to expand.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: Ron Herman Date: 2/10/2026

Division Curriculum Representative: Judy Walgren Date: 2/10/2026

Date of Approval by Division Curriculum Committee: 2/10/2026

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: FAC

Course Number: PHOT_F078B

Course Title: SOCIAL CONCERNS FIELD STUDY IN PHOTOGRAPHY

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

Presently, PHOT is being held to the same load quarter after quarter. If we remove a 4-unit course to run this one-unit course, we would need to replace it with four one-unit courses – which is not feasible. But we would like the option as soon as the possibility opens up again.

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

Winter 2028

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

FAC is waiting to see how the Basic Aid Budget model plays out and we will offer this course as soon as it is possible to expand.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: Ron Herman Date: 2/10/2026

Division Curriculum Representative: Judy Walgren Date: 2/10/2026

Date of Approval by Division Curriculum Committee: 2/10/2026

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: FAC

Course Number: PHOT_F078C

Course Title: DOCUMENTARY FIELD STUDY IN PHOTOGRAPHY

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

Presently, PHOT is being held to the same load quarter after quarter. If we remove a 4-unit course to run this one-unit course, we would need to replace it with four one-unit courses – which is not feasible. But we would like the option as soon as the possibility opens up again.

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

Winter 2028

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

FAC is waiting to see how the Basic Aid Budget model plays out and we will offer this course as soon as it is possible to expand.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: Ron Herman Date: 2/10/2026

Division Curriculum Representative: Judy Walgren Date: 2/10/2026

Date of Approval by Division Curriculum Committee: 2/10/2026

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: FAC

Course Number: PHOT_F078D

Course Title: MUSEUM/GALLERY FIELD STUDY IN PHOTOGRAPHY

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

Presently, PHOT is being held to the same load quarter after quarter. If we remove a 4-unit course to run this one-unit course, we would need to replace it with four one-unit courses – which is not feasible. But we would like the option as soon as the possibility opens up again.

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

Winter 2028

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

FAC is waiting to see how the Basic Aid Budget model plays out and we will offer this course as soon as it is possible to expand.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: Ron Herman Date: 2/10/2026

Division Curriculum Representative: Judy Walgren Date: 2/10/2026

Date of Approval by Division Curriculum Committee: 2/10/2026

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

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

Division: BSS

Course Number: SOSC_F020

Course Title: CROSS CULTURAL PERSP

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

This course is offered as a part of our GEL programming during the summer in Anthropology and other BSS departments. While we have not had a program that has used SOSC_F020 for several years, this is one course that faculty can consider offering during GEL programming abroad, which means that we need to maintain the course in the catalog as decisions regarding our Summer trips occur during the previous Fall quarter.

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

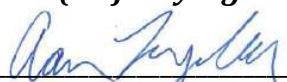
Summer programs depend on many factors that are difficult to anticipate.

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

This course is offered as a part of our GEL programming during the summer in Anthropology and other BSS departments. While we have not had a program that has used SOSC_F020 for several years, this is one course that faculty can consider offering during GEL programming abroad, which means that we need to maintain the course in the catalog as decisions regarding our Summer trips occur during the previous Fall quarter.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: 

Date: 2/2/26

Division Curriculum Representative: Angie Dupree

Date: 2/10/26

Date of Approval by Division Curriculum Committee: 2/9/26

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Language Arts

Course Number: SPAN 110

Course Title: Elementary Spanish Conversation

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

This course is part of the Certificate in Spanish for Healthcare Workers. Students will need to take it to complete the certificate.

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

We do not know exactly in which quarter it will be scheduled (the schedule for next year is still in the works), but it is probable for Winter 2027.

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

As part of the Certificate, this course will be offered once a year, for all students pursuing the Certificate in Spanish for Healthcare Workers.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: Valerie Fong Date: 1/30/2026

Division Curriculum Representative: Rachael Dworsky Date: 1/30/2026

Date of Approval by Division Curriculum Committee: 3/2/2026

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: Language Arts

Course Number: SPAN 111

Course Title: Elementary Conversation II

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

This course needs to be an elective course as part of the Certificate on Spanish for Health Care Workers.

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

Maybe Spring 2027

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

This course will be offered yearly only one quarter per year, probably Spring 2027.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: Valerie Fong Date: 3/2/26

Division Curriculum Representative: Rachael Dworsky Date: 3/2/26

Date of Approval by Division Curriculum Committee: 3/2/26

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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

Division: Fine Arts & Communication

Course Number: THTR 43A

Course Title: Script Analysis

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

We have attempted to offer this class a few times as we rebuilt enrollment post-pandemic, most recently in 24-25, but it was cancelled for low enrollment. It is currently on our class schedule for winter 2027. It is also a support course for several of our Theatre Arts degrees.

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

Winter 2027

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

This course is expected to be offered once every two years. Although it has not filled in recent offerings, our department's enrollment is on a growth trajectory and we are hopeful that we will be able to fill future offerings.

Comments & other relevant information for discussion:

Please type names in (no fancy signatures necessary)

Division Dean: Ron Herman Date: 2/24/26

Division Curriculum Representative: Judy Walgren Date: 2/24/2026

Date of Approval by Division Curriculum Committee: 2/24/2026

Program Change Request

New Program Proposal

Date Submitted: 03/02/26 3:49 pm

Viewing: **English as a Second Language for Career Skills**

Development, Noncredit certificate

Last edit: 03/04/26 2:39 pm

Changes proposed by: Kathi Elizabeth (20702105)

In Workflow

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

Basic Information

Faculty Author(s)	<table><thead><tr><th>Users</th></tr></thead><tbody><tr><td>Kathi Elizabeth</td></tr><tr><td>Amy Sarver</td></tr><tr><td>Katie Ha</td></tr><tr><td>David McCormick</td></tr></tbody></table>	Users	Kathi Elizabeth	Amy Sarver	Katie Ha	David McCormick
Users						
Kathi Elizabeth						
Amy Sarver						
Katie Ha						
David McCormick						
Department	English for Second-Language Learners					
Division	Language Arts					
Title of Degree/ Certificate	English as a Second Language for Career Skills Development					
Type of Award	Noncredit certificate					
Workforce/CTE Program:	Yes					
Effective Catalog Edition:	2026-2027					

Approval Path

1. 03/02/26 9:31 pm
Samuel White
(whitesamuel):
Approved for 1LA
Curriculum Rep

New Degree or Certificate Proposal

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

The ESLL Department will be involved with this certificate. No new departments are being created.

Does De Anza offer a similar degree or certificate?

No.

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

This certificate would support the needs of our students along with the College's ongoing partnership with the California Adult Education Program in bridging students from Adult Education programs into community college programs. This certificate would specifically support workforce development by focusing on communication and basic technology skills essential for multiple career paths.

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

This certificate aligns with Foothill's Strategic Vision for Equity specifically issue numbers 1, 4, 7, 11, and 13.

Comments and other relevant information for discussion:

N/A

Reviewer

Comments

Program Change Request

New Program Proposal

Date Submitted: 03/02/26 3:35 pm

Viewing: **English as a Second Language for Child Development, Noncredit certificate**

Last edit: 03/04/26 2:46 pm

Changes proposed by: David McCormick (11305312)

In Workflow

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

Basic Information

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Users						
Amy Sarver						
Katie Ha						
Kathi Elizabeth						
David McCormick						
Department	English for Second-Language Learners					
Division	Language Arts					
Title of Degree/ Certificate	English as a Second Language for Child Development					
Type of Award	Noncredit certificate					
Workforce/CTE Program:	Yes					
Effective Catalog Edition:	2026-2027					

Approval Path

1. 03/02/26 9:31 pm
Samuel White
(whitesamuel):
Approved for 1LA
Curriculum Rep

New Degree or Certificate Proposal

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

This certificate will be developed by the English for Second Language Learners (ESLL) Department. No new departments will need to be created for this.

Does De Anza offer a similar degree or certificate?

No.

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

This certificate would support the needs of our students along with the College's ongoing partnership with the California Adult Education Program in bridging students from Adult Education programs into community college programs. This certificate would specifically support students in the Career and Technical Education Child Development pathway by adding a Vocational ESL (VESL) Certificate.

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

This certificate aligns with Foothill's Strategic Vision for Equity specifically in issue numbers 1, 4, 7, 11, and 13.

Comments and other relevant information for discussion:

N/A

Reviewer

Comments

Program Change Request

New Program Proposal

Date Submitted: 02/10/26 9:59 am

Viewing: **Chemistry, AS-T Degree**

Last edit: 03/03/26 1:13 pm

Changes proposed by: Kyle Taylor (20173840)

Basic Information

Faculty Author(s)	<table><thead><tr><th>Users</th></tr></thead><tbody><tr><td>Kyle Taylor</td></tr><tr><td>Ron Painter</td></tr></tbody></table>	Users	Kyle Taylor	Ron Painter
Users				
Kyle Taylor				
Ron Painter				
Department	Chemistry			
Division	Science Technology Engineering and Mathematics			
Title of Degree/ Certificate	Chemistry			
Type of Award	AS-T Degree			
Workforce/CTE Program:	No			
Effective Catalog Edition:	2026-2027			

New Degree or Certificate Proposal

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

No new departments will be created.

Does De Anza offer a similar degree or certificate?

No

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

The Chemistry Transfer Model Curriculum (TMC) has changed to allow six additional units with compliance to AB 928's mandate to provide transfer pathways for high unit count majors like chemistry.

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

This degree aligns with Foothill's Strategic Vision for Equity because it will make our students competitive in transferring to a UC or CSU in the Chemistry major. It will also prepare students to be successful in upper-division coursework at their transfer institutions.

Comments and other relevant information for discussion:

Reviewer

Comments

In Workflow

1. **Articulation Officer**
2. **1PS Curriculum Rep**
3. **Curriculum Coordinator**
4. College Curriculum Committee Chair
5. Authors
6. Articulation Officer
7. 1PS Curriculum Rep
8. Curriculum Coordinator
9. College Curriculum Committee Chair
10. FHDA Board of Trustees

Approval Path

1. 03/02/26 9:22 pm
Evan Gilstrap (gilstrapewan):
Approved for Articulation Officer
2. 03/03/26 11:55 am
Jennifer Sinclair (sinclairjennifer):
Approved for 1PS Curriculum Rep

Spanish for Health Care Workers, Certificate of Achievement

Basic Information

Faculty Author(s)

Julio Rivera-Montanez
Patricia Crespo-Martin

Department

Spanish

Division

Language Arts

Title of Degree/Certificate

Spanish for Health Care Workers

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 objective of the Certificate of Achievement in Spanish for Health Care Workers is to equip students with a practical tool that will make them more attractive to prospective employers. Possession of this certificate may also guarantee employment advancement, salary increments, and more attractive job qualifications.

Program Learning Outcomes

- Students will be able to use Spanish grammar and vocabulary related to the medical working environment, and give instructions in various ways, including in the subjunctive tense.
- Students will be able to demonstrate a better understanding of cultural differences related to health in the Latino community.
- Students will be able to communicate and provide instructions and directives relating to a number of medical conditions.

Catalog Description

The Certificate of Achievement in Spanish for Health Care Workers is designed to open employment opportunities for local students because of the large number of Bay Area health care facilities in need of bilingual professionals. For students planning to continue their undergraduate or graduate studies in health care or allied fields, this certificate will complement their studies.

Program Requirements

Core Course Units: 12

Code	Title	Units
<u>SPAN F051A</u>	SPANISH FOR HEALTH CARE WORKERS	3
<u>SPAN F051B</u>	SPANISH FOR HEALTH CARE WORKERS II	3
<u>SPAN F051C</u>	SPANISH FOR HEALTH CARE WORKERS III	3
<u>SPAN F110.</u>	ELEMENTARY SPANISH CONVERSATION I	3
or <u>SPAN F111.</u>	ELEMENTARY SPANISH CONVERSATION I	3

Total Units: 12

Proposed Sequence

Term	Units
Year 1, Fall	3
Year 1, Winter	3
Year 1, Spring	3
Year 2, Fall	3

Master Planning

This certificate enables students to achieve their career goals because Spanish, the most commonly spoken second language in California, provides them with a competitive advantage. Ultimately, students will gain cultural competence, which allows them to become better global citizens.

Enrollment and Completer Projections

The first time we offered SPAN 51A, we had a successful enrollment rate, and we anticipate that enrollment will continue or remain stable as this course gains popularity.

Historical Enrollment Data

Course #	Course Title	Y1 - Annual Sections	Y1 - Annual Enrollment	Y2 - Annual Sections	Y2 - Annual Enrollment
SPAN 51A	Spanish for Healthcare Workers	1	27	2	42

Course #	Course Title	Y1 - Annual Sections	Y1 - Annual Enrollment	Y2 - Annual Sections	Y2 - Annual Enrollment
SPAN 51B	Spanish for Healthcare Workers II	N/A	N/A	N/A	N/A
SPAN 51C	Spanish for Healthcare Workers III	N/A	N/A	N/A	N/A
SPAN 110	Elementary Spanish Conversation I	N/A	N/A	N/A	N/A
SPAN 111	Elementary Spanish Conversation II	N/A	N/A	N/A	N/A

Place of Program in Curriculum/Similar Programs

Foothill College already offers a Spanish AA degree and AA-T degree, as well as two Certificates of Achievement related to completion of elementary and intermediate Spanish. This new certificate is an independent certificate focusing on the workforce.

Similar Programs at Other Colleges in Service Area

This program is the first of its kind in Foothill's Spanish department, and no similar program is offered at De Anza College.

Additional Information Required for State Submission

TOP Code: *1201.00 - Health Occupations, General

CIP Code: 51.0000 - Health Services/Allied Health/Health Sciences, General

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

Gainful Employment: Yes

Distance Education: 100%



Labor Market Analysis for a Certificate Program Healthcare Occupations Silicon Valley Sub-Region

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

August 2025

Recommendation

Based on all available data, there appears to be an “undersupply” of Healthcare workers compared to the demand for this cluster of occupations in the Bay Region and in the Silicon Valley Sub-Region (Santa Clara County). There is a projected annual gap of about 41,700 students in the Bay Region and 9,983 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 1201.00 - Health Occupations, General programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at sub-region in the state and region.

This report includes 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 Healthcare Occupations in the 12 county Bay Region and in the Silicon Valley Sub-Region.

- **Community Health Workers (21-1094):** Promote health within a community by assisting individuals to adopt healthy behaviors. Serve as an advocate for the health needs of individuals by assisting community residents in effectively communicating with healthcare providers or social service agencies. Act as liaison or advocate and implement programs that promote, maintain, and improve individual and overall community health. May deliver health-related preventive services such as blood pressure, glaucoma, and hearing screenings. May collect data to help identify community health needs.
 - 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: 25%
- **Health Technologists and Technicians, All Other (29-2099):** All health technologists and technicians not listed separately.
 - Typical Entry-Level Educational: Postsecondary nondegree award
 - 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: 49%

- Healthcare Practitioners and Technical Workers, All Other (29-9099):** All healthcare practitioners and technical workers not listed separately.
 - Typical Entry-Level Educational: Postsecondary nondegree award
 - 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: 22%

- Home Health and Personal Care Aides (31-1128):** Provide personalized assistance to individuals with disabilities or illness by monitoring their health status, addressing health-related needs (such as changing bandages, dressing wounds, or administering medication under the direction of licensed nursing staff), and supporting activities of daily living, including feeding, bathing, dressing, grooming, toileting, and ambulation. Depending on the individual's abilities, assistance may also include preparing meals, light housekeeping, and laundry. Care is delivered in a variety of settings, such as the individual's home, workplace, community locations, or daytime nonresidential facilities, based on the needs of the care recipient.
 - 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: NA

Occupational Demand

Table 1. Employment Outlook for Healthcare 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
Community Health Workers	2,587	2,897	310	12%	1,646	329	\$25	\$32
Health Technologists and Technicians, All Other	4,928	5,628	699	14%	2,431	486	\$26	\$32
Healthcare Practitioners and Technical Workers, All Other	977	1,071	94	10%	403	81	\$25	\$36
Home Health and Personal Care Aides	202,191	244,262	42,071	21%	204,778	40,956	\$16	\$17
Total	210,683	253,858	43,175	20%	209,258	41,852	\$16	\$18

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 Healthcare Occupations in the Silicon Valley Sub-Region

Occupation	2023 Jobs	2028 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Wage	Median Hourly Wage
Community Health Workers	461	540	79	17%	324	65	\$27	\$34
Health Technologists and Technicians, All Other	1,197	1,346	149	12%	567	113	\$28	\$33

Occupation	2023 Jobs	2028 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Wage	Median Hourly Wage
Healthcare Practitioners and Technical Workers, All Other	206	239	33	16%	100	20	\$25	\$51
Home Health and Personal Care Aides	47,504	58,266	10,763	23%	49,207	9,841	\$17	\$17
Total	49,368	60,391	11,023	22%	50,198	10,039	\$17	\$18

Source: Lightcast 2025.1

Silicon Valley Sub-Region includes: Santa Clara County

Job Postings in the Bay Region and Silicon Valley Sub-Region

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

Occupation	Bay Region	Silicon Valley
Home Health and Personal Care Aides	13,759	2,320
Health Technologists and Technicians, All Other	4,618	907
Community Health Workers	409	77
Healthcare Practitioners and Technical Workers, All Other	22	3

Source: Lightcast 2025.3; "Job Posting Analytics." Aug. 2024 - Jul. 2025

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

Title	Bay	Title	Bay
Caregivers	4,057	Direct Support Professionals/Caregivers	232
Home Health Aides	715	Certified Home Health Aides	211
In-Home Caregivers	690	Companion Caregivers	208
Direct Support Professionals	623	Emergency Medical Technicians	191
Caregivers/Home Care Aides	585	Patient Access Representatives	189
Patient Service Representatives	553	Caregivers/Home Health Aides	188
Home Care Aides	402	Community Health Workers	184
Patient Care Technicians	368	Home Providers	175
Personal Care Aides	244	Caregivers/Personal Care Assistants	152

Source: Lightcast 2025.3; "Job Posting Analytics." Aug. 2024 - Jul. 2025

Table 4b. Top Job Titles in Job Posting for Healthcare Occupations in the Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Caregivers	673	Emergency Medical Technicians	42
Patient Service Representatives	157	Memory Care Caregivers	41
In-Home Caregivers	133	Community Health Workers	40
Home Health Aides	108	Certified Home Health Aides	37
Direct Support Professionals	104	Elder Care Caregivers	37
Caregivers/Home Care Aides	75	Home Care Aides	35
Patient Care Technicians	68	Personal Care Aides	33
Companion Caregivers	67	Certified Clinical Hemodialysis Technicians	31
Caregivers/Personal Care Assistants	61	Caregiver Managers	27

Source: Lightcast 2025.3; "Job Posting Analytics." Aug. 2024 - Jul. 2025

Industry Concentration

Table 5. Industries Hiring for Healthcare 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)
Services for the Elderly and Persons with Disabilities	131,987	165,572	25%	63%
Private Households	25,645	28,414	11%	12%
Home Health Care Services	16,823	20,323	21%	8%
Assisted Living Facilities for the Elderly	6,733	8,094	20%	3%
Residential Intellectual and Developmental Disability Facilities	4,104	4,366	6%	2%
Continuing Care Retirement Communities	3,914	4,130	6%	2%
HMO Medical Centers	2,606	3,054	17%	1%
Other Individual and Family Services	1,846	2,051	11%	1%
Nursing Care Facilities (Skilled Nursing Facilities)	1,406	1,509	7%	1%
Vocational Rehabilitation Services	1,408	1,301	-8%	1%

Source: Lightcast 2025.3

Table 6. Top Employers Posting Healthcare Occupations in the Bay Region and the Silicon Valley Sub-Region

Employer	Bay	Employer	Silicon Valley
Arcadia Home Care & Staffing	656	Honor	187
Honor	475	Right At Home	117
Sutter Health	425	Sutter Health	107
Right At Home	335	El Camino Health	59
Maxim Healthcare Services	270	Maxim Healthcare Services	59
AccentCare	256	Kaiser Permanente	55

Source: Lightcast 2025.3; "Job Posting Analytics." Aug. 2024 - Jul. 2025

Educational Supply

There are thirteen community colleges in the Bay Region issuing 135 awards on average annually (last 3 years ending 2023-24) on TOP 1201.00 - Health Occupations, General. In the Silicon Valley Sub-Region, there are 4 community colleges that issued 56 awards on average annually (last 3 years) on this TOP code.

There are two other CTE educational institutions in the Bay Region issuing 17 awards on average annually (last 3 years ending 2022-23) on CIP 51.0001- Health and Wellness, General. There are no other CTE educational institutions in the Silicon Valley Sub-Region issuing awards on average annually (last 3 years) on this CIP code.

Table 7a. Community College Awards on TOP 1201.00 - Health Occupations, General in the Bay Region

College	Subregion	Associate Degree	Total
Chabot	East Bay	7	7
Contra Costa	East Bay	8	8
Diablo Valley	East Bay	20	20
Foothill	Silicon Valley	42	42
Gavilan	Silicon Valley	4	4
Hartnell	SC-Monterey	25	25
Las Positas	East Bay	8	8
Ohlone	East Bay	1	1
San Francisco	Mid-Peninsula	2	2
San Jose City	Silicon Valley	2	2
Santa Rosa	North Bay	1	1
Skyline	Mid-Peninsula	7	7
West Valley	Silicon Valley	8	8
Total	-	135	135

Source: Data Mart

Note: The annual average for awards is 2021-22 to 2023-24.

Table 7b. Other CTE Institutions Awards on CIP 51.0001- Health and Wellness, General in the Bay Region

College	Subregion	Associate degree	Bachelor's degree	Total
Notre Dame de Namur University	Mid-Peninsula	0	2	2
Pacific Union College	North Bay	15	0	15
Total	-	15	2	17

Source: Data Mart

College	Subregion	Associate degree	Bachelor's degree	Total
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Note: The annual average for awards is 2020-21 to 2022-23.

Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay Region with 41,852 annual openings for the Healthcare occupational cluster and 152 annual (3-year average) awards for an annual undersupply of 41,700 students. In the Silicon Valley Sub-Region, there is also a gap with 10,039 annual openings and 56 annual (3-year average) awards for an annual undersupply of 9,983 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1201.00 - Health Occupations, General

Metric Outcomes	Bay All CTE Program	State 1201.00	Bay 1201.00	Silicon Valley 1201.00
Students with a Job Closely Related to Their Field of Study	74%	76%	85%	90%
Median Annual Earnings for SWP Exiting Students	\$53,090	\$32,404	\$40,982	\$44,226
Median Change in Earnings for SWP Exiting Students	24%	24%	29%	31%
Exiting Students Who Attained the Living Wage	54%	45%	37%	34%

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

Skills, Certifications and Education

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

Skill	Posting	Skill	Posting
Caregiving	9,691	Medical Terminology	1,266
Personal Care	5,464	Medication Administration	1,245
Home Health Care	5,299	Cooking	1,047
Housekeeping	4,684	Dementia Care	1,004
Meal Planning And Preparation	4,427	Social Work	992
Companionship	3,794	Electronic Medical Record	953
Activities Of Daily Living (ADLs)	3,147	Billing	950
Toileting	2,496	Vital Signs	942
Medical Records	1,407	Patient Assistance	895
Nursing	1,383	Hospice	865

Skill	Posting	Skill	Posting
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Source: Lightcast 2025.3; "Job Posting Analytics." Aug. 2024 - Jul. 2025

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

Certification	Posting	Certification	Posting
Cardiopulmonary Resuscitation (CPR) Certification	2,084	Phlebotomy Certification	146
First Aid Certification	1,182	Community Health Worker Certification	98
Basic Life Support (BLS) Certification	1,174	Personal Care Assistant (PCA) Certification	87

Source: Lightcast 2025.3; "Job Posting Analytics." Aug. 2024 - Jul. 2025

Table 11. Education Requirements for Healthcare Occupations in the Bay Region

Education Level	Job Postings	% of Total
High school or GED	7,049	74%
Associate degree	1,260	13%
Bachelor's degree & higher	1,156	12%

Source: Lightcast 2025.3; "Job Posting Analytics." Aug. 2024 - Jul. 2025

Note: 55% 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 CCCC 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
 CCCC Data Mart

Contacts

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General Education Review Request Area 5 - Natural Sciences (with Lab)

Course Number & Title or Degree Program Name: Inside Wireman AS degree, Pathway 3 -
Local 6 students

Indicate if this is: a course, or 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 5 - Natural Sciences (with Lab):

Natural Sciences courses focus on exploring the physical universe, its life forms, and the measurable natural phenomena that govern its operations. These courses emphasize the scientific method as a means of discovery and understanding, fostering critical thinking, data analysis, and an appreciation of the interconnectedness between science and human activity.

Laboratory components complement lectures by providing hands-on experiences where students directly interact with the material world, utilize scientific tools, and apply theoretical concepts to real-world scenarios. Together, lecture and lab experiences promote a comprehensive understanding of scientific principles, preparing students to analyze complex systems and contribute to solving pressing scientific and societal challenges.

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Area 5 - Natural Sciences (with Lab)

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 5 - Natural Sciences (with Lab). 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):

Throughout the program, apprentices are required to read and interpret technical code language. They show the synthesis of information by accurately installing lab installations per the current National Electrical Code. Students are also taught to read and interpret construction documents such as blueprints, schematics, and specifications and use them to build electrical installations. Students in the program are also often called upon to communicate their work, and finding is written and oral form. When working with stakeholders on a project, students must also code switch between the conventions of the discipline and those of other disciplines and members of the public.

APEL 120A (First Year, First Semester)

Applied Codeology Course content requires students to read and interpret complex technical code language. Students also do research on the history of the National Electric Code and its implementation across the United States.

Students collaborate on lab work, requiring oral communication and listening.

APEL 129A (Fifth Year, Second Semester)

In the foreman development segment of this course, students cover conflict resolution which is predicated on developing good listening and communication skills.

OTJ (on the job) Training

During their on-the-job training assignments, apprentices must complete 8,000 hours to become journey workers, apprentices work with journey worker electricians who train

General Education Review Request Area 5 - Natural Sciences (with Lab)

apprentices by demonstrating tasks, giving verbal coaching and instructions, and scaffolding them up to more complex tasks.

2. Computation

Application of mathematical concepts or principles of data collection and analysis to solve problems.

- Matching course component(s):

Students consistently apply math and measurement to solve real-world problems during their on-the-job training assignments, in the classroom and in labs. Accurate, precise, and well executed quantitative reasoning is an essential feature of apprentices' training and practice in this program. Students are taught from the beginning of the program and throughout it the complex math calculations and theories that are essential to completing their training and be successful in the field. Apprentices in this program apply quantitative reasoning to solve real-world problems.

APEL 122A (Second Year, Second Semester), APEL 124A (Second Year, Second Semester), APEL 123A (Third Year, First Semester)

Lab Content: During conduit bending labs, students apply math to lay out conduit bends and determine the conduit shrink and gain values to bend smaller conduit using hand benders and mechanically bend larger conduit using sidewinders and table benders.

APEL 120A (First Year, First Semester) & APEL 121A, (First Year, Second Semester)

During the study of DC Theory, students conduct an algebraic manipulation of Ohm's Law to solve values in series, parallel and combination circuits.

Lab Content: Students calculate expected values of DC voltage, current, resistance for circuits and then measure (data collection and comparison to expected values).

APEL 122A (Second Year, First Semester) Single Phase Power Quality Lab and Related Activities

Lab Content: Students measure voltage and current values of a single-phase AC Sine Wave and determine power quality issues based on the data.

3. Critical Expression

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

- Matching course component(s):

Throughout the apprenticeship, students are expected to use accurate code specific and industry electrical language to describe tools, trade materials and on the job procedures.

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APEL 120A (1st year, 1st Semester)

Course Content 6 (NEC introduction); Lab Content (wiring, receptacles, GFCI circuits) — Students express ideas using precise electrical trade language.

On-the-job safety content — Requires accurate, discipline-appropriate communication. Students must use organized, technical language consistently.

APEL 121A (First Year, Second Semester)

When studying the National Electric Code students learn to use precise NEC terminology when describing and analyzing electrical work.

Lab Content: During conduit bending and wiring labs students are expected to verbally communicate wiring choices, use proper technical vocabulary for conductors and equipment, and maintain written records of measurements.

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):

Bootcamp and First Year content heavily emphasize the apprentice's role in the workplace and their role in larger construction community.

APEL 119A (Bootcamp)

During bootcamp obtain an OSHA 10, which relates the history of OSHA, and how execute the reasons for its implementation and emphasizes worker safety, linking safety practices to jobsite well-being.

APEL 120A (First Year, Second Semester)

Introduction to Apprenticeship CML Modules assigned during this semester build awareness of one's role in a workplace, role in a union and employee for NECA contractors.

Students are introduced to the National Electric Code in this semester. The NEC represents a nationally recognized safety code developed to protect workers and communities; students must understand its societal purpose, which emphasizes worker and public safety, linking technical skill to societal well-being.

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):

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APEL 119A (Bootcamp)

OSHA 10 training emphasizes ethical responsibility in applying information to maintain safe workplaces.

APEL 123A (Third Year, First Semester)

Students are taught to locate and apply manufacturers data to safely install electrical materials and equipment. Awareness is brought to the fact that new materials are constantly being developed and that the NEC requires adherence to manufacturer's instructions.

Depth Mapping

Mandatory Depth Outcomes (Lecture)

Your course must address all the following outcomes. For each outcome, map the corresponding course component(s) from the COR.

1. Scientific Method

Develop an understanding of the scientific method, including its attributes and limitations.

- Matching course component(s):

APEL 120A & APEL 121A

During their study of DC theory, students apply the scientific method through hypothesis testing, by predicting and measuring the relationship between voltage, current, and resistance in circuits. By solving circuit problems with Ohm's Law and Watt's Laws students predict circuit values and then build and test DC circuits to gather data and test their hypotheses against gathered data. This helps students understand the process of forming hypotheses, testing them through experimentation, and drawing conclusions based on measurable phenomena. Comparing how real-world conductor and power supply resistance and resistor tolerance result in different measured values than in circuit calculations teaches students the limits of the scientific method and the dissonance between theoretical calculations that do not consider these values and real-world measurements.

2. Judging Evidence

Build the ability to evaluate the validity of scientific evidence.

- Matching course component(s):

APEL 119A

During OSHA 10 training and certification, students identify hazards and evaluate whether protective measures are valid and effective.

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In CPR and First Aid practice and certification, students assess vital signs (pulse, breathing) and use this evidence to determine the correct response.

APEL 120A

Students use DC circuit calculations to validate circuit readings conducted with meters and within a digital simulation and vice versa. Students must analyze and interpret electrical data, such as determining whether a circuit adheres to Ohm's Law or whether the electrical readings make sense based on known quantities. Proper meter usage is emphasized, and students learn how incorrect meter usage could lead to invalid circuit readings.

APEL 124 A

In single phase power quality students collect data from AC circuits with electrical meters and validate results against expected outcomes. Unexpected results are probed to determine whether they are a result of poor meter usage or power quality issues.

3. Scientific Concepts

Foster an understanding of the relationship between hypothesis, experiment, fact, theory, and law.

- Matching course component(s):

APEL 120A & 121A

Ohm's Law and Watt's Law serve as theoretical models in electrical science. Students hypothesize how circuits will behave under different conditions (e.g., how changing resistance affects current values). They experiment by measuring voltage, current, and resistance in circuits, testing these theories. Through these experiments, students gain direct experience with the theory-practice relationship.

Students are taught that theories may change with new information, like the original understanding of Conventional Current Flow, vs. the more current understanding of.

APEL 124A

Through the study of Alternating Current (AC) theory, students directly engage with the scientific method and the relationship between hypothesis, experiment, fact, theory, and law. They learn about observable facts, such as inductive phase shift in AC circuits, Electromagnetic theory provides the explanatory framework for why energy is stored in magnetic fields and why phase relationships occur, while physical laws offer consistent mathematical descriptions of circuit behavior. In labs, attempt to diagnose power quality issues by forming hypotheses about how various loads will affect the AC sine wave. Through experimentation using power quality meters, they test these predictions and use their knowledge of AC theory facts, theories, and laws to diagnose power quality issues.

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4. Reasoning Skills

Cultivate the ability to use inductive, deductive, and model-based reasoning to solve problems.

- Matching course component(s):

APEL 119A

During CPR and First Aid training and certification, students use inductive reasoning to draw conclusions from observed patient symptoms to determine appropriate CPR and First Aid treatment.

In OSHA 10 training and certification, students apply general hazard rules deductively to specific workplace scenarios.

APEL 123A

The study of National Electrical Code (NEC) requirements for grounding and bonding cultivates student ability to use inductive, deductive, and model-based reasoning to solve complex technical problems. Through inductive reasoning, students analyze real-world case studies to identify how improper grounding might have led to electrocution, shock hazards, or poor system operation. Using deductive reasoning, they apply NEC rules for grounding and bonding to specific installations, like transformers and services logically determining compliant solutions. Model-based reasoning emerges as students construct conceptual and mathematical models of fault current magnitude and fault current paths during a ground fault and predicting system behavior under abnormal conditions. By integrating code language, physical principles, and system models, students learn to move systematically from principles to application.

5. Critical Thinking

Encourage the practice of critical thinking, including evaluating ideas, contrasting opinions, and drawing reasoned conclusions.

- Matching course component(s):

APEL 120A, APEL 121A

Critical thinking is essential in evaluating the safety, functionality, and code compliance of electrical systems. Students are required to critically evaluate if wiring installations meet National Electric Code (NEC) requirements for safety in addition to critically thinking about best practices in the electrical industry. Students are asked to critically evaluate residential blueprints to determine code compliance for GFCI and AFCI protection. Students are asked to think critically about the various ways circuits could legally be protected by GFCI and AFCI devices and determine best practices that include considerations for product and installation cost.

Students are asked to look critically at residential blueprints to determine if the installation meets current NEC requirements for lighting and power outlet placement, consider code minimum and make recommendations based on best practices that may exceed code minimum standards.

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APEL 122A

Students evaluate residential blueprints and equipment cut sheets to determine the size of a residential service using NEC guidelines. A residential service load calculation encourages critical thinking by requiring students to evaluate current and future electrical needs, interpret code requirements, and justify reasoned conclusions about system capacity. Using the methodology prescribed in the NEC, students must analyze dwelling characteristics, consider general lighting loads with appliance and HVAC demands, and apply demand factors appropriately. Students must also evaluate whether calculated loads align with practical design considerations, such as future expansion or energy-efficient equipment. By weighing code rules and real-world constraints, they develop the ability to question their existing assumptions on service capacity, compare solutions, and draw defensible, evidence-based conclusions.

Optional Depth Outcomes (Lecture)

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. Appreciation of Science in Modern Life

Develop an appreciation of the contributions of science to modern life.

- Matching course component(s):

APEL 119A

CPR and First Aid training highlights the life-saving impact of medical science and modern emergency-response technologies.

OSHA 10 emphasizes how scientific knowledge of electricity, hazards, and protection methods keeps workplaces safe.

Introductions to battery operated tools and meters with improved safety features show how applied electrical science powers modern construction and infrastructure.

2. Diversity in Science

Recognize contributions to science by diverse people and cultures.

- Matching course component(s):

3. Human-Environment Interdependence

Understand the interdependence of humans and their environment.

- Matching course component(s):

APEL 119A

OSHA 10 course content teaches students to recognize how electrical systems and safety

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measures protect humans in built environments.

CPR and First Aid course content links human biology to environmental hazards such as temperature extremes, drowning, bites, poisons.

APEL 123A

During the study of grounding and bonding and NFPA 70E students learn about the physiological effects of electricity on the human body and the factors that contribute to electric shock.

4. Impact of Human Behavior

Recognize how human behavior has altered the environment.

- Matching course component(s):

5. History of Science

Explore the history of science, including the ideas and experiments that have shaped the scientific method.

- Matching course component(s):

APEL 120A

In their introduction to DC Theory, students learn the history of electrical discoveries of electrical properties and how they led to our present understanding of electricity.

Mandatory Depth Outcomes (Lab)

Laboratory components must align with the following definition of laboratory experience (adapted from the National Research Council (2005):

Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using tools, data collection techniques, models, and theories of science. This definition includes student interaction with astronomical databases, genome databases, databases of climatic events over long time periods, and other large data sets derived directly from the material world. It does not exclusively include student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world.

Your course must address all the following outcomes. For each outcome, map the corresponding course component(s) from the COR.

1. Direct Interaction

Engage in observation and data collection through direct interaction with the material world.

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- Matching course component(s):

APEL 119A

Students consistently interact directly with electrical materials, tools, and live circuit builds and are taught best practices for safely working in the electrical industry.

APEL 120A

Using meters and electronics boards students build DC circuits using DC voltage sources. Students actively observe and collect data on electrical circuits, which allows them to directly interact with the physical properties of electrical systems.

Students interact with ladders, drills, saws, wiring, circuits, conduit, and GFCIs to install functional lighting circuits that are also partially GFCI protected. Students learn about how to properly wire a GFCI through direct experience and get to see the results of incorrectly wired circuits.

APEL 122A

In the Single-Phase and Three-Phase power quality labs, using multimeters and power quality meters, students collect data about AC sine waves on circuits with resistive, inductive, capacitive, and non-linear loads.

APEL 123A

Students use Earth Ground Resistance test meters to gather data about earth ground resistance and grounding electrode system resistance to come to conclusions on best practices for grounding.

2. Scientific Tools and Techniques

Use tools, data collection techniques, models and model-based reasoning, and theories consistent with those employed in research laboratories.

- Matching course component(s):

APEL 120A, APEL 121A, APEL 122A, APEL 124A, APEL 123A, APEL 126A

Students employ authentic tools and scientific measurement techniques directly aligned with the electrical trade by using clamp-on meters, digital multimeters, megohmmeters and power quality meters to gather data about electrical circuits, diagnose circuit issues and diagnose equipment issues.

In conduit bending labs, students apply mathematical models, including geometric relationships, trigonometric calculations, shrink factors, and take-up values, to predict how straight conduit will change shape when bent. Students test these predictions through fabrication with hand benders, electric benders, and hydraulic table benders to produce bends on metal conduit and compare measured outcomes to calculated expectations, and refine their technique based on discrepancies, mirroring the iterative processes used in laboratory research. Levels, angle finders, and measuring devices are used to collect accurate dimensional

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data before and after each bend. Theoretical principles of geometry and material behavior guide their modeling, while systematic measurement and error analysis reinforce empirical validation.

3. Data Analysis with Authentic Data Sets

Work with data derived directly from the material world (e.g., large data sets such as astronomical, genome, and climate databases) and avoid exclusive reliance on teacher-created data.

- Matching course component(s):

APEL 122A

In the three-phase power quality lab, students collect, analyze, and interpret real-time electrical data generated from physical equipment under varying load conditions. Using the Fluke 435 Power Quality Analyzer, students measure actual voltage, current, power factor, harmonic distortion, RMS values, and phase relationships from energized three-phase systems. Rather than relying on instructor-provided sample values, they generate their own datasets by altering loads such as resistive heaters, motors, CFLs, LEDs, and dimmers and observing measurable changes in waveform shape, voltage drop, neutral current, and harmonic content.

APEL 123A

In the earth/ground testing, students collect, analyze, and interpret resistance data generated directly from physical soil conditions and installed grounding electrodes. Using the Fluke 1625 Earth/Ground Tester, students perform 2-pole, 3-pole (fall-of-potential), and 4-pole soil resistivity tests on actual ground rods and site soil. The resistance values they record are not predetermined or instructor-created—they vary based on measurable environmental factors such as soil composition, moisture content, rod depth, spacing, and weather conditions.

4. Hypothesis Testing

Formulate and test hypotheses using recognized scientific methodologies.

- Matching course component(s):

APEL 123A

In the grounding lab, students begin by forming hypotheses on grounding electrode resistance based on electrical theory and parallel resistance formulas. For example, before bonding two ground rods together, they predict whether total resistance will be higher, lower, or the same. They calculate an anticipated value using the parallel resistance equation and document their expected outcome. They then test that hypothesis using established measurement techniques performed with the Fluke 1625 Earth/Ground Tester. These methods are recognized by industry and engineering methodologies used in geotechnical and electrical grounding assessments. Students compare calculated predictions with measured results and analyze discrepancies by considering soil composition, contact resistance, conductor length, and environmental factors.

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This structured cycle of prediction, controlled testing, measurement, analysis, and explanation mirrors the scientific method and requires students to actively formulate and empirically test hypotheses using professional, discipline-recognized testing methodologies.

APEL 122A

During the Compound 90° Conduit Bending Lab students use conduit bending formulas to predict the precise layout and marks required for the first and second 45° bends to achieve a correct compound 90° bend around a square or rectangular obstruction. This prediction acts as a hypothesis: *“If the bends are made according to these calculations, the conduit will fit the obstruction and maintain the specified tolerance.”* Students then test this hypothesis by bending the conduit according to their calculations, using tools such as hand benders, torpedo levels, and digital protractors to implement and verify the angles. They fit the bent conduit into wooden cells or around mock obstructions to observe whether the fabricated piece meets the design and tolerance requirements (+/- 2° and 3/16”). After testing, they analyze results, comparing the predicted bend layout to the actual outcome. If the conduit does not fit correctly, apprentices identify and diagnose deviations caused by measurement errors, bending technique, or material variability, then adjust their calculations and approach.

5. Communication & Collaboration

Communicate findings effectively through oral and/or written work independently and as a member of a team.

- Matching course component(s):

APEL 120A & APEL 121A

During DC theory circuiting labs, students communicate their DC theory findings both orally and in writing. They present their experiment results and interpret data in lab reports, and they share their understanding of circuit behavior and safety protocols during group discussions.

APEL 122A

Students gather individual data during AC Single Phase Power Quality Lab and AC Three-Phase Power Quality lab and share data findings with each other orally and the class orally to build a complete data set. All data is recorded and analyzed so students can see patterns that indicate issues in electrical systems due to voltage drop and overloaded branch circuits.

APEL 122A

The Sidewinder Bender & 1”-2” EMT Fabrication Lab combines students in small groups, coordinating measurements, markings, and bends while discussing techniques and troubleshooting issues, which develops oral communication skills. Each apprentice independently records calculations, mark placements, and final dimensions, creating a clear written record of their work. Finished bends are presented to the instructor, requiring apprentices to explain their layout decisions, calculations, and adjustments. Using standardized technical terminology ensures that findings are accurately communicated and understandable to others, fostering both effective oral and written communication in a professional context.

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Optional Depth Outcomes (Lab)

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. **Experimental Records**

Maintain accurate and complete experimental records.

- Matching course component(s):

APEL 121A, APEL 122A, APEL 124A, APEL 123A & APEL 126A

All the advanced conduit bending labs first through third year require students to maintain accurate and complete experimental records because apprentices are required to document every step of their work. This includes recording measurements of stubs, offsets, obstruction heights, X dimensions, center-to-center distances, and calculated bend marks for each conduit piece. They must note the conduit type, size, angle of bends, and any adjustments made for spring-back or alignment. These records serve as a precise, step-by-step account of the fabrication process, which the instructor reviews to evaluate accuracy and technique. Maintaining these detailed records ensures reproducibility, allows for troubleshooting errors, and demonstrates mastery of proper conduit layout and bending methodology.

APEL 122A

In the single phase and three-phase power quality labs, students record all measurement values, including RMS voltage values, current, kW/kVA/kVAR, power factor, and THD%, along with screen captures of waveforms and vector diagrams. They also document test conditions, load configurations, and instrument settings, creating a thorough and traceable record for analysis and review.

APEL 123A

Throughout the Earth Ground Testing Lab, students record all measured resistance values, test dates, times, weather conditions, and ground configurations. They document calculations for combined resistances of parallel rods and answer NEC-related questions, creating a thorough, traceable record of each experiment for review and verification.

2. **Quantitative and Qualitative Measurements**

Perform accurate quantitative and qualitative measurements.

- Matching course component(s):

APEL 122A

In the three-phase power quality lab, students use the Fluke 435 power quality analyzer to measure voltage, current, phase angles, power factor, harmonics, and waveform distortions. They adjust instrument settings, connect loads, and capture screen data, ensuring

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measurements reflect real AC circuit behavior under various conditions, including resistive, inductive, and non-linear loads.

APEL 123A

In the Earth Ground Testing Lab, students use the Fluke 1625 Earth/Ground Tester to measure soil resistivity and ground rod resistance using 2-pole, 3-pole, and fall-of-potential methods. They carefully set up earth stakes, connect test leads, and apply known currents to obtain precise resistance values, ensuring measurements reflect real-world grounding system performance under varying conditions.

3. Interpreting Results

Interpret experimental results and draw reasonable conclusions.

- Matching course component(s):

APEL 122A

In the three-phase power quality lab, students analyze recorded data to understand three-phase AC theory, voltage drop, power factor effects, waveform distortion, and energy efficiency of different loads. Using discussion topics and guided observations, they relate quantitative results to theoretical expectations, identify causes of anomalies, and determine practical solutions for improving power quality and system efficiency.

APEL 123A

In the Earth Ground Testing Lab Students compare measured resistance values with calculated expectations, analyze the effect of parallel and series ground connections, and evaluate compliance with NEC grounding requirements. Using the data, they draw conclusions about soil resistivity, grounding effectiveness, and proper grounding electrode design, connecting quantitative results to theoretical and safety standards.

4. Statistical Data Analysis

Analyze data statistically and assess the reliability of results.

- Matching course component(s):

5. Evaluating Experiment Design

Design and conduct, as well as critically evaluate the design of experiments for validity and reliability.

- Matching course component(s):

**General Education Review Request
Area 5 - Natural Sciences (with Lab)**

Submit your completed form to your Division Curriculum Reps

Requesting Faculty: Kristina Vennarucci Date: 2/20/26

Division Curriculum Rep: Kristina Vennarucci Date: 2/23/26

FOR USE BY CURRICULUM OFFICE:

Approved: ___ Denied: ___ CCC Co-Chair Signature: _____ Date: _____

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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:

The Electrical apprenticeship program is a comprehensive program of study for students seeking entry into the electrical industry. Over their five years of study, students achieve their general education requirements through a sequenced series of courses and on-the-job training holistically. This is accomplished through a recursive process whereby students are first introduced to critical GE concepts early in the program and then are required to work in more sophisticated and complicated ways with these concepts. This application provides specific examples of courses, sequences, and learning throughout the entire Electrical apprenticeship program and details how students undertake and achieve the GE outcomes of the college.

FOOTHILL COLLEGE
College Curriculum Committee
Recognition of Prior General Education Completion

Whereas, Foothill College seeks to support student success and degree completion for returning students and those entering admission-limited or cohort-based programs;

Whereas, there is a need to distinguish between catalog rights via continuous enrollment and the recognition of previously completed general education (GE) and graduation requirements; and

Whereas, there is a need to establish a policy for GE completion that is separate from catalog rights via continuous enrollment and graduation requirements;

Resolved, that the Foothill College Curriculum Committee adopts the following policy regarding GE and graduation requirements for local associate (AA and AS) degrees and recommends the integration of this language into the College Catalog and relevant counseling materials to ensure transparency for the student body:

I. Scope of Recognition

Foothill College may recognize completion of Foothill College general education and graduation requirements for local AA and AS degrees, excluding major or program requirements, when a student returns after an absence or experiences a delay in entry to an admission-limited or cohort-based program. This recognition is separate from continuous enrollment and catalog rights and does not apply to associate degrees for transfer (ADTs).

II. Eligibility and Verification

- **Seven-Year Window:** A student will be considered to have met current Foothill College GE and graduation requirements if those requirements were completed within the previous seven years, as verified through transcript evaluation.
- **Measurement:** Completion is measured from the end of the term in which the student last satisfied a Foothill College GE or graduation requirement.

III. Limitations and External Mandates

This recognition does not waive:

- Major or program requirements or prerequisites.
- Recency or licensure requirements.
- Other external requirements or statewide minimum requirements for the AA or AS degree under Title 5.

Title 5 provisions will be applied as applicable, consistent with operative dates and applicability.