

College Curriculum Committee Meeting Agenda
Tuesday, November 19, 2019
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter(s)
1. Minutes: November 5, 2019	Action	#11/19/19-1	Kuehnl
2. Report Out from Division Reps	Discussion		All
3. Announcements a. New Course Proposals b. Notification of Proposed Requisites c. ASCCC Fall Plenary Update d. Acting Certificate Approval	Information	#11/19/19-2-9 #11/19/19-10 #11/19/19-11	Kuehnl
4. Stand Alone Approval Request: BUSI 12	2nd Read/ Action	#11/19/19-12	Kuehnl
5. Stand Alone Approval Request: C S 48A	2nd Read/ Action	#11/19/19-13	Kuehnl
6. Stand Alone Approval Request: ESLL 201A	2nd Read/ Action	#11/19/19-14	Kuehnl
7. New Program Application: Digital Marketing Certificate of Achievement	2nd Read/ Action	#11/19/19-15	Kuehnl
8. Stand Alone Approval Request: JRYM 105	1st Read	#11/19/19-16	Kuehnl
9. Stand Alone Approval Request: JRYM 106	1st Read	#11/19/19-17	Kuehnl
10. Requisite Recency	Discussion		Kuehnl
11. Centralized Curriculum Model	Discussion		Kuehnl
12. Good of the Order			Kuehnl
13. Adjournment			Kuehnl

Attachments:

- #11/19/19-1 Draft Minutes: November 5, 2019
- #11/19/19-2 New Course Proposal: ATHL 34
- #11/19/19-3 New Course Proposal: ATHL 34A
- #11/19/19-4 New Course Proposal: ATHL 34B
- #11/19/19-5 New Course Proposal: CNSL 3
- #11/19/19-6 New Course Proposal: CNSL 3H
- #11/19/19-7 New Course Proposal: RSPT 56
- #11/19/19-8 New Course Proposal: RSPT 57
- #11/19/19-9 New Course Proposal: R T 75
- #11/19/19-10 CCC Notification of Proposed Requisites
- #11/19/19-11 ASCCC Fall 2019 Resolutions Packet
- #11/19/19-12 Stand Alone Course Approval Request: BUSI 12
- #11/19/19-13 Stand Alone Course Approval Request: C S 48A
- #11/19/19-14 Stand Alone Course Approval Request: ESLL 201A
- #11/19/19-15 New Program Application: Digital Marketing Certificate of Achievement
- #11/19/19-16 Stand Alone Course Approval Request: JRYM 105
- #11/19/19-17 Stand Alone Course Approval Request: JRYM 106

2019-2020 Curriculum Committee Meetings:

<u>Fall 2019 Quarter</u>	<u>Winter 2020 Quarter</u>	<u>Spring 2020 Quarter</u>
10/8/19	1/21/20	4/21/20
10/22/19	2/4/20	5/5/20
11/5/19	2/18/20	5/19/20
11/19/19	3/3/20	6/2/20
12/3/19	3/17/20	6/16/20

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

2019-2020 Curriculum Deadlines:

- 12/1/19* Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- 12/1/19* Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- TBD* Deadline to submit local GE applications for 2020-21 catalog (Faculty/Divisions).
- TBD* Curriculum Sheet updates for 2020-21 catalog (Faculty/Divisions).
- 6/1/20* Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- TBD* COR/Title 5 updates for 2021-22 catalog (Faculty/Divisions).
- Ongoing* Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Micaela Agyare (LIBR), Ben Armerding (LA), Rachelle Campbell (BH), Zachary Cembellin (PSME), Stephanie Chan (LA), Isaac Escoto (AS President), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Kurt Hueg (Dean, BSS), Eric Kuehnl (Faculty Co-Chair), Kristy Lisle (VP Instruction), Kent McGee (Evaluations), Dokesha Meacham (CNSL), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Ron Painter (PSME), Lisa Schultheis (BH), Matt Stanley (KA), Paul Starer (Administrator Co-Chair), Ram Subramaniam (Dean, BH & PSME), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2019-20

Meeting Date: 11/19/19Co-Chairs (2)

<input checked="" type="checkbox"/>	Eric Kuehn	7479	Vice President, Academic Senate (tiebreaker vote only)	kuehnleric@fhda.edu
<input checked="" type="checkbox"/>	Paul Starer	7179	Interim Associate Vice-President of Instruction	starerpaul@fhda.edu

Voting Membership (12 total; 1 vote per division)

<input checked="" type="checkbox"/>	Micaela Agyare	7086	Library	agyaremicaela@fhda.edu
<input checked="" type="checkbox"/>	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
<input type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
<input type="checkbox"/>	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
<input checked="" type="checkbox"/>	Stephanie Chan		LA	chanstephanie@fhda.edu
<input type="checkbox"/>	Valerie Fong	7135	Acting Dean—LA	fongvalerie@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
<input checked="" type="checkbox"/>	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
<input checked="" type="checkbox"/>	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
<input type="checkbox"/>	Kurt Hueg	7394	Dean—BSS	huegkurt@fhda.edu
<input checked="" type="checkbox"/>	Dokesha Meacham	7211	CNSL	meachamdokesha@fhda.edu
<input checked="" type="checkbox"/>	Allison Meezan	7166	BSS	meezankaren@fhda.edu
<input checked="" type="checkbox"/>	Ché Meneses	7015	FA	menesesche@fhda.edu
<input checked="" type="checkbox"/>	Brian Murphy		APPR	brian@pttc.edu
<input checked="" type="checkbox"/>	Ron Painter		PSME	painterron@fhda.edu
<input type="checkbox"/>	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
<input type="checkbox"/>			SRC	
<input checked="" type="checkbox"/>	Matt Stanley	7222	KA	stanleymatthew@fhda.edu
<input checked="" type="checkbox"/>	Ram Subramaniam	7472	Dean—BH & PSME	subramaniamram@fhda.edu
<input type="checkbox"/>	Nick Tuttle	7056	BSS	tuttlenick@fhda.edu
<input type="checkbox"/>	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

Non-Voting Membership (4)

<input checked="" type="checkbox"/>	Mary Vanatta	7439	ASFC Rep. Curr. Coordinator	vanattamary@fhda.edu
<input type="checkbox"/>	Kent McGee	7298	Evaluations SLO Coordinator	mcgeekent@fhda.edu

VisitorsChris Allen

**College Curriculum Committee
Meeting Minutes
Tuesday, November 5, 2019
2:00 p.m. – 3:30 p.m.
President’s Conference Room**

Item	Discussion
1. Minutes: October 22, 2019	Approved by consensus.
2. Report Out from Division Reps	<p>Speaker: All BSS: Reviewing existing prerequisites on courses.</p> <p>Fine Arts: No updates to report.</p> <p>Counseling: No updates to report.</p> <p>PSME: No updates to report.</p> <p>Language Arts: No updates to report. Rep asked when students will be able to begin requesting Credit by Exam for SPAN courses (announced at previous meeting). Gilstrap mentioned that although CCC created the CBE form last year, the process for submitting the form was not finalized. Starer clarified that CBE for the SPAN courses should be able to go into effect for winter quarter but still need to work with A&R to determine process for form.</p> <p>Library: No updates to report.</p> <p>Apprenticeship: Forms for new Project Management courses will be coming to CCC soon.</p> <p>Articulation: No updates to report.</p> <p>Kuehnl reported that we currently have no subcommittee members for two GE areas: IV & VII; he and Vanatta have GE forms for those areas that need to be reviewed. Hueg asked if part-time faculty can serve—Starer said yes, but there is no mechanism for compensation; full-time are preferred. Please reach out to your constituents to step up and serve. Starer noted that if we continue to have problems staffing the subcommittees we will need to reevaluate our GE process to consider getting rid of subcommittees and bringing full review back to CCC.</p>
3. Announcements a. New Course Proposals b. Notification of Proposed Requisites c. CourseLeaf First Look	<p>Speaker: Eric Kuehnl The following proposals were presented: C S 89D; V T 51A, 51C, 51D, 51F, 57L, 58L. Please share with your constituents. Hueg asked about unit count of 4.5 for C S 89D—Subramaniam noted this is standard for C S courses, due to 0.5 unit lab component. PSME rep commented on use of “forum” in title on V T 51A & 51D—Subramaniam explained these are seminar-style courses; Starer suggested using “seminar” instead of “forum.” Kuehnl will follow up with faculty regarding comments on titles.</p> <p>New coreq options for ENGL 1A, effective winter 2020 quarter, as well as new prerequisites for V T courses, effective summer 2020 quarter. Also listed are ongoing prerequisites for BIOL & ENGR courses, for which a Content Review form was not on file. Please share with your constituents.</p> <p>Starer presented announcement, with PowerPoint presentation of screenshots from CourseLeaf CIM system. CourseLeaf is the new curriculum system we are implementing, to replace C3MS; currently working with the vendor, Leepfrog, to address issues via multiple rounds of testing</p>

<p>d. Academic Calendar Exploration and Feasibility Analysis (ACEFA)</p>	<p>and system adjustments/improvements. Two CCC reps helping with testing. Starer pointed out that because CourseLeaf will integrate with Banner, we will be using (on CORs) the same numbering scheme that we currently use in Banner (leading “F” in course numbers). Edits to information on COR are clearly displayed, including red strike-through for deleted text, and green for new text. Supplemental forms, such as Content Review, will be built-in to the COR form; we are working with Leepfrog to figure out the best way to implement this, as it could make the COR form very text-heavy.</p> <p>Hueg asked about exporting data to the web for marketing and other uses—after we implement the curriculum module (CIM) we will implement the catalog module (CAT). Vanatta added that Foothill’s webmaster, Bradley Creamer, is part of implementation team and is working with Leepfrog to get the tools needed to export CIM data for use on Foothill webpages outside of CourseLeaf. Starer continued presentation: text boxes on COR form are similar to MS Word, with formatting options; note that certain imported data will need to be cleaned up (e.g., numbered lists). Hueg asked if there will be a final import of data from C3MS to CourseLeaf—yes, at some future date we will need to halt COR changes in C3MS. Will hold training sessions for all users. Starer continued presentation: clear info on COR re: Workflow (i.e., where it is in the process); system will email users when review/approval is needed. Starer stressed that there will be a learning curve, as CourseLeaf is very different, but believes it will be a significant improvement on C3MS. More info to come as we get closer to go-live!</p> <p>Gilstrap presented announcement. He is on the ACEFA taskforce, comprised of administrators, faculty, staff, and students from both Foothill and De Anza; taskforce will survey constituents (likely in winter quarter) on topic of changing to a semester system. First meeting has occurred. BSS rep asked what initiated the taskforce—many CSUs converting to semester, and some data suggests that semester schedules are better for students. Hueg is also on taskforce; noted it is an exploratory committee and involves many individuals. Believes it emanated from those at the district recognizing that there has been talk, over the years, about considering this change. Noted our academic calendar is the longest in the CA community college system. BSS rep noted some students target FHDA due to the quarter system. Fine Arts rep suggested contacting schools that have switched from quarter to semester to gain insight from their experiences. Gilstrap noted that switching would result in years of work on articulation agreements; Hueg agreed that impact on workload of faculty and staff would be heavy. Starer noted the economic benefit of a 32-week year vs. 36 weeks (if FTES remains steady) would need to be weighed against the amount of work necessary to convert all courses and programs. Hueg noted it is too early for feedback outside of the taskforce, at this stage. BSS rep asked about impacts to athletic programs—Kinesiology rep said would be a huge benefit to switch, for coaches; believes we would attract and retain better faculty as a result.</p>
<p>4. Stand Alone Approval Request: HORT 400A</p>	<p>Speaker: Eric Kuehnl Second read of Stand Alone Approval Request for HORT 400A. Criteria B section of form has been updated, to address concerns at previous meeting. No comments.</p> <p>Motion to approve M/S (Venkataraman, Meacham). Approved.</p>
<p>5. Stand Alone Approval Request: HORT 400B</p>	<p>Speaker: Eric Kuehnl Second read of Stand Alone Approval Request for HORT 400B. Criteria B section of form has been updated, to address concerns at previous meeting. No comments.</p> <p>Motion to approve M/S (Venkataraman, Meacham). Approved.</p>

<p>6. Stand Alone Approval Request: HORT 400C</p>	<p>Speaker: Eric Kuehnl Second read of Stand Alone Approval Request for HORT 400C. Criteria B section of form has been updated, to address concerns at previous meeting. No comments.</p> <p>Motion to approve M/S (Venkataraman, Meacham). Approved.</p>
<p>7. Stand Alone Approval Requests: ITSC 101, 105, 106, 110, 113, 114, 115, 123, 125, 127, 128, 130, 131, 132, 134</p>	<p>Speaker: Eric Kuehnl Second read of Stand Alone Approval Requests for ITSC 101, 105, 106, 110, 113, 114, 115, 123, 125, 127, 128, 130, 131, 132 & 134. No comments.</p> <p>Motion to approve M/S (Hueg, Tuttle). Approved.</p>
<p>8. Stand Alone Approval Request: BUSI 12</p>	<p>Speaker: Eric Kuehnl First read of Stand Alone Approval Request for BUSI 12. Will be temporarily Stand Alone and added to the certificate of achievement in Data Analytics, currently in development. Hueg noted course being fast-tracked for winter quarter.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>9. Stand Alone Approval Request: C S 48A</p>	<p>Speaker: Eric Kuehnl First read of Stand Alone Approval Request for C S 48A. Will be temporarily Stand Alone and added to the certificate of achievement in Data Analytics, currently in development. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>10. Stand Alone Approval Request: ESLL 201A</p>	<p>Speaker: Eric Kuehnl First read of Stand Alone Approval Request for ESLL 201A. Will be permanently Stand Alone. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>11. New Program Application: Digital Marketing Certificate of Achievement</p>	<p>Speaker: Eric Kuehnl First read of new Digital Marketing Certificate of Achievement. Hueg noted program includes several new courses; working with a company called Pathstream as an intermediary between us and Facebook. Many courses will be offered as distance ed, so should be able to reach a broad group.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>12. Division Curriculum Committee Practices and Processes Round Table</p>	<p>Speaker: Eric Kuehnl During our orientation meeting for new reps last week, there was some discussion of best practices and processes used by division CCs; as there were few returning reps in attendance, we're bringing the topic to the wider group. Kuehnl asked the group if any division CCs have an official document of CC rules—no. PSME rep noted they have “unwritten rules.” Kuehnl noted issues caused by no overlap in reps from year-to-year—no knowledge passed down. Fine Arts rep mentioned topic of part-time faculty involvement in curriculum/CORs; issue of a part-timer creating/owning a course but leaving the college, and full-time faculty having no knowledge of the course. Other Fine Arts rep noted issue of communication between part-time and full-time faculty; communication re: New Course Proposals and how to ensure that everyone in a dept. is made aware of one before it goes to division CC. Hope is to draft guidelines to be passed to new reps in the future. Fine Arts rep noted additional issue of communicating with faculty who teach fully online and aren't present on campus, and including them in division CC meetings. BSS rep noted most depts. in their division have 1-3 full-time faculty (some have none); there is a disconnect between discipline expertise and curriculum expertise—trying to stress that faculty are responsible for COR content. Created Canvas shell for CC and Academic Senate discussions, incl. form approvals (e.g., Stand Alone). Kuehnl asked</p>

	<p>who writes Program Review in a dept. with no full-time faculty—Hueg acknowledged the challenge, also re: interdisciplinary programs, such as General Studies Social Science; BSS discussed topic at division meeting on opening day.</p> <p>Kuehnl asked the group for thoughts on part-time faculty owning CORs. PSME rep said in C S dept. it hasn't occurred yet but believes it would be a big issue. Kuehnl noted many faculty recently retired in Fine Arts, resulting in CORs being assigned to others (incl. himself) who are unfamiliar with the course content. Noted cases in which the proposer/creator of a course left Foothill before course even became active in the catalog. Subramaniam expressed caution around part-time faculty creating curriculum; has created issues in the past with programs having to be deactivated due to part-time faculty leaving. Introduced topic of moving from our division CC structure to a central curriculum committee, like most (if not all) other CA community colleges. Starer mentioned that, in his experience (incl. as faculty and dean), there has never been an appetite to discuss our model and perhaps change it. Starer open to discussion and believes it could resolve such issues as GE subcommittee representation; more than happy to agendize specific discussion at CCC, but noted that faculty primacy is key and if there is no faculty interest he will not push from an administrative standpoint. Kuehnl asked how curriculum moves through system without division CCs—Subramaniam noted that at De Anza, course goes from the dean to the CCC (instead of dean → div CC); each division has two reps on the CCC. Hueg noted that most colleges provide reassign time to a few faculty members who are reviewing a large volume of curriculum. Subramaniam noted that De Anza's CCC meets every week for 1.5 hours.</p> <p>Hueg believes a lack of trust resulted in our division CC model; stressed that this will need to be addressed if we begin the discussion of possibly moving to a central model. Kuehnl wondered if move to central model could result in loss of innovation; Subramaniam noted that during his time on the De Anza CCC any course brought to CCC for approval was approved. Starer mentioned current issue of identifying a new division rep for SRC, as current faculty there do not feel comfortable/confident in representing the curriculum at CCC. In our current model, SRC's curriculum development will halt if no rep steps up. Subramaniam mentioned that at De Anza faculty are held to a higher level of responsibility, generally speaking, to ensure that their curriculum is being regularly updated (vs. here where reps are heavily involved). Starer asked group if would like to agendize specific discussion at future CCC meeting—yes.</p>
13. Good of the Order	
14. Adjournment	3:28 PM

Attendees: Micaela Agyare (LIBR), Chris Allen (guest—Dean, APPR), Stephanie Chan (LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Kurt Hueg (Dean, BSS), Eric Kuehnl (Faculty Co-Chair), Dokesha Meacham (CNSL), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Ron Painter (PSME), Matt Stanley (KA), Paul Starer (Administrator Co-Chair), Ram Subramaniam (Dean, BH & PSME), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

Minutes Recorded by: M. Vanatta

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

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

Faculty Author: Tom Liner

Proposed Number: ATHL 34

Proposed Units: 3

Proposed Hours: 9 hours laboratory

Proposed Transferability: CSU/UC

Proposed Title: Intercollegiate Badminton I (Women)

Proposed Catalog Description & Requisites:

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

Proposed Discipline: Physical Education

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

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

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

Foothill GE: Lifelong Learning

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

No

Comments & Other Relevant Information for Discussion:

Intercollegiate Badminton will have a positive effect on the college by having more Full-Time student athletes. Adding another women's athletic team will help keep the college in compliance with Title 9. Being part of a college athletic program helps with feeling collected to the college, self esteem, and forming a sense of college culture.

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Tom Liner

Proposed Number: ATHL 34A

Proposed Units: 2

Proposed Hours: 6 hours laboratory

Proposed Transferability: UC/CSU

Proposed Title: Preseason Conditioning for Women's Badminton

Proposed Catalog Description & Requisites:

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

Proposed Discipline: Physical Education

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

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

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

Foothill GE: Lifelong Learning

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

No

Comments & Other Relevant Information for Discussion:

Preseason conditioning is necessary for individuals and teams to get prepared for an Intercollegiate Badminton Season. Intercollegiate Badminton will have a positive effect on the college by having more Full-Time student athletes. Adding another women's athletic team will help keep the college in compliance with Title 9. Being part of a college athletic program helps with feeling collected to the college, self esteem, and forming a sense of college culture.

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Tom Liner

Proposed Number: ATHL 34B

Proposed Units: 2

Proposed Hours: 6 hours laboratory

Proposed Transferability: UC/CSU

Proposed Title: Sports Techniques & Conditioning for Women's Badminton

Proposed Catalog Description & Requisites:

The course is for the development of athletic skills and mental conditioning which is required to be successful in the intercollegiate sport of badminton.

Proposed Discipline: Physical Education

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

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

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

Foothill GE: Lifelong Learning

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

No

Comments & Other Relevant Information for Discussion:

Sports Techniques and Conditioning is a necessary class when offering Intercollegiate Sports. Student athletes must continue to practice their techniques and stay conditioned to be successful athletes and reduce the risk of injury. Intercollegiate Badminton will have a positive effect on the college by having more Full-Time student athletes. Adding another women's athletic team will help keep the college in compliance with Title 9. Being part of a college athletic program helps with feeling collected to the college, self esteem, and forming a sense of college culture.

Instruction Office:

Date presented at CCC:

Number assigned:

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College Curriculum Committee
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Faculty Author: Voltaire Villanueva

Proposed Number: CNSL 3

Proposed Units: 5

Proposed Hours: 5 hours lecture

Proposed Transferability: CSU and UC

Proposed Title: Identity, Culture & Education

Proposed Catalog Description & Requisites:

Examination of psycho-social issues and the development of individual identities to advance learning in American communities of color. Using self, culture and education as a frame of reference, issues of inequality and social justice are explored to discover its influence on personal development, learning, and agency.

Proposed Discipline: Counseling

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

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

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

Associate Degree for Transfer-Social Justice Studies

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

None

Comments & Other Relevant Information for Discussion:

None

Instruction Office:

Date presented at CCC:

Number assigned:

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College Curriculum Committee
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Faculty Author: Voltaire Villanueva

Proposed Number: CNSL 3H

Proposed Units: 5

Proposed Hours: 5 hours lecture

Proposed Transferability: CSU and UC

Proposed Title: Honors Identity, Culture & Education

Proposed Catalog Description & Requisites:

Examination of psycho-social issues and the development of individual identities to advance learning in American communities of color. Using self, culture and education as a frame of reference, issues of inequality and social justice are explored to discover its influence on personal development, learning, and agency. As an honors course, it is a seminar with advanced teaching methods focusing on major writing, reading, and research assignments, student class lectures, group discussions and interactions.

Proposed Discipline: Counseling

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

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

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

Associate Degree for Transfer-Social Justice Studies

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

None

Comments & Other Relevant Information for Discussion:

None

Instruction Office:

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Faculty Author: Brenda Hanning and Lisa Hills

Proposed Number: RSPT 56

Proposed Units: 1

Proposed Hours: 36 hours of clinical lab total per quarter

Proposed Transferability: CSU

Proposed Title: Orientation to Clinical Rotation I

Proposed Catalog Description & Requisites:

Introduction to the hospital setting and to patient care. Intended for students in the respiratory therapy program.

Proposed Discipline: Respiratory Technologies

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

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

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

AS Respiratory Therapy

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: No

Comments & Other Relevant Information for Discussion:

The clinical component of RSPT 50B has been separated from this course in order to accommodate clinical placements and to better serve the students.

Instruction Office:

Date presented at CCC:

Number assigned:

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

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

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

Faculty Author: Brenda Hanning and Lisa Hills

Proposed Number: RSPT 57

Proposed Units: 2

Proposed Hours: 72 hours of clinical lab total per quarter

Proposed Transferability: CSU

Proposed Title: Orientation to Clinical Rotation II

Proposed Catalog Description & Requisites:

Practice of respiratory therapy skills in the clinical setting. Floor care modalities, patient assessments, and non-invasive ventilation. Intended for students accepted and enrolled in the respiratory therapy program.

Proposed Discipline: Respiratory Technologies

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

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

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

AS Respiratory Therapy

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: No

Comments & Other Relevant Information for Discussion:

The clinical component of RSPT 50C has been separated from this course in order to accommodate clinical placements and to better serve the students.

Instruction Office:

Date presented at CCC:

Number assigned:

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

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

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

Faculty Author: Rachelle Campbell

Proposed Number: R T 75

Proposed Units: 3

Proposed Hours: 3 hours lecture

Proposed Transferability: CSU

Proposed Title: Sectional Anatomy

Proposed Catalog Description & Requisites:

Sectional human anatomy for health care professionals, students of Allied Health and nursing professions. Emphasis on transverse, coronal and sagittal planes and correlation to other imaging modalities. Discussions include pathology-related alterations to sectional anatomy images.

Proposed Discipline: Radiological Technology

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

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

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

Stand Alone

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

This would be a cross-listed course with DMS 51A. The cross-listing paperwork has been completed.

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

CCC Notification of Proposed Prerequisites/Co-Requisites

The following courses are currently undergoing review for requisite additions or changes. Please contact the Division Curriculum Rep if you have any questions or comments.

Target Course Number & Title	COR Editor	Requisite Course Number & Title	New/Ongoing
JRYM 106: Project Management Development for Commercial Construction Level 2	E. Paul	Prereq: JRYM 105 (Project Management Development for Commercial Construction Level 1)	New for 2020-21



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

Celebrating 50 years

54th FALL SESSION RESOLUTIONS

***FOR DEBATE ON SATURDAY,
NOVEMBER 9, 2019***

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on November 9, 2019.

Resolutions Committee 2019-20

Geoffrey Dyer, ASCCC Area A Representative (Chair)

Julie Clark, Merced College, Area A

Nathaniel Donahue, ASCCC At-Large Representative, Area C

Maria Figueroa, Mira Costa College, Area D

Eric Narveson, Evergreen Valley College, Area B

RESOLUTIONS PROCESS

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

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolutions breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- All appendices are available on the ASCCC website.

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

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

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

CONSENT CALENDAR

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

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted on Thursday are marked with a +.
Resolutions and amendments submitted on Friday are marked with a #.

- +*1.11 F19 Academic Senate Caucus Restructuring
- *3.05 F19 Acknowledge Extended Opportunity Programs and Services' 50 Years of Student Success
- +*5.04 F19 Include Credit English as a Second Language (ESL) Courses Equivalent to Transfer-Level English in the Student Centered Funding Formula
- #*7.04.01 F19 Amend Resolution 7.04.01
- *9.02 F19 Inclusion of Course Identification Numbers (C-ID) in College Catalogs and Student Transcripts
- +*9.05 F19 Provide Guidance with Respect to Ensuring Student Access to No-Cost Resources
- +*9.07 F19 Clarify the Meaning of Fundamental Alteration When Providing Academic Accommodations
- *13.02 F19 Data Paper and Toolkit
- *13.02.01 F19 Amend Resolution 13.02
- *16.01 F19 Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators
- +*21.01 F19 Update Chancellor's Office Document Alternatives to In-Person Consultations: Cooperative Work Experience Education

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1.0 ACADEMIC SENATE

1.01 F19 Align Terms of Office in Bylaws to Practice

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC), Section 2, currently indicate the beginning and ending dates for terms of elected members of the Executive Committee as commencing on June 1 and concluding on May 31 of each year;

Whereas, In practice the ASCCC Executive Committee's last meeting of the academic year occurs between May 25 and June 10 depending on site availability, calendar considerations, and scheduled professional development or consultative meetings; and,

Whereas, The final meeting of the ASCCC Executive Committee's academic year has traditionally been a business meeting concluding on Friday and orientation for the new Executive Committee beginning on Saturday morning, and the terms of service listed in the bylaws can create difficult procedural questions when action is required during the business meeting on Friday;

Resolved, That the Academic Senate for California Community Colleges amend its bylaws so that Article IV, Section 2 reads as follows:

Section 2. Selection and Term

Terms of office shall commence on the Saturday of the last Executive Committee meeting of the academic year or June 10, whichever occurs first. Terms of office shall conclude on the Friday of the last Executive Committee meeting of the academic year or June 9, whichever occurs first.

Contact: Roy Shahbazian, Santa Ana College, Standards & Practices Committee

1.01.01 F19 Amend Resolution 1.01

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges amend its bylaws so that Article IV, Section 2 reads as follows:

Section 2. Selection and Term

Terms of office shall commence ~~on the Saturday~~ at the start of the second day of the last Executive Committee meeting of the academic year or June 10, whichever occurs first. Terms of office shall conclude ~~on the Friday~~ at the end of the first day of the last Executive Committee meeting of the academic year or June 9, whichever occurs first.

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

1.02 F19 Adopt Instant Runoff Voting

Whereas, The Academic Senate for California Community Colleges (ASCCC) currently uses majority voting for officers and representatives, and in each election, each delegate only votes once per ballot;

Whereas, Elections to the Executive Committee at the ASCCC spring plenary sessions often require multiple runoff elections, extending the time that delegates need to remain present on Saturdays of spring plenaries;

Whereas, The ASCCC's existing elections procedure disqualifies candidates who do not accrue enough votes to be included in the run-off, even though these candidates may have been the second choice of delegates who voted for a different candidate who also did not make the runoff; and

Whereas, Preferential elections procedures which incorporate instant runoff¹ have the potential to significantly expedite the elections process while also ensuring that each delegate has the ability to participate in the election of each officer and representative that the delegate is entitled to vote for;

Resolved, That the Academic Senate for California Community Colleges, in an effort to ensure the faculty voice is represented, amend section I. G of its rules to incorporate instant runoff voting and read as follows:

1. *The process by which the election will be conducted shall be distributed in writing prior to the day of the election.*
2. *Each ballot shall proceed as follows: Tellers shall distribute ballots to those ~~D~~delegates eligible to vote for the specific office being contested.*
 - a. *The ballot for each position will include the names of all candidates for the position.*
 - b. *The delegate shall indicate a preference for the candidate that the delegate most desires by marking that candidate's name with the number 1. The delegate shall also indicate a different candidate as a second choice with the number 2, and so on for all candidates as the delegate desires, in the order that the delegate prefers.*
 - c. ~~a.~~ *The delegate shall mark the ballot, sign it, seal it, and return it to the tellers.*
 - d. ~~b.~~ *The tellers shall retire to ~~another~~ a separate room and shall compare the signatures on each ballot against the signatures on the list of ~~D~~delegates eligible to vote, setting aside any ballots not submitted by a ~~D~~delegate eligible to vote. Any ballots which do not adhere to the rules or the published process shall be disqualified. ~~Then,~~ ~~a~~All ballots shall then be counted.*

¹ [Robert's Rules of Order on Instant Runoff Voting](#). Fair Vote.

e. If any candidate receives a majority (greater than 50%) of number 1 votes, that candidate will be declared the winner. If none of the candidates for a position receives a majority of number 1 votes from the delegates present and voting, the candidate with the fewest number 1 votes will be removed from consideration. The number 2 vote on the ballots of those delegates who gave preference to the candidate no longer under consideration will then be applied. This iterative process will be applied from the ballots until one of the candidates reaches a majority.

f. If the final two candidates are tied as the result of preferential balloting, the candidate from the shared majority to whom the delegates bestowed the most number 1 votes will be declared the winner. Iteratively, in the event that both of the candidates with the shared majority receive the same amount of number 1 votes, the candidate with the highest amount of number 2 votes will be the winner, and so on.

g. e. The specific process by which the election will be conducted, including the grounds and process for appeal of specific ballot results, shall be distributed in writing prior to the day of the election.

3. To be elected, a candidate must receive a vote from a majority of those delegates present and voting. A majority is greater than 50%.

4. In the event no candidate for a position receives a majority through the process in I.G.2.f, a run-off will be conducted but will be limited to the top two candidates with the largest number of votes, including all ties.

5. The order of the election shall be as follows: President, Vice-president, Secretary, Treasurer, Area Representatives, North Representative, South Representative, and At-Large Representative.

6. Any candidate may observe or select someone to observe the counting of votes for the ballot or ballots on which the candidate's name appears.

7. A candidate for election may not chair the Elections Committee or participate in the distribution, collection, or tallying of votes.

8. If a candidate runs unopposed, the candidate may be elected by acclamation. The motion to be elected by acclamation must be moved and seconded by ~~D~~delegates from the floor and must be approved by the body.

9. Ballots shall be kept in the Senate archives until the next election.

Contact: Roy Shahbazian, Santa Ana College, Standards & Practices Committee

1.03 F19 Rotate Plenary Between Areas

Whereas, The Academic Senate for California Community Colleges typically schedules elections in Areas B or A;

Whereas, The attendance at plenary sessions and, in particular, for the entire voting day might be larger for delegates living in closer proximity to the plenary location due to more travel flexibility;

Whereas, Holding elections consistently in the same areas might give a systematic advantage, or the perception thereof, to candidates from that area compared to candidates

from other areas, especially for statewide at-large and officer positions, but rotating the location between the areas would give that advantage to all areas equally over time; and

Whereas, Although scheduling two consecutive plenary sessions in adjacent areas to accommodate rotation could be disadvantageous, rotation patterns that significantly increase the long-term geographic dispersion of plenaries could outweigh that disadvantage;

Resolved, That the Academic Senate for California Community Colleges rotate the location of plenary sessions among areas and ensure that spring plenaries—when elections are typically held—rotate through all areas as frequently as practicable, ideally every four years.

Contact: Roy Shahbazian, Santa Ana College, Standards & Practices Committee

1.04 F19 Limit Nominations from the Floor

Whereas, In certain circumstances the Academic Senate for California Community Colleges (ASCCC) rules currently allow for nominations from the floor for positions to serve on the Executive Committee;

Whereas, Candidates nominated from the floor on Saturday of a plenary session are afforded the opportunity to present a candidate speech closer to the time of balloting, which may provide an advantage over those candidates who publicly presented their candidate speeches on Friday;

Whereas, Communication studies research on audience retention of messages reveals that after 24 hours approximately only 10% of the original message is retained²; and

Whereas, The ASCCC should promote fair and equitable competition;

Resolved, That the Academic Senate for California Community Colleges only call for and accept nominations from the floor on Saturday of a plenary session in the event that no candidate has been nominated or not more than one candidate is running as a result of trickle or withdrawal;

Resolved, That the Academic Senate for California Community Colleges amend sections E.1-E.2 of its rules as follows:

Nominations

1. Nominations may be made in two ways:

- a. In writing and delivered to the Academic Senate Office;*
- b. From the floor at a general session designated for such floor action, regularly on Thursday of a plenary session but on Saturdays only if no candidates have declared intent to seek any*

² Larry Barker and Kittie Watson, *Listen Up: What You've Never Heard About the Other Half of Every Conversation* (New York: St. Martin's, 2001), p.5.

given position or if as a result of trickle or withdrawal only one candidate is available for a position. The general session for floor nominations on Thursday should be published in the agenda, and all nominations, other than those noted above, will be closed at the end of that general session.

2. *Nominations may be ~~made~~ accepted only with the consent of the nominee.; and*

Resolved, That the Academic Senate for California Community Colleges ensure that in the event that nominations from the floor occur on Saturday, candidates for the same office who previously made an election speech are provided an opportunity to address the body again regarding their own qualifications.

Contact: Christopher Howerton, Woodland Community College, Standards & Practices Committee

1.04.01 F19 Amend Resolution 1.04

Amend the first resolved:

Resolved, That the Academic Senate for California Community Colleges only call for and accept nominations from the floor on Saturday of a plenary session in the event that no candidate has been nominated ~~or a single candidate is running unopposed as a result of trickle or withdrawal;~~ and

Amend the second resolved:

Resolved, That the Academic Senate for California Community Colleges amend sections E.1-E.2 of its rules as follows:

1. *Nominations may be made in two ways:*

a. *In writing and delivered to the Academic Senate Office;*

b. *From the floor at a general session designated for such floor action, regularly on Thursday of a plenary session but on Saturdays only if no candidates have declared intent to seek any given position ~~or if as a result of trickle or withdrawal only one candidate is available for a position.~~ The general session for floor nominations on Thursday should be published in the agenda, and all nominations, other than those noted above, will be closed at the end of that general session.*

2. *Nominations may be ~~made~~ accepted only with the consent of the nominee.; and*

Strike the third resolved

Contact: Gregory Beyrer, Cosumnes River College, Area A

1.05 F19 Limit “Trickling” in Academic Senate for California Community Colleges Elections

Whereas, The Academic Senate for California Community Colleges (ASCCC) rules allow for candidates for officer and representative positions to be considered for any positions for which they qualify if they do not prevail in the election for the highest position they seek, a practice referred to as “trickling”;

Whereas, In spring of 2019, the ASCCC Standards & Practices committee recommended that trickling be eliminated as a means of promoting inclusion on the Executive Committee;

Whereas, Some attendees have expressed the perception that being elected to the Executive Committee is unreasonably difficult as a result of the trickle; and

Whereas, Competition is healthy, and providing more options for delegates is a means of promoting inclusion;

Resolved, That the Academic Senate for California Community Colleges limit the number of additional positions for which a candidate may be considered if the candidate does not prevail in the election for the position for which the candidate was nominated to a maximum of two positions plus any positions that may become available during voting as the result of a mid-cycle incumbent being elected to a higher position and amend section E.3 of its rules to reflect this change as follows:

Nominees shall indicate whether they wish to stand for other positions for which they are eligible if they do not prevail for the office for which they were nominated. Nominees may only indicate two additional positions plus any available positions for which they qualify that become available during voting as the result of mid-cycle incumbents being elected to higher offices, resigning, or otherwise leaving office before the end of their term.

Contact: Angela Echeverri, Los Angeles Mission College, Standards & Practices Committee

1.06 F19 Reverse the Order of the Area, North/South, and At-Large Representative Elections

Whereas, The Rules of the Academic Senate for California Community Colleges specify an order for conducting elections as president, vice-president, secretary, treasurer, area representatives, north representative, south representative, and at-large representative and allow nominees for elections to stand for other positions if they do not prevail for the first office nominated;

Whereas, Of the representative positions, the at-large representatives need to win the votes of the largest number of delegates, demonstrating more statewide support;

Whereas, If elections were held first for at-large, then north and south, and then area representatives, the elections would progress from larger constituency to smaller constituency and allow nominees who did not win statewide support to be considered for positions that can be won with a smaller number of votes from delegates in closer proximity; and

Whereas, Under the current order, if a nominee loses an area election, it could be perceived as counter-intuitive for that candidate to seek to be elected by or represent a larger constituency, but a consistent order would allow nominees to attempt to win support for positions requiring more support before standing for positions requiring fewer votes;

Resolved, That the Academic Senate for California Community Colleges amend section I.G.5 of its rules as follows:

The order of the election shall be as follows: President, Vice-president, Secretary, Treasurer, ~~Area Representatives, North Representative, South Representative, and At-Large Representative~~ At-Large Representative, North Representative, South Representative, and Area Representatives.

Contact: Roy Shahbazian, Santa Ana College, Standards & Practices Committee

1.07 F19 Term Limits of Three One-year Terms for Officers and One Two-year Term for Representatives

Whereas, Objective 2.2 of the Academic Senate for California Community Colleges (ASCCC) Strategic Plan is to “Increase the diversity of faculty representation on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California”;

Whereas, Attendees of ASCCC plenary sessions have expressed the perception that being elected to the Executive Committee is unreasonably difficult due in part to the longevity in office of some incumbents;

Whereas, The ASCCC bylaws currently only set limits for the office of president; and

Whereas, Establishing consistent term limits for all offices and positions would increase opportunities for a wider pool of candidates and thereby promote greater inclusion and participation by reducing the number of incumbents who might seek re-election in the same position or office;

Resolved, That the Academic Senate for California Community Colleges amend its bylaws so that Article III, Section 3 reads as follows:

Section 3. President's Term

The President shall serve no more than ~~two~~ three consecutive elected one-year terms; and

Resolved, That the Academic Senate for California Community Colleges amend its rules so that Section 1. C. reads as follows:

Terms of Office

- 1) *Terms for ~~O~~fficers shall be one year.*
- 2) *Terms for representatives shall be two years.*
- 3) *Terms for representatives shall be staggered as follows. Even-numbered year elections will select the Area B and C representatives, one representative each from the North and South regions, and one of the At-Large representatives. Odd-numbered year elections will select the Areas A and D representatives, one representative each from the North and South regions, and one of the At-large representatives.*
- 4) *Officers shall serve no more than three consecutive elected one-year terms in the same office.*
- 5) *All members except the officers are limited to one two-year term in any position. In the event that a representative or officer is elected to a position mid-cycle due to a resignation or election of a prior incumbent to a different office or position within a normal cycle, the representative or officer may pursue re-election and be entitled to serve a full term of a normal cycle in the same position despite the previous mid-cycle service. For the purposes of this section and article, At-Large positions are considered the same position despite their staggered terms for elections, and all North/South positions are considered the same position despite their staggered terms.*

Contact: Eric Thompson, Santa Rosa Junior College, Standards & Practices Committee

1.08 F19 Term Limits of Three One-year Terms for Officers and Two Two-year Terms for Representatives

Whereas, Objective 2.2 of the Academic Senate for California Community Colleges (ASCCC) Strategic Plan is to “Increase the diversity of faculty representation on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California”;

Whereas, Attendees of ASCCC plenary sessions have expressed the perception that being elected to the Executive Committee is unreasonably difficult due in part to the longevity in office of some incumbents;

Whereas, The ASCCC bylaws currently only set limits for the office of president; and

Whereas, Establishing consistent term limits for all offices and positions would increase opportunities for a wider pool of candidates and thereby promote greater inclusion and participation by reducing the number of incumbents who might seek re-election in the same position or office;

Resolved, That the Academic Senate for California Community Colleges amend its bylaws so that Article III, Section 3 reads as follows:

Section 3. President's Term

The President shall serve no more than ~~two~~ three consecutive elected one-year terms; and

Resolved, That the Academic Senate for California Community Colleges amend its Rules so that Section 1.C reads as follows:

Terms of Office

- 1) Terms for Officers shall be one year.*
- 2) Terms for representatives shall be two years.*
- 3) Terms for representatives shall be staggered as follows. Even-numbered year elections will select the Area B and C representatives, one representative each from the North and South regions, and one of the At-Large representatives. Odd-numbered year elections will select the Areas A and D representatives, one representative each from the North and South regions, and one of the At-large representatives.*
- 4) The officers shall serve no more than three consecutive elected one-year terms in the same office.*
- 5) All members except the officers are limited to two consecutive two-year terms in any position. In the event that a representative or officer is elected to a position mid-cycle due to a resignation or election by prior incumbent to a different office or position within a normal cycle, the representative or officer may pursue re-election and be entitled to serve a full term of a normal cycle in the same position despite the previous mid-cycle service. For the purposes of this section and article, At-Large positions are considered the same position despite their staggered terms for election, and all North/South positions are considered the same position despite their staggered terms.*

Contact: Christopher Howerton, Woodland Community College, Standards & Practices Committee

+1.09 F19 Clarify Nomination Process and Eliminate “Trickling”

Whereas, The Academic Senate for California Community Colleges (ASCCC) rules allow for candidates for officer and representative positions to be considered for any positions for which they qualify if they do not prevail in the election for the highest position they seek, a practice referred to as “trickling”;

Whereas, In spring of 2019, the ASCCC Standards & Practices committee, responding to concerns raised by various faculty regarding the fairness of trickling and the difficulty of being elected to the Executive Committee, recommended that trickling be eliminated;

Whereas, The current nomination process outlined in Section E.3. of the rules specifies that a nominee, once consenting to nomination, is allowed to indicate whether the nominee wishes to stand for other positions for which the nominee is eligible if the nominee does not prevail for the office nominated, resulting in an undemocratic nomination process; and

Whereas, Objective 2.2. of the ASCCC Strategic Plan is to “[i]ncrease the diversity of faculty representation on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California”;

Resolved, That the Academic Senate for California Community Colleges eliminate “trickling” and clarify the nomination process to make it more intentional and transparent by amending Section E.3 from its Rules to reflect the following change:

Nominees may be nominated for at most two positions for which they are eligible. In the case that the nominee consents to two nominations during the same Plenary session, the first election in which the candidate prevails will be the position the candidate subsequently assumes.

Contact: Manuel Velez, San Diego Mesa College

+1.10 F19 Academic Senate Resources for Serving Students with Disabilities

Whereas, Students with disabilities are legally entitled to equal access to education and are required to receive reasonable academic accommodations under federal and state law;

Whereas, While Title 5 section 56000³ stipulates that academic accommodations may not result in fundamental alterations of curriculum, as defined in Title 5 section 56001⁴, yet there are often disagreements between instructional faculty and Disabled Students Programs and Services (DSPS) professionals on what constitutes fundamental alterations of curriculum, the roles of DSPS offices and instructional faculty in providing academic accommodations, and the rights of instructional faculty to challenge academic accommodations on the basis of fundamental alterations;

³ See

[https://govt.westlaw.com/calregs/Document/I0438A1F41C994288ADE3D1CD05ABAB52?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I0438A1F41C994288ADE3D1CD05ABAB52?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

⁴See

[https://govt.westlaw.com/calregs/Document/IFB07D3A5F96D4AEC84571FC3BF34A07C?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/IFB07D3A5F96D4AEC84571FC3BF34A07C?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

Whereas, Academic accommodations may impact instruction, regardless of whether or not an academic accommodation results in a fundamental alteration of curriculum and is a policy regarding student preparation and success, both of which make the provision of academic accommodations an academic and professional matter under the purview of local senates; and

Whereas, Given recent legislative changes that impact remedial or developmental education, local senates need additional resources and professional guidance on how to effectively serve students with disabilities from a faculty perspective;

Resolved, That the Academic Senate for California Community Colleges establish a new committee focused on serving students with disabilities, providing resources such as breakout sessions, *Rostrum* articles, and regional meetings on effective practices for serving students with disabilities to local senates; and

Resolved, That the Academic Senate for California Community Colleges develop a paper on effective practices for serving students with disabilities to bring to the body for approval by the Spring 2021 plenary session.

Contact: Angela C. Echeverri, Los Angeles Community College District

+*1.11 F19 Academic Senate Caucus Restructuring

Whereas, Caucuses are charged to serve a critical role in the Academic Senate for California Community Colleges (ASCCC) by “serving as groups of independently organized faculty to meet, network, and deliberate collegially in order to form a collective voice on issues of common concern that caucus members feel are of vital importance to faculty and the success of students as they relate to academic and professional matters”;

Whereas, The ASCCC Caucuses struggle to meet the needs of their membership since the actions of caucuses are delimited in the Caucus Recognition Criteria so that the caucuses are not “duplicative of the work of standing ASCCC committees, existing caucuses, or other representative groups” and are “not intended to...meet the professional development needs of its membership” as well as further constrained by the Caucus Procedures and Guidelines regarding leadership and organizational structure;

Whereas, The scope of work of the ASCCC and the ASCCC Executive Committee has increased exponentially over the past few years as significant and numerous initiatives and programs have required increased participation and consultation at the state level with the Chancellor’s Office, system-wide partners, stakeholders, and legislators as well as engaging in ongoing research projects, developing tools and resources, establishing positions through official papers and resolutions; and enhancing support for local senates and faculty leaders; and

Whereas, The various ASCCC Caucuses, with memberships that include experienced, talented, and committed faculty leaders, might serve to provide much needed support to

faculty colleagues across the state through networking, mentoring, and professional development activities, as complements to the services provided by ASCCC and assist in fulfilling the ASCCC Strategic Plan, Goal 2, Objective 2.1: Increase leadership development opportunities to prepare diverse faculty to participate in and lead local and statewide conversations⁵.

Resolved, That the Academic Senate for California Community Colleges (ASCCC) revise its Caucus Recognition Criteria and Procedures and Guidelines so that an ASCCC caucus may provide networking, mentoring, and professional development activities for its members; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) revise its Caucus Recognition Criteria and Procedures and Guidelines to incorporate flexibility so that the ASCCC caucuses may serve a distinct and significant role in assisting ASCCC to provide statewide and local leadership professional development for faculty leaders and provide expertise to the ASCCC Executive Committee.

Contact: Julie Bruno, Sierra College

3.0 DIVERSITY AND EQUITY

3.01 F19 Assessing Student Equity and Achievement Program Contribution to Guided Pathways Implementation

Whereas, The Student Equity and Achievement Program was established to boost achievement by closing equity gaps through, among other things, implementing activities pursuant to the California Guided Pathways Award Program;⁶

Whereas, College districts must, as a condition of receiving the Student Equity and Achievement Program funds, maintain a Student Equity Plan that is developed with the active involvement of the local academic senate, other constituencies, and the community;⁷

Whereas, College districts must, as a condition of receiving the Student Equity and Achievement Program funds, provide an annual report detailing how funds were used and include an assessment of progress in advancing program goals, which includes implementing activities pursuant to the California Guided Pathways Award Program;⁸ and

⁵ ASCCC Strategic Plan

(https://asccc.org/sites/default/files/ASCCC_Strategic_Plan_2018-2023_final.pdf)

⁶ [California Education Code §78222](#) (a) (2):

⁷ California Education Code §78222 (b) (1) and [§78220](#) (b):

⁸ [California Education Code §78222](#) (b) (5):

Whereas, Implementation and evaluation of a guided pathways framework and the Student Equity and Achievement Program are pertinent to several areas of academic senate purview, including but not limited to curriculum, educational program development, standards or policies for student preparation and success, and processes for institutional planning and budget development;⁹

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop guidance for college districts on including in their annual Student Equity and Achievement (SEA) Program report an assessment of how SEA Program funded activities contribute to local guided pathways implementation; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to participate in the annual report on Student Equity and Achievement Program and the assessment of how SEA Program funded activities contribute to local guided pathways implementation.

Contact: Jeffrey Hernandez, East Los Angeles College, Guided Pathways Task Force

3.02 F19 Support Infusing Anti-Racism/No Hate Education in Community Colleges

Whereas, The California Community Colleges Diversity, Equity, and Inclusion Statement characterizes the California Community Colleges System as follows:

As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation;

Whereas, The Academic Senate for California Community Colleges Inclusivity Statement

recognizes the benefits to students, faculty, and the community college system gained from the variety of personal experiences, values, and views of a diverse group of individuals with different backgrounds. This diversity includes but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, discipline or field, and experience. We also understand that the California Community College System itself is diverse in terms of the size, location, and student population of its colleges and districts, and

⁹ [California Code of Regulations §53200](#):

we seek participation from faculty across the system. The Academic Senate respects and is committed to promoting equal opportunity and inclusion of diverse voices and opinions. We endeavor to have a diversity of talented faculty participate in Academic Senate activities and support local senates in recruiting and encouraging faculty with different backgrounds to serve on Academic Senate standing committees and task forces. In particular, the Academic Senate acknowledges the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in society;¹⁰

Whereas, To eliminate institutional discrimination, the Academic Senate for California Community Colleges strives to do the following:

1. To integrate an accurate portrayal of the roles and contributions of all groups throughout history across curricula, particularly groups that have been underrepresented historically,
2. To identify how bias, stereotyping, and discrimination have limited the roles and contributions of individuals and groups and how these limitations have challenged and continue to challenge our society,
3. To encourage all members of the educational community to examine assumptions and prejudices, including but not limited to racism, sexism, and homophobia, that might limit the opportunities and growth of students and employees,
4. To offer positive and diverse role models in our society, including the recruitment, hiring, and promotion of diverse employees in community colleges,
5. To coordinate with organizations and concerned agencies that promote the contributions, heritage, culture, history, and health and care needs of diverse population groups, and
6. To promote a safe and inclusive environment for all; and

Whereas, Racism and racial discrimination threaten human development because of the obstacles that they pose to the fulfillment to basic human rights to survival, security, development, and social participation, because racism has been shown to have negative cognitive, behavioral, affective, and relational effects on both child and adult victims nationally and globally, historically and contemporarily, and because racism, racial discrimination, xenophobia, and related intolerance have been shown to be attitudes and behaviors that are learned;

Resolved, That the Academic Senate for California Community Colleges denounce racism for its negative psychological, social, educational, and economic effects on human development throughout the lifespan;

Resolved, That the Academic Senate for California Community Colleges, to eliminate institutional discrimination, take steps to not only strive for a greater knowledge about and the celebration of diversity but also to support deeper training that reveals the

¹⁰ [ASCCC Inclusivity Statement](#)

inherent racism embedded in societal institutions in the United States, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism; and

Resolved, That the Academic Senate for California Community Colleges infuse Anti-Racism/No Hate Education in all its activities and professional development opportunities to the degree that doing so is feasible.

Contact: Karla Kirk, Fresno City College, Equity and Diversity Action Committee

3.03 F19 Replacing the Academic Senate for California Community Colleges Inclusivity Statement

Whereas, The Academic Senate for California Community Colleges (ASCCC) co-chaired the Board of Governors Vision for Success Faculty and Staff Diversity TaskForce and contributed to the creation of a system Diversity, Equity, and Inclusion Statement;

Whereas, The ASCCC Executive Committee endorsed the California Community Colleges Diversity, Equity, and Inclusion Statement at its August 2019 meeting to forward to the Board of Governors; and

Whereas, The Equity and Diversity Action Committee of the ASCCC evaluated the ASCCC's current Inclusivity Statement and endorsed the adoption of the system Diversity, Equity, and Inclusion Statement as more aligned to the present goals and vision for the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges replace its Inclusivity Statement with the following:

With the goal of ensuring the equal educational opportunity of all students, the Academic Senate for California Community Colleges embraces diversity among students, faculty, staff, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. In order to embrace diversity, we also acknowledge that institutional discrimination and implicit bias exist and that our goal is to eradicate those vestiges from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to

prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the Academic Senate for California Community Colleges is committed to fostering an environment that offers equal employment opportunity for all.

As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation. We acknowledge that the concept of diversity and inclusion is ever evolving, and thus we create space to allow for our understanding to grow through the periodic review of this statement.¹¹

Contact: Jessica Ayo Alabi, Orange Coast College, Equity and Diversity Action Committee

3.03.01 F19 Amend Resolution 3.03

Amend the first resolved and its first quoted paragraph:

Resolved, That the Academic Senate for California Community Colleges replace its Inclusivity Statement with the following Diversity, Equity and Inclusion Statement:

With the goal of ensuring the equal educational opportunity of all students, the Academic Senate for California Community Colleges embraces diversity among students, faculty, staff, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. In order to embrace diversity, we also acknowledge that institutional discrimination and implicit bias exist and that our goal is to eradicate those ~~elements vestiges~~ from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

Contact: Erik Reese, Moorpark College, Area C

¹¹ Inclusivity statement passed by The Board of Governors on Sept. 17, 2019

3.04 F19 Adopt the Paper Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges

Whereas, Resolution 3.03 F17 directed the Academic Senate for California Community Colleges to “revise the 2002 paper *Student Equity: Guidelines for Developing a Plan* and bring the revised paper to the Fall 2018 Plenary Session for discussion and possible adoption”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges*¹² and disseminate the paper to local academic senates upon its adoption.

Contact: Luke Lara, MiraCosta College, Faculty Leadership Development Committee

***3.05 F19 Acknowledge Extended Opportunity Programs and Services’ 50 Years of Student Success**

Whereas, Amidst the struggle for civil rights and equality, California State Senate Bill 164 (Alquist) was put into law on September 4, 1969, establishing Extended Opportunity Programs and Services (EOPS);

Whereas, Extended Opportunity Programs and Services was established to “encourage local community colleges to establish and implement programs directed to identifying those students affected by language, social, and economic handicap...and to assist those students achieve their educational objectives and goals” (California Education Code §69640);

Whereas, Extended Opportunity Programs and Services has demonstrated its long-term success with a statewide retention rate of 88% and a statewide completion rate of 81%, consistently the highest of any large-scale student support program; and

Whereas, Extended Opportunity Programs and Services is present at 114 California Community Colleges, with EOPS having served more than 98,613 students statewide in the latest academic year in which complete data is available (Datamart – California Community Colleges Chancellor’s Office);

Resolved, That the Academic Senate for California Community Colleges hereby congratulate Extended Opportunity Programs and Services on its 50 years of serving students; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to foster awareness of EOPS at their colleges in order to promote student success.

¹² ASCCC. [Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges](#) (also attached as appendix)

Contact: Angela Echeverri, Los Angeles Community College District Academic Senate, Area C

+3.06 F19 Include Currently and Formerly Incarcerated Youth in Equity Plans

Whereas, SB716 (2019, Mitchell) requires county probation departments across California to ensure that incarcerated youth with a high school diploma who are detained in a juvenile hall have access to public postsecondary academic and career technical courses and programs, and community colleges are the best equipped to offer the courses and provide programming on site at the juvenile detention facilities and on campus once students are released to continue their educational pathways;

Whereas, Implementing and sustaining programs serving current and formerly incarcerated youth in the community colleges is currently a challenge because this population is not presently identified as a special population under the California Community College State Chancellor's Office Equity Plan and incarcerated youth are currently aggregated within the incarcerated student population and data, making it difficult to assess this population's student success data and to identify potential opportunity gaps;

Whereas, Without designated special population status, advocacy for resources and funding at the local community college level can be a significant hurdle to create buy-in for allocating staff, courses, and materials needed to support one of the most vulnerable populations of students the community colleges serve, as current and formerly incarcerated youth are an umbrella population primarily comprised of all of the special populations listed under the current equity plan such as foster youth, students with disabilities, low income, African American, or Latinx; and

Whereas, Current and formerly incarcerated students face significant barriers to pursue their higher education as a result of unique factors impacting this population: disjointed educational experiences, significant trauma, economic and social stigma, legal policies and prejudice for current and formerly incarcerated individuals related to the inability to use Pell Grants, and challenges participating in Federal Work Study positions without intentional direct support and outreach;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include current and formerly incarcerated youth as a special population in the system's equity plans;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to disaggregate incarcerated youth from the incarcerated student population in California community colleges' management information systems and in the colleges' equity plans; and

Resolved, That the Academic Senate for California Community Colleges recommend that local senates work with their college administrators to include current and formerly incarcerated youth in their college equity plans.

Contact: Jeramy Wallace, San Mateo County Community College District

+3.07 F19 Enable the Canvas Name Preference Option

Whereas, Through the California Virtual Campus - Online Education Initiative, the California Community Colleges Chancellor’s Office has facilitated Canvas as the course management system for California’s community colleges, and participating colleges are using Canvas for online, hybrid and web-enhanced classes;

Whereas, Many LGBTQ+ students use a preferred name instead of their legal name and face discrimination or harm if forced to respond by their legal name;

Whereas, Canvas allows colleges to enable a preferred name option, which can be used to avoid the discrimination and harm endured by many LGBTQ+ students; and

Whereas, Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance, stating “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance”;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to request that their colleges and districts enable the Canvas Name Preference Option and encourage their faculty to use the preferred name option with their students.

Contact: Mike Kalustian, Los Angeles City College

#3.07.01 F19 Amend Resolution 3.07

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their local information Technology departments to enable the appearance of students’ preferred names in Canvas. ~~request that their colleges and districts enable the Canvas Name Preference Option and encourage their faculty to use the preferred name option with their students.~~

Contact: Gregory Beyrer, Cosumnes River College

5.0 BUDGET AND FINANCE

5.01 F19 Adopt the Paper Budget Processes and the Faculty Role

Whereas, Resolution 2.01 S08 directed the Academic Senate for California Community Colleges (ASCCC) to “review its paper *The Faculty Role in Planning and Budgeting* to

determine whether any update or further action is warranted in light of the 2002 Accreditation Standards”; and

Whereas, Resolution 5.03 F18 directed the ASCCC to “update the paper *Budget Considerations – A Primer for Senate Leaders* (2009) with guidance regarding assessing and monitoring sources of information relevant to the Student Centered Funding Formula, including best practices for local budgeting processes, and bring the updated paper to the Spring 2020 Plenary Session for adoption”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Budget Processes and the Faculty Role*¹³ and disseminate the paper to local academic senates upon its adoption.

Contact: Celia Huston, San Bernardino College

+5.02 F19 Extend the Hold-Harmless Provision of the Funding Formula

Whereas, The Student Centered Funding Formula (SCFF) apportions funding based on enrollment, supplemental, and student success metrics as well as a hold-harmless provision, and the SCFF Oversight Committee expects to complete its recommendations by June 30, 2021¹⁴ which may change the formula for subsequent fiscal years, after which districts will need time to adjust their budgets, programs, and staffing accordingly;

Whereas, Many colleges might need more time to prepare for imminent, significant drops in funding when the hold-harmless provision ends, and potential community college students do not always have the flexibility to travel to a distant campus with increasing funding rather than attend a nearby college facing imminent budget cuts;

Whereas, Unexpected reductions in Prop 98 property tax revenues, discrepancies in student-success and supplemental data, and other forecasting challenges have made it difficult for colleges to adopt accurate budgets in time for annual statutory deadlines, but extending the hold-harmless provision would allow colleges and districts to better plan for shifting funding among the California Community Colleges; and

Whereas, The California Legislature has asked the Academic Senate for California Community Colleges (ASCCC) for its position on the SCFF and ASCCC's response requested to "ensure funding stability and to support college exploration of how best to serve students."¹⁵;

¹³ ASCCC. [Budget Processes and the Faculty Role](#). (also attached as appendix)

¹⁴ , www.scffoversightcommittee.org/

¹⁵

https://www.asccc.org/sites/default/files/Revising%20the%20Student%20Centered%20Funding%20Formula%202.28.19_1.pdf

Resolved, That the Academic Senate for California Community Colleges urge the state Legislature, California Community College Chancellor's Office, and other appropriate entities to extend the end date of the hold-harmless provision preferably by two years but at least until 2022-23 unless an effective means of assisting or protecting districts operating under the hold-harmless provision is developed and implemented prior to that time.

Contact: Roy Shahbazian, Santa Ana College

+5.03 F19 Assess How Alignment of Timeframes for AB 705 (Irwin, 2017) and the Student Centered Funding Formula for ESL Students Inequitably Impact Funding for Colleges Serving High Percentages of ESL Students

Whereas, Under Assembly Bill 705 (Irwin, 2017), a California community college student enrolled in English as a Second Language (ESL) instruction has a timeframe of three years to enter and complete degree and transfer requirements in English and has a one-year timeframe to enter and complete transfer-level coursework in mathematics;

Whereas, Under the Student Centered Funding Formula (California Education Code Section 84750.4), Student Success Allocation, a California community college will receive three points for each student who successfully completes transfer-level mathematics and English courses within the student's first academic year of enrollment;

Whereas, An ESL student could choose to take ESL coursework in the first academic year of enrollment and then successfully complete transfer-level mathematics and English courses in the second academic year of enrollment, but the college would not receive a Student Success Allocation funding point since the student did not complete transfer-level mathematics and English courses within the first academic year of enrollment despite successfully meeting the mandates of AB 705; and

Whereas, Based on these factors, the Student Success Allocation might be disproportionately lower for California community colleges with a greater percentage of ESL students than the average California community college;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to assess the financial impact of the Student Centered Funding Formula on colleges with large populations of ESL students; and

Resolved, That the Academic Senate for California Community Colleges clarify for the legislature the inequitable impact of the Student Centered Funding Formula on colleges serving large percentages of ESL students and request a comprehensive adjustment to the

success allocation funding portion for ESL students be aligned with Education Code §78213.¹⁶

Contact: Piper Rooney, Glendale Community College

#5.03.01 F19 Amendment Resolution 5.03 F19

Amend the title:

Assess How Alignment of Timeframes for AB 705 and the Student Centered Funding Formula for ESL Students ~~inequitably~~ Impact Funding for Colleges Serving High Percentages of ESL Students

Amend the second resolved:

Resolved, That the Academic Senate for California Community Colleges clarify for the legislature the ~~inequitable~~ impact of the Student Centered Funding Formula on colleges serving large percentages of ESL students if data reveals disproportionate impact among ESL students, and request a comprehensive adjustment to the success allocation funding portion for ESL students be aligned with Education Code §78213.16.

Contact: Gayle Pitman, Sacramento City College

+*5.04 F19 Include Credit English as a Second Language (ESL) Courses Equivalent to Transfer-Level English in the Student Centered Funding Formula

Whereas, Memo AA 18-41¹⁷ (July 20, 2018) jointly issued by the California Community Colleges Chancellor’s Office (CCCCO) and the Academic Senate for California Community Colleges (ASCCC) strongly encouraged colleges to “[e]xplore credit ESL pathways to transfer-level English that allow for credit ESL faculty to ... create a credit ESL course that is the equivalent of transfer-level English” and Memo AA 19-20¹⁸ (April 18, 2019) jointly issued by the CCCCCO and ASCCC likewise strongly encouraged colleges to explore the “[c]reation of a credit ESL course that is the equivalent of transfer-level English”;

¹⁶ Sources: AB 705 and the SCFF are legislation. AB 705 is Ed Code §78213 and the SCFF is in the 2019-20 enacted Budget

¹⁷

https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b68e1ba70a6add62b06a9a9/1533600186421/AA+18-41+AB+705+Initial+Guidance+Language+for+Credit+ESL_.pdf

¹⁸

<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5cba33ac652deab55b0afcb/1555706796861/AA+19-20+AB+705+and+1805+Spring+2019+Guidance+Language+for+Credit+ESL.pdf>

Whereas, The Student Centered Funding Formula describes the calculations for the student success allocation concerning completion of “Transfer Level English and Mathematics” to count “[w]here Course-TOP code for English has CB03 equal to 150100 or 152000”;

Whereas, The Student Success Allocation Measures as currently configured as of October 2019 exclude completion of credit English as a Second Language (ESL) courses which are coded with a CB03 ESL TOP code but are equivalent to transfer-level English courses; and

Whereas, The inclusion of the credit ESL equivalent to transfer-level English is not an addition to the Student Success Allocation Measures, but rather it is a correction of an omission within the existing student success calculation;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to recognize the successful completion of an ESL transfer-level composition course as equivalent to the successful completion of transfer-level English composition in various state metrics such as the Student Success Allocation Measures and the Student Success Metrics.

Contact: Kathy Wada, Cypress College

6.0 STATE AND LEGISLATIVE ISSUES

6.01 F19 Reversal of Position Regarding Baccalaureate Degrees and Removal of Pilot Designation

Whereas, In 2010 legislation was introduced calling for the creation of baccalaureate degrees in the California Community College System, and the Academic Senate for California Community Colleges (ASCCC) voted to oppose such an action for multiple reasons, including opposition to “any expansion of the California community college mission as proposed in AB 2400 (Anderson, March 2010)”¹⁹;

Whereas, While subsequent attempts to create baccalaureate degrees in the California Community College System were met with opposition from the ASCCC, SB 850 (Block, 2014) established a “statewide baccalaureate degree pilot program at not more than 15 community college districts, with one baccalaureate degree program each, to be determined by the chancellor and approved by the board of governors”²⁰ with a pilot sunset date of 2022-23 that was later extended to 2025-26;

¹⁹ [ASCCC Resolution 6.01 S10: Opposition to Proposed Modification of the Community College Mission](#)

²⁰ [SB 850 \(Block, 2014\)](#)

Whereas, Initial reports from the baccalaureate pilot program colleges have demonstrated positive results, including over 200 graduates with baccalaureate degrees; and

Whereas, Students may be hesitant to enroll in baccalaureate programs at California community colleges if they believe that the programs will only continue through 2025-2026, despite the demonstrable success of such programs;

Resolved, That the Academic Senate for California Community Colleges remove its opposition to the creation of baccalaureate degrees in the California Community College system; and

Resolved, That the Academic Senate for California Community Colleges urge the removal of the designation of “pilot” from the baccalaureate degree programs.

Contact: Jolena Grande, Cypress College

6.02 F19 Expansion of Baccalaureate Degree Programs in Allied Health

Whereas, SB 850 (Block, 2014) established a pilot program to create baccalaureate degrees in 15 districts within the California Community Colleges system, based in part on concerns regarding the potential gap in the number of students needing baccalaureate degrees by 2030 and beyond;

Whereas, The 15 pilot programs have succeeded in graduating more than 200 students in the first two years of the pilot, with hundreds more currently in courses leading to a baccalaureate degree, particularly in those programs related to allied health;

Whereas, A demonstrated economic and professional need exists in local communities and professions that baccalaureate degree graduates in allied health would be able to fill, and external national accreditation standards in allied health have raised the expected educational attainment of future workers in allied health fields; and

Whereas, The California State University System continues to be impacted in allied health and other fields, preventing students from accessing public post-secondary educational options for baccalaureate degrees and encouraging the proliferation of for-profit allied health programs and the erosion of available clinical rotation sites available for California community college students;

Resolved, That the Academic Senate for California Community Colleges support the expansion of baccalaureate degree programs in the California community colleges in disciplines and communities that best serve the students of the California Community Colleges; and

Resolved, That the Academic Senate for California Community Colleges urge the prioritization of programs in allied health fields in the expansion of baccalaureate degree programs.

Contact: Jennifer Johnson, Bakersfield College, California Community Colleges Curriculum Committee

+6.03 F19 Oppose Calbright’s College Center Placement within an Extant District and Program Duplication

Whereas, The California Community Colleges Chancellor’s Office (CCCCO) and the California Community Colleges Board of Governors, with the support of the state legislature, approved a fully online community college, now named Calbright;

Whereas, At the Spring 2018 Plenary Session, the Academic Senate for California Community Colleges opposed the creation of the online community college--now Calbright--by acclamation in Resolution 6.02 S18²¹, as have other California community college associations^{22 23}, in a clear rejection of this educational institution, noting that it is bad for both faculty and students in California;

Whereas, Despite valid criticisms and serious concerns from all major community college faculty organizations in the state of California over the past two years, Calbright is now being referred to by the California Community Colleges Chancellor’s Office as the 115th community college, the recent passage of state legislation requires the college to have courses available by October 2019 fully online²⁴, and local and statewide news outlets have reported that Calbright College has opened a Downtown Oakland California “Center” to provide support for students and house offices for the Calbright administrators; and

Whereas, While the 2018 state budget act creating Calbright forbade the college from duplicating the efforts of the existing 72 districts, Calbright’s publicized curriculum—medical coding, information technology support and cybersecurity—currently exists as both physical and fully online programs in California community colleges;

Resolved, That the Academic Senate for California Community Colleges oppose the placement of a Calbright College Center within the boundaries of any extant district service area; and

²¹ Opposition to the Proposed California Online Community College District, Resolution 6.02 S18, <https://www.asccc.org/resolutions/opposition-proposed-california-online-community-college-district>

²² <https://www.cft.org/post/vote-no-confidence-community-college-chancellor>

²³ <https://www.insidehighered.com/quicktakes/2019/05/14/california-community-colleges-faculty-vote-no-confidence-chancellor>

²⁴ <https://www.educationdive.com/news/can-calbright-reinvent-online-community-college/562147/>

Resolved, That the Academic Senate for California Community Colleges oppose Calbright teaching courses that are currently taught, regardless of modality, format, and scheduling, within the California Community Colleges.

Contact: Donald Moore, Peralta College

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

+7.01 F19 Include Credit English as a Second Language (ESL) in the Student Success Metrics (SSM)

Whereas, Memo AA 18-41²⁵ (July 20, 2018) jointly issued by the California Community Colleges Chancellor's Office (CCCCO) and the Academic Senate for California Community Colleges (ASCCC) strongly encouraged colleges to “[e]xplore credit ESL pathways to transfer-level English that allow for credit ESL faculty to ... create a credit ESL course that is the equivalent of transfer-level English,” and Memo AA 19-20²⁶ (April 18, 2019) jointly issued by the CCCCCO and ASCCC likewise strongly encouraged colleges to explore the “[c]reation of a credit ESL course that is the equivalent of transfer-level English”;

Whereas, The *Student Success Metrics Dashboard, Second Build, 01.18.19 Data Element Dictionary*²⁷ Notes for each learning progress metric stipulate that “Courses outside of math and English Taxonomy of Program (TOP) codes are not included in this metric,” thereby excluding credit English as a Second Language (ESL) courses equivalent to Transfer-Level English; and

Whereas, Assembly Bill 705 (Irwin, 2017) allows credit ESL students a three-year time frame to complete transfer-level coursework in English²⁸;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include credit ESL courses equivalent to transfer-level English in the Learning Progress metrics; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include completion of transfer-

²⁵

https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b68e1ba70a6add62b06a9a9/1533600186421/AA+18-41+AB+705+Initial+Guidance+Language+for+Credit+ESL_.pdf

²⁶

<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5cba33ac652deab55b0afcb/1555706796861/AA+19-20+AB+705+and+1805+Spring+2019+Guidance+Language+for+Credit+ESL.pdf>

²⁷ <https://digitalfutures.cccco.edu/Portals/0/Documents/data-element-dictionary.pdf>

²⁸ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705

level English within a three-year time frame for students who begin in credit ESL coursework in the learning progress metrics.

Contact: Kathy Wada, Cypress College

+7.02 F19 Convene the California Community Colleges Chancellor’s Office Assessment Committee for Credit English as a Second Language (ESL)

Whereas, The Academic Senate for California Community Colleges adopted Resolution 07.07 S18²⁹ in support of maintaining assessment tests as one of the multiple measures used to place students into credit ESL courses;

Whereas, The California Community College Chancellor’s Office Assessment Committee has not been evaluating assessments since the beginning of the Common Assessment Initiative in 2014;

Whereas, Colleges are prohibited from using any assessment instruments other than those approved by the California Community Colleges Board of Governors; and

Whereas, Memo AA 19-43³⁰ (September 26, 2019) jointly issued by the California Community Colleges Chancellor’s Office and the Academic Senate for California Community Colleges expressly clarifies that “credit ESL is distinct from instruction in remedial English; ESL, like foreign language, relies on assessment for placement as an essential component for student success. AB 705 recognizes the necessity of a reliable means to accurately assess and place language learners into ESL classes;”

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to convene the Chancellor’s Office Assessment Committee to support colleges in implementing assessment and placement processes for credit ESL which are compliant with the requirements of Education Code and the California Code of Regulations;

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor’s Office direct the Assessment Committee to review and recommend for approval assessment instruments and tools for credit ESL, including but not limited to quality standardized assessment tests, local assessment instruments, and local assessment instruments awaiting reapproval; and

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor’s Office direct the Assessment Committee to develop parameters for the use of guided placement and/or self-placement processes and the review of such processes, particularly in regards to credit ESL.

²⁹ <https://asccc.org/resolutions/maintain-language-placement-tests-multiple-measure-option-english-second-language-esl>

³⁰ https://www.mjc.edu/governance/curriculum/documents/aa_19-43_ab705_credit_esl_guidance.pdf

Contact: Kathy Wada, Cypress College

+7.03 F19 Academic Senate Involvement in Online Teaching Conference Planning

Whereas, The Online Teaching Conference is organized and coordinated by California Community College Tech Connect;

Whereas, Program development for the Online Teaching Conference, “a non-profit event funded under a California Community Colleges Chancellor’s Office grant,”³¹ should involve California community college faculty and staff who are engaged in teaching online;

Whereas, The Online Teaching Conference is “an inter-segmental conference focused on curriculum, pedagogy and technology to improve online instruction, learning, and student success”; and

Whereas, The Online Teaching Conference “is an opportunity for educators to network with colleagues, connect, share knowledge, impart and receive best practices, and develop professionally,”[2] subject matter that is clearly within the academic and professional matters that are the purview of the Academic Senate for California Community Colleges under Title 5 section 53200;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge the California Community Colleges Chancellor’s Office to include ASCCC representatives in the development and presentation of content in the Online Teaching Conference.

Contact: Julie Clark, Merced College

+7.04 F19 Continued Advocacy for Substantive Participatory Governance with the California Community Colleges Chancellor’s Office

Whereas, The principle of participatory governance in the California Community Colleges has long been established in practice and codified in law (California Education Code §70901 et seq.), which provides the framework whereby California’s community colleges actively practice and teach democracy;

Whereas, Concerns regarding the functioning of participatory governance between the California Community Colleges Chancellor and the faculty are documented through votes of no confidence by seventeen local senates, five local union groups, one student senate, the Faculty Association for California Community Colleges (FACCC, Summer 2019), and the California Federation of Teachers (CFT, Summer 2019), all with concerns about the lack of participatory governance between system stakeholders and the system office, but these representative constituent voices were disregarded by the Board of Governors when they authorized a four-year contract extension for Chancellor Eloy Oakley in July 2019; and

³¹ <http://onlineteachingconference.org/about/>

Whereas, The March 18, 2019 memorandum from the President of the Academic Senate for California Community Colleges, “Improving Participatory Governance with the Chancellor of the California Community Colleges”, which responded to Resolution 07.03 F18, recognized continuing challenges in the consultative process with the California Community Colleges Chancellor’s office in many areas, including the implementation of statewide initiatives (AB 705, Guided Pathways, Student Equity and Achievement) and, most notably, with respect to two areas “often cited as the most egregious”—the California online community college, Calbright, and the Student-Centered Funding Formula— which the memorandum specifies was “not addressed by the work this year;”³²

Resolved, That the Academic Senate for California Community Colleges express to the California Community Colleges Chancellor’s Office and the Board of Governors its ongoing concerns regarding engagement in participatory governance by Chancellor Eloy Oakley and his staff;

Resolved, That the Academic Senate for California Community Colleges provide another report to the Spring 2020 Area meetings detailing the ways in which the California Community Colleges Chancellor’s Office has or has not continued to address the concerns articulated in this resolution or resolution 7.03 F18; and

Resolved, That the Academic Senate for California Community Colleges continue to explore avenues for addressing failures to engage in participatory governance and recommend, as necessary, further action with clear and measurable criteria to address these issues at the Spring 2020 Plenary Session.

Contact: Manuel Vélez, San Diego Mesa College

#*7.04.01 F19 Amendment Resolution 7.04

Amend First Resolved:

Resolved, That the Academic Senate for California Community Colleges express to the California Community Colleges Chancellor’s Office and the Board of Governors its ongoing concerns regarding engagement in ~~participatory governance~~ collegial consultation and effective participation by Chancellor Eloy Oakley and his staff;

Amend Third Resolved:

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https://www.asccc.org/sites/default/files/3.18.19%20Improving%20Participatory%20Governance%20with%20the%20Chancellor%20of%20the%20California%20Community%20Colleges_3.pdf.

Resolved, That the Academic Senate for California Community Colleges continue to explore avenues for addressing failures to engage in ~~participatory governance~~ collegial consultation and effective participation, and recommend, as necessary, further action with clear and measurable criteria to address these issues at the Spring 2020 Plenary Session.

Contact: Ginni May, Sacramento City College

9.0 CURRICULUM

9.01 F19 Local Determination of International Baccalaureate Credit at California Community Colleges

Whereas, AB 1985 (Williams, 2016) required that the Office of the Chancellor of the California Community Colleges develop a uniform policy to award course credit to any student who passes an Advanced Placement (AP) examination, and that policy mandated that all community colleges grant course credit for any student who earns a score of three or higher on an AP exam;

Whereas, Academic Senate for California Community Colleges Resolution 18.03 SP 2016 “Local Determination of Advanced Placement Credit at California Community Colleges” stated that “determination of appropriate credit for AP exam results is a curricular matter over which local faculty have purview,” yet, by mandating that all community colleges grant course credit for any student who earns a score of three or higher on an AP Exam, AB 1985 (Williams, 2016) contradicted that resolution;

Whereas, AB 1512 (Carillo, 2019), using AB 1985 (Williams, 2016) as precedent, aimed to mandate that the Office of the Chancellor of the California Community Colleges develop a uniform policy to award course credit to any student who passes an International Baccalaureate (IB) examination and require each community college district to adopt and implement the policy, and that policy would mandate that all community colleges grant course credit for any student who earns a score of four or higher on an IB exam; and

Whereas, In addition to instituting AP policies at all California community colleges as required by AB 1985, the California Community Colleges, California State University, and University of California Systems offer credit for International Baccalaureate scores of 4 or more and College Level Examination Program (CLEP) scores of 50 or more, yet how IB and CLEP scores are evaluated and course credit awarded is determined inconsistently across the California community colleges, causing confusion and other issues for students;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates and curriculum committees to work with discipline faculty to conduct regular reviews of processes and practices for awarding credit for International Baccalaureate and College Level Examination Program scores in order to ensure that students receive all proper credit and are not required to duplicate coursework;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to prepare a model policy to be considered for adoption by all colleges that establishes a consistent standard for awarding of course credit for specific levels of performance on International Baccalaureate exams as a proactive response to intent of members of the California Legislature;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to prepare a model policy to be considered for adoption by all colleges that establishes a consistent standard for awarding of course credit for specific levels of performance on College Level Examination Program exams; and

Resolved, That the Academic Senate for California Community Colleges encourage local colleges to regularly review policies and practices regarding the awarding of credit for external examinations like AP, IB, and CLEP due to the continually developing nature of external examination content and structure.

Contact: Jennifer Johnson, Bakersfield College, California Community Colleges Curriculum Committee

***9.02 F19 Inclusion of Course Identification Numbers (C-ID) in College Catalogs and Student Transcripts**

Whereas, The Academic Senate for California Community Colleges (ASCCC) has urged local academic senates and curriculum committees to include information about courses that have received C-ID designations in their college catalogs, either as a single list, at the end of each course's description, or both (Resolution 13.01 F15);

Whereas, C-ID's role as a means of identifying comparable courses has increased in importance as a consequence of the implementation of Associate Degrees for Transfer, the efforts of the California Virtual Campus – Online Education Initiative (CVC-OEI) to simplify cross-college enrollments, and the work of the ASCCC Open Educational Resources Initiative to identify or develop openly licensed course materials; and

Whereas, Many colleges have yet to make any visible efforts to include C-ID references in student-facing course descriptions;

Resolved, That the Academic Senate for California Community Colleges remind local academic senates of the value of referencing C-ID designations in catalogs, schedules, and transcripts; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their administrations to include C-ID designations that are included in associate degrees for transfer or in courses listed on the California Virtual Campus – Online Education Initiative into public-facing course descriptions such as course catalogs and student transcripts.

Contact: Michelle Pilati, Rio Hondo College, Open Educational Resources Initiative
Faculty Lead

9.03 F19 Adopt Updated Course Basic (CB) 21 Rubrics for Coding English as a Second Language (ESL) Course Outcomes

Whereas, Accountability efforts, such as those related to AB 705 (Irwin, 2017), AB 1805 (Irwin, 2018), and others, rely on drawing information about students and colleges from coded elements that were not constructed to accurately calculate and align with these current, high-stakes needs;

Whereas, The Academic Senate for California Community Colleges, the California Community Colleges Chancellor's Office, West Ed, and the Research and Planning Group worked on the AB 705 Data Revision Project to create and update Management Information System data elements to more accurately code transfer-level English, mathematics, quantitative reasoning, and English as a Second Language (ESL) courses as well as pre-transfer credit and noncredit courses; and

Whereas, ESL faculty drafted the updated CB21 rubrics using the original rubrics, the federal educational functioning levels currently used by noncredit and adult education practitioners for data reporting purposes for funding and student educational level gains, and results of ESL placement level work developed as part of the Common Assessment Initiative; and

Whereas, Credit, noncredit, and adult education English as a Second Language faculty statewide vetted the Course Basic (CB) 21 rubrics during three September 2019 AB 705 ESL Data Revision Project Recoding Regional Meetings and in response to a survey distributed September 25-October 3, 2019;

Resolved, That the Academic Senate for California Community Colleges approve the updated CB21 rubric for ESL³³ and endorse its use for coding ESL course levels based on outcomes for local college credit, noncredit, and adult education.

Contact: Kathy Wada, Cypress College

+9.04 F19 English as a Second Language (ESL) Course Basic (CB) 21 Rubric Coding of Multiple Courses to the Same CB21 Competency

Whereas, The CB21 rubric for noncredit and credit English as a Second Language (ESL) courses has been revised in part to align with the six competencies of the Educational Functioning Levels (EFLs), thereby resulting in CB21 coding options of six letters to represent a range of competencies;

Whereas, The re-coding of existing ESL courses may result in circumstances where more than one course is appropriately coded to the same CB21 code;

³³ [English as a Second Language Levels by Domain, Sept. 25, 2019 Draft](#) (also attached as appendix)

Whereas, Re-coding to the new CB21 rubric may impact the data which is displayed for noncredit ESL in the Student Success Metrics, Datamart, and the Adult Education Pipeline and may impact the data reported for successful completion of transfer-level English composition or a credit ESL course equivalent to transfer-level composition from credit ESL courses; and

Whereas, The re-coding of ESL courses will result in new control numbers for those courses which may impact cohort tracking and other data displays;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to support ongoing research analyzing the impact of CB21 changes on noncredit and credit ESL student data displayed in state dashboards;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to provide guidance to encourage colleges to work closely with their ESL faculty and researchers to understand the impact of the changes in CB21 at their institutions;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to provide guidance to encourage colleges to mitigate any unanticipated consequences for noncredit and/or credit ESL programs at their colleges due to changes in their data; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to request that a window, or grace period, be allowed for colleges to submit revisions to CB21 codes on existing courses without triggering a new control number.

Contact: Kathy Wada, Cypress College

+*9.05 F19 Provide Guidance with Respect to Ensuring Student Access to No-Cost Resources

Whereas, SB 1359 (Block, 2016) requires all segments of public higher education in California to “Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions” (California Education Code §66406.9) as of January, 2018;

Whereas, The Higher Education Opportunity Act of 2008 requires that each postsecondary institution in the United States that participates in Title IV student aid programs post a net price calculator on its Web site that uses institutional data to provide estimated net price information to current and prospective students and their families based on a student’s individual circumstances; and

Whereas, All students should have access to course materials prior to the course start date, and inequities are created by practices that ensure immediate access to commercial texts but do not provide complete information regarding the resources made available to students at no cost;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to work with their administrations to ensure that accurate information regarding no-cost resources and low-cost print versions of such resources are equally available as resources available for purchase from a vendor; and

Resolved, That the Academic Senate for California Community Colleges provide guidance to colleges with respect to making digital resources available in digital and print formats.

Contact: Michelle Pilati, Rio Hondo College

+9.06 F19 Consider Implications of Inclusive Access

Whereas, Publishers have been developing approaches to monetize open educational resources and, in some instances, are providing textbook solutions that dramatically decrease the costs of such resources;

Whereas, “Inclusive access” has been introduced in various formats as an approach to decreasing the cost of course resources by providing access to low-cost digital resources;

Whereas, Some implementations of inclusive access are “opt in,” requiring students to purchase resources at the time of registration, while students’ access to such resources is only temporary; and

Whereas, These actions and approaches by publishers serve to destroy the used text market and may ultimately increase costs for students;

Resolved, That the Academic Senate for California Colleges encourage faculty and colleges to carefully consider the impact of inclusive access and recognize that while such programs may address immediate student needs, they may not work in students’ long-term interest.

Contact: Michelle Pilati, Rio Hondo College

#9.06.01 F19 Amend Resolution 9.06

Amend Title:

Consider Implications of ~~Inclusive Access~~ Publisher-Developed Lower Cost “Inclusive Access” Strategies

Amend the Whereas statements:

Whereas, Publishers have been developing approaches to monetize open educational resources and, in some instances, are providing textbook solutions that dramatically decrease the costs of such resources but may have unintended negative consequences;

Whereas, “Inclusive access” ~~strategies~~ has ~~have~~ been introduced by publishers in various formats as an approach to decreasing ~~the~~ ing the cost of course resources by providing access to low-cost digital resources;

Whereas, Some implementations of inclusive access strategies are “opt in,” requiring students to purchase resources at the time of registration and while limiting students’ access to such resources for a specific time period is only temporary; and

Whereas, ~~These actions and approaches-~~ implementation of inclusive access strategies by publishers may serve to destroy eliminate the used textbook market and may ultimately increase costs for students;

Add new first and second Resolveds:

Resolved, That the Academic Senate for California Community Colleges provide guidance to local senates regarding the potential impact of inclusive access and questions to be asked about such programs if locally proposed;

Resolved, That the Academic Senate for California Community Colleges recognize the benefits and value of the used textbook market as a source of low-cost and lasting texts; and

Resolved, That the Academic Senate for California Colleges encourage faculty and colleges to carefully consider the impact of inclusive access and recognize that while such programs may address immediate student needs, they may not work in students’ long-term interest.

Contact: Jennifer Moses, Pierce College

+*9.07 F19 Clarify the Meaning of Fundamental Alteration When Providing Academic Accommodations

Whereas, Title 5 §56000(e) states that academic accommodations for students with disabilities may “not include any change to curriculum or course of study that is so significant that it alters the required objectives or content of the curriculum in the approved course outline, thereby causing a fundamental alteration,” and Title 5 §56001(b) defines a fundamental alteration as “any change to a course curriculum or course of study that is so significant that it alters the required objectives or content of the curriculum in the approved course outline of the course;”

Whereas, While the Chancellor’s Office guidance document Implementing Guidelines for Title 5 Regulations (v. 3.0, April 11, 2019)³⁴ suggests that fundamental alterations include changes to program requirements, the Title 5 definition of fundamental alterations focuses on course outlines of record, and the scenarios provided in the guidance document focus on course requirements;

Whereas, Course substitutions for degree or certificate requirements may be so significant that they also result in fundamental alterations of curriculum that adversely affect students with disabilities in their efforts to seek transfer and/or employment; and

Whereas, Many programs, such as allied health, child care, and apprenticeship programs in the construction trades, are governed by statutory and regulatory requirements that require the completion of specific coursework in order to obtain the licenses required in those fields, thus making certain course substitutions infeasible;

Resolved, That the Academic Senate for California Community Colleges clarify that the definition of fundamental alterations encompasses both course and program requirements;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office, the California Association for Postsecondary Education and Disability, and other system partners to review, clarify, and revise as needed the regulatory language on “fundamental alterations” as found in Title 5 sec. 56000 et sequitur; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office (CCCCO), the California Association for Postsecondary Education and Disability, and other system partners to update the CCCCCO publication “Implementation Guidelines for Title 5 Disabled Students Program & Services Regulations” (version 3.0, April 11, 2019).

Contact: Angela C. Echeverri, Los Angeles Community College District

+9.08 Repeatability of Credit Co-Requisite Support Courses

Whereas, In response to the implementation of the requirements of AB 705 (Irwin, 2017) colleges are creating credit and noncredit support courses for English and mathematics, including required credit co-requisite courses;

³⁴ These guidelines are available on the DSPS Solutions website at http://www.dspssolutions.org/sites/default/files/files/Implementing_Guidelines_Rev_April_2019-acc-04.11.19_07.29.19.docx

Whereas, The regulatory language in Title 5 section 55041 on repeatable courses did not foresee the requirements of AB 705, and thus does not address the repeatability of credit support courses for English and mathematics;

Whereas, If a student needs to repeat an English or mathematics class because of an earned substandard grade, that student cannot repeat a required co-requisite support class unless he or she also earned substandard grade in the co-requisite support course; and

Whereas, Noncredit support courses in English and mathematics may not be a viable option for all colleges for a variety of reasons;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to explore options to allow for credit co-requisite course repeatability, including possible changes to Title 5 section 55041, to address repetition of credit co-requisite support courses for English and mathematics.

Contact: Angela C. Echeverri, Los Angeles Community College District

+9.09 F19 Ensuring Access and Success for All Students Through AB 705 (Irwin, 2017) Implementation

Whereas, The mission of California Community Colleges specifically includes providing remedial education for those in need of it (Education Code Section 66010.4);

Whereas, AB 705 (Irwin, 2017) explicitly refers to students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, and stipulates that a community college district or college maximize the probability that a student will enter and complete the required college-level coursework in English and mathematics within a one-year timeframe (Education Code Section 78213);

Whereas, AB 705 implementation does not require the elimination of developmental or pre-transfer courses that could provide access and foundational skills to many underprepared students, yet in response to the legislation many colleges have eliminated all or most of their credit developmental mathematics, English, and basic skills courses, which could deny access and impede success for many students seeking to obtain a higher education;

Resolved, That the Academic Senate for California Community Colleges remind all stakeholders that the mission of California Community Colleges and the intent of AB 705 is to serve all students, including those who seek a goal other than transfer and those who may benefit from developmental coursework;

Resolved, That the Academic Senate for California Community Colleges recommend that local senates work with their Chief Instructional Officers to ensure that sufficient developmental, remedial, pretransfer, and/or basic skills courses continue to be offered in order to ensure access and success for all students; and

Resolved, That the Academic Senate for California Community Colleges request that the California Community College Chancellor's Office provide further guidance and clarification to colleges in order to ensure that AB 705 is implemented accurately and in accordance with their mission, so that all students have access to a community college education regardless of their educational goals or level of preparation.

Contact: Angela C. Echeverri, Los Angeles Community College District

#9.09.01 F19 Amend Resolution 9.09

Amend title:

Ensuring Access and Opportunity for Success for All Students Through AB 705 (Irwin, 2017) Implementation

Amend 2nd resolved:

Resolved, That the Academic Senate for California Community Colleges recommend that local senates work with their Chief Instructional Officers to ensure that sufficient developmental, remedial, pretransfer, and/or basic skills courses continue to be offered in order to ensure access and opportunity for success for all students;

Eric Thompson, Santa Rosa Junior College

10.0 DISCIPLINES LIST

+10.01 F19 Minimum Qualifications for Campus Americans with Disabilities Act Coordinators

Whereas, Title 5 section 56048 requires, as a condition of receiving Disabled Student Program & Services (DSPS) funds, DSPS Coordinators must meet the minimum qualifications for DSPS faculty stated in title 5 section 53414 or be academic administrators that meet the minimum qualifications for academic administrators in title 5 section 53420 and, in addition, have two (2) years full-time experience or the equivalent within the last four (4) years in one or more of the following fields:

- (1) instruction or counseling or both in a higher education program for students with disabilities;
- (2) administration of a program for students with disabilities in an institution of higher education;
- (3) teaching, counseling or administration in secondary education, working predominantly or exclusively in programs for students with disabilities; or
- (4) administrative or supervisory experience in industry, government, public agencies, the military, or private social welfare organizations, in which the

responsibilities of the position were predominantly or exclusively related to persons with disabilities;

Whereas, Students with disabilities have a right to equal access to education, regardless of whether or not they choose to utilize campus DSPS services, and campus Section 504/ADA Coordinator/Compliance Officers, for whom there are no minimum qualifications, are typically permitted to determine accommodations for students with disabilities who choose not to use DSPS services;

Whereas, Title 5 section 56027 requires that colleges establish policies and procedures for providing academic adjustments in a timely manner, and that “procedure shall also permit the Section 504/ADA Coordinator/Compliance Officer, or other designated district official with knowledge of accommodation requirements, to make an interim decision pending a final resolution”; and

Whereas, Allowing Section 504/ADA Coordinator/Compliance Officers, who may have little understanding of how to provide appropriate academic adjustments, to make decisions on accommodations can adversely affect instruction and harm the education of students with disabilities who choose not to use DSPS services;

Resolved, That the Academic Senate for California Community Colleges assert that the phrase in Title 5 section 56027 “or other designated district official with knowledge of accommodation requirements” means that the Disabled Student Program & Services coordinator may be designated as the person who is authorized to make interim decisions on academic adjustments; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office, the California Association for Postsecondary Education and Disability, and other system partners to develop minimum qualification requirements for campus Section 504/Americans with Disabilities Act Coordinator/Compliance Officer so that all students with disabilities are well served.

Contact: Angela C. Echeverri, Los Angeles Community College District

13.0 GENERAL CONCERNS

13.01 F19 Collegial Consultation during Implementation of Guided Pathways

Whereas, The Guided Pathways Award Program, as described in legislation, relies on collegial consultation with faculty and the existence of grassroots governance at every level for successful implementation;

Whereas, The principles and tenets of guided pathways address academic and professional matters, including counseling, curriculum, and program processes to clarify pathways that lead to employment, assist students to select and enter chosen pathways, provide support on the pathways, and ensure learning is taking place; and

Whereas, Academic Senate for California Community Colleges Resolution 17.02 F17 “affirm[s] the right of local academic senates and senate leaders to play central roles in the development of all elements of a guided pathways framework at their college that are relevant to academic and professional matters”;

Resolved, That the Academic Senate for California Community Colleges assert that guided pathways efforts such as course mapping and meta major design are integral to implementing a guided pathways framework and fall within academic and professional matters; and

Resolved, That the Academic Senate for California Community Colleges conduct a survey to ascertain and evaluate if and how collegial consultation has been used to implement the areas of guided pathways that fall within academic and professional matters and use the results of the survey to create professional development training on Governance and Guided Pathways implementation.

Contact: Ty Simpson, San Bernardino Valley College, Guided Pathways Task Force

13.01.01 F19 Amend Resolution 13.01

Amend the second resolved:

Resolved, That the Academic Senate for California Community Colleges conduct a survey to ~~ascertain and evaluate if and how~~ the extent to which collegial consultation has been used to implement the areas of guided pathways that fall within academic and professional matters and use the results of the survey to create professional development training on Governance and Guided Pathways implementation to meet identified needs.

Contact: Angela Echeverri, Los Angeles Mission College

***13.02 F19 Data Paper and Toolkit**

Whereas, Data can help to expose and address systemic barriers that impede the practice of equity on college campuses;

Whereas, Data is critical for faculty to understand and utilize so that they may best assist students in achieving their educational goals;

Whereas, In February 2010, the Academic Senate for California Community Colleges Executive Committee published *Data 101 Guiding Principles for Faculty*, which delineated ten foundational principles for the use of data; and

Whereas, Current initiatives and trends require faculty to consider and utilize data in dynamic and novel ways that are dramatically different from the practices of the past;

Resolved, That the Academic Senate for California Community Colleges develop a resource, whether a paper or in some other form, in collaboration with systemwide partners to evaluate the current use of data and recommend best practices; and

Resolved, That the Academic Senate for California Community Colleges explore and identify web resources that include practical tools for data analysis that faculty can utilize to better serve students.

Contact: Manuel J. Vélez, San Diego Mesa College, Educational Policies Committee

***13.02.01 F19 Amend Resolution 13.02**

Amend the title:

Data Paper and Toolkit Equity Minded Practices

Amend the first resolved:

Resolved, That the Academic Senate for California Community Colleges develop a resource, whether a paper or in some other form, in collaboration with system wide partners to evaluate the current use of data and recommend ~~best~~ best effective practices; and

Amend the second resolved:

Resolved, That the Academic Senate for California Community Colleges explore and identify web resources that include ~~practical tools~~ promising practices for data analysis that faculty can utilize to better serve students and advance equity on college campuses.

Contact: Rebecca Eikey, College of the Canyons, Area C

15.0 INTERSEGMENTAL ISSUES

+15.01 F19 Criteria and Training for the Evaluation and Approval of Advanced Credit English as a Second Language (ESL) Coursework for California State University General Education Breadth (CSU-GE) and the Intersegmental General Education Transfer Curriculum (IGETC)

Whereas, AB 705 (Irwin, 2017) and AB 1805 (Irwin, 2018) recognize that “Instruction in English as a second language (ESL) is distinct from remediation in English” and that English Language Learners (ELLs) “enrolled in credit ESL coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both of the above”³⁵;

³⁵ Assembly Bill AB 705 (Irwin), Section 1(a)(7). Retrieved from https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705

Whereas, The Academic Senate for California Community Colleges adopted Resolution 15.02 F18 “Approval and Backdating of CSU-GE Area C2 and IGETC Area 3B Submissions of Advanced ESL Coursework for Fall 2018”³⁶ in support of the approval of ESL courses to satisfy transfer general education (GE) requirements; and

Whereas, Many advanced ESL courses contain high rigor and richness of cultural content and demand of ELLs a level of engagement that meets and often far exceeds that of courses for native English speakers in elementary or intermediate foreign language courses, and are therefore appropriate to satisfy the expectation for transfer general education credit as acknowledged in the *Guiding Notes for General Education Course Reviewers, Oct 2018*: “*Courses in English as a Second Language* may – despite their focus on proficiency and the acquisition of skills – be advanced enough to meet the objectives of the CSU-GE Humanities Subarea C2 and IGETC Area 3B.”; and

Whereas, Recent submissions of credit ESL courses for fulfillment of transfer GE have resulted in approvals for some colleges and the denials for other colleges with substantially similar course outlines under seemingly inconsistent review that does not seem to align with the *Guiding Notes for General Education Course Reviewers* for credit ESL courses, thereby causing concern for equitable evaluation of all courses to ensure that no students are unduly harmed;

Resolved, That the Academic Senate of the California Community Colleges work with representatives from the California State University and University of California to establish clear criteria to ensure consistency in applying the Guiding Notes for the approvals of advanced credit English as a Second Language courses for general education fulfillment; and

Resolved, That the Academic Senate of the California Community Colleges work with representatives of the California State University and University of California to ensure the proper training of course evaluators and to ensure that established criteria are applied in a manner consistent with those applied to the approvals of elementary or intermediate foreign language courses.

Contact: Kathy Wada, Cypress College

16.0 LIBRARY AND LEARNING RESOURCES

³⁶ *Approval and Backdating of CSU Area C2 and IGETC Area 3B Submissions of Advanced ESL Coursework for Fall 2018*. Retrieved from <https://www.asccc.org/resolutions/approval-and-backdating-csu-area-c2-and-igetc-area-3b-submissions-advanced-es>

***16.01 F19 Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators**

Whereas, The field of learning assistance has evolved since the last Academic Senate resolutions in 2008 (10.01 F08)³⁷ and 2011 (10.12 S11)³⁸ that addressed minimum qualifications and a 2011 article about separating learning assistance and tutoring³⁹;

Whereas, The minimum qualifications for learning skills coordinators or instructors specify only qualifications for faculty in tutoring or learning assistance offerings collecting apportionment,⁴⁰ and any learning assistance and tutoring center constitutes a space comparable to a classroom or library and should be overseen, at least in partnership with staff or administration, by qualified faculty whether or not it is collecting apportionment;

Whereas, A great need has been created in the current context of AB 705 (Irwin, 2017), guided pathways, equity, and culturally responsive teaching for understanding of learning assistance as a field and how it fits into the context of the California community colleges not in a secondary role but in a symbiotic partnership for student learning and as a site like the classroom and library for student learning; and

Whereas, “Specific standards for” learning assistance and tutoring “have appeared piecemeal as Education Code sections, accreditation guidelines, professional guidelines, and ethics statements, but nowhere have these standards been collected, reviewed, and presented systematically to the California community colleges with specific application to the roles of” learning skills coordinators or instructors, and tutoring coordinators “in the California community colleges”;⁴¹

Resolved, That the Academic Senate for California Community Colleges develop a standards of practice resource, such as a paper, web resource, or guidebook, for learning assistance and tutoring in the California Community Colleges, including the role of learning skills coordinators or instructors and tutoring coordinators by July 30, 2021.

Contact: Ted Blake, Mt. San Jacinto College, Area D

³⁷ [ASCCC Resolution 10.01 F08: Minimum Qualifications for Learning Assistance Coordinators and Instructors](#)

³⁸ [ASCCC Resolution 10.02 S11: Supplemental Learning Assistance and Tutoring center Coordinator Minimum Qualifications](#)

³⁹ [Sanchez, R. \(2011\) Separating Learning Assistance and Tutoring. *Rostrum*. ASCCC. g](#)

⁴⁰ [Minimum Qualifications for Faculty and Administrators in the California Community Colleges](#)

⁴¹ [ASCCC Resolution 16.01 S09: Develop Standards of Practice Paper for Library Services](#)

19.0 PROFESSIONAL STANDARDS

19.01 F19 Encourage Utilization of Career Technical Education Faculty Minimum Qualifications Toolkit Resources for Hiring in Career Technical Education Disciplines

Whereas, Use of equivalency to minimum qualifications for employment is allowed by California Education Code §87359, and the “agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications”;

Whereas, The subjective nature of evaluating a candidate’s experience and training against the degrees and professional experience required to meet minimum qualifications makes it difficult for colleges to confidently apply the equivalency process to candidates with little to no formal academic education, especially in career technical education disciplines where industry professionals may be experts in their fields without having completed an associate’s degree;

Whereas, Equivalency processes at California community colleges are locally established, vary widely, may or may not include a means for evaluating equivalency to the general education component of the associate’s degree, and may or may not include discipline faculty input or input from faculty qualified in related disciplines, particularly when hiring in CTE disciplines; and

Whereas, ASCCC Resolution 10.05 SP 2017 called for the Academic Senate for California Community Colleges “to develop and disseminate resources that empower local senates to evaluate and assess” the qualifications of faculty with significant professional experience but not necessarily sufficient academic preparation, and 2017-2019 collaborations within the California Community Colleges Chancellor’s Office Career Technical Education Minimum Qualifications Task Force resulted in development and release of the Career Technical Education Faculty Minimum Qualifications Toolkit⁴² to aid colleges in determining equivalencies to the associate’s degree;

Resolved, That the Academic Senate for California Community Colleges work with faculty, equivalency committees, and other stakeholders to promote dissemination of equivalency resources within the Career Technical Education Faculty Minimum Qualifications Toolkit, including general education equivalency examples and effective equivalency practices; and

Resolved, That the Academic Senate for California Community Colleges work with faculty, equivalency committees, and other stakeholders to provide technical assistance to local academic senates and equivalency committees to aid in implementation of effective

⁴² [Career Technical Education Faculty Minimum Qualifications Toolkit](#)

equivalency practices for determining equivalencies to the associate’s degree when hiring in career technical education disciplines.

Contact: Rebecca Eikey, College of the Canyons

21.0 Career Technical Education

+*21.01 F19 Update Chancellor’s Office Document Alternatives to In-Person Consultations: Cooperative Work Experience Education

Whereas, Title 5 §55255(a)(1-3) refers to in-person consultations with students and with employers as a responsibility of cooperative work experience instructor/coordinators and a requirement of cooperative work experience programs;

Whereas, Title 5 §55255(c) states, “In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to ‘in person’ consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups”, and the Chancellor’s Office document *Alternatives to In-Person Consultations: Cooperative Work Experience Education*⁴³ was published in May 2009 in response to this regulation but has not been updated since; and

Whereas, Synchronous video conference applications have evolved significantly in the ten years since the document was last updated and can be used to effectively conduct meetings between cooperative work experience instructors/coordinators, students, and supervisors, particularly in situations where distance makes in-person consultations difficult or the familiarity of the student or supervisors with college cooperative work experience instructors/coordinators lessens the need to consult in person;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and the California Internship and Work Experience Association to update the May 2009 document *Alternatives to In-Person Consultation: Cooperative Work Experience Education* by December 2020 and disseminate the updated information widely.

Contact: Cheryl Aschenbach, Lassen College

⁴³ https://www.mendocino.edu/sites/default/files/docs/work-experience/Report_on_Alternative_to_InPerson_Consultations_4-09.pdf

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

FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #: BUSI 12

Course Title: Introduction To Data Analytics & Business Decisions

Credit Status:

Credit course
 Noncredit course

Catalog Description:

This course is an overview of data analytics and their use in making business decisions, covering a broad selection of topics along the life-cycle of data analytics (business objective; data collection, cleansing, transformation; data analysis, data visualization/storytelling; data-based decision making). Professional skills, such as communication, presentation, and data storytelling, will be presented. Students will acquire a basic working knowledge of data analytics through hands-on projects and study in a variety of business, engineering, social sciences, or life sciences domains. Issues of ethics, leadership, and teamwork will be highlighted.

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

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
- The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

Data Analytics Certificate

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

Currently in development, anticipated approval Spring 2020

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission (select all that apply):

- Transfer
- Workforce/CTE
- Basic Skills

Criteria B. Need

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

Evidence may be attached to this form or provided in the box below.

LMI Data attached

Criteria C. Curriculum Standards (please initial as appropriate)

- The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

Faculty Requestor: Laurence Lew **Date:** 10/23/19

Division Curriculum Representative: K. Allison Meezan **Date:** 10/29/19

Date of Approval by Division Curriculum Committee: 10/29/19

College Curriculum Co-Chairperson: _____ **Date:** _____

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Business and Social Sciences

BUSI 12 INTRODUCTION TO DATA ANALYTICS & BUSINESS DECISIONS

Winter 2020

4 hours lecture.

4 Units

Total Contact Hours: 48 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 144 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours: 4 Lab Hours: 0 Weekly Out of Class Hours: 8

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active

Grading:

Letter Grade Only

Degree Status: Applicable

Credit Status:

Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU

Validation: 9/23/19

Division Dean Information -

Seat Count: 50 **Load Factor:** .100 **FOAP Code:** 114000121031050600

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

1. Description -

This course is an overview of data analytics and their use in making business decisions, covering a broad selection of topics along the life-cycle of data analytics (business objective; data collection, cleansing, transformation; data analysis, data visualization/storytelling; data-based decision making). Professional skills, such as communication, presentation, and data storytelling, will be presented. Students will acquire a basic working knowledge of data analytics through hands-on projects and study in a variety of business, engineering, social sciences, or life sciences domains. Issues of ethics, leadership, and teamwork will be highlighted.

2. Course Objectives -

The student will be able to:

- A. Describe data analytics/science and its applicability to business decision making
- B. Apply basic data analytics methods to business decision making
- C. Describe and perform basic data collection, manipulation, and preparation techniques using standard data analytics software
- D. Describe standard data analytics techniques used to identify insights, including data visualization, data storytelling, exploratory data analysis
- E. Present analysis insights based on standard data analytic practices

3. Special Facilities and/or Equipment -

None.

4. Course Content (Body of knowledge) -

- A. Introduction to Data and Business Analytics
 1. Data, big data, information
 2. Definition of data analytics, data science
 3. Uses of data and data analytics in business
 4. Survey of popular data analytics tools
 5. Comparative descriptions of job roles that work with data and analytics
- B. Business Framing in Analytics
 1. Data requirements, data sourcing, data collection
 2. Business types and their interest in analytics
 3. Business data analytics stakeholder analysis
 4. Business data analytics stakeholder matrix
 5. Business objective definition
 6. Business objective to data solution mapping
 7. Methods to communicate data analytic findings in business vs. non-business context
- C. Data Preparation
 1. Data analytic tool fundamentals
 - a. Tool structure and functionality
 - b. Integration to external data source
 - c. Static data vs. dynamic data
 - d. Absolute vs. relative references
 - e. Data paste, imputation, and filtering
 - f. Data cleaning best practices
 - g. Data cleaning and Null values
 - h. Merging and joining multiple datasets
- D. Introduction to Data Visualization and Data Storytelling
 1. Chart creation
 - a. Column chart
 - b. Line chart
 - c. Scatter chart
 - d. Combination chart
 - e. Sparklines
 2. Univariate, bivariate, and multivariate data visualizations
 3. Tufte's 5 Data Graphic Principles of data visualization
 4. Data storytelling principles
- E. Descriptive Statistics
 1. Data variable types (continuous vs. discrete, nominal vs. ordinal)
 2. Measures of center in statistics, e.g., mean, median, and mode
 3. Measures of spread in statistics, such as range, quartiles/interquartile range, standard deviation, variance
 4. Descriptive statistics (SUM/COUNT, SUMIF/COUNTIF, SUMPRODUCT, etc.)
 5. Statistics-based data visualizations
- F. Exploratory Data Analysis
 1. Exploratory Data Analysis (EDA) definition
 2. Applications of EDA to business insights
 3. EDA-supported data visualizations
- G. Communicating Data Insights
 1. Data visualization communication planning and messaging
 2. Data insight design principles
 3. Data storytelling best practices

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Formative Activities and Assessments
- B. Critical Thinking Assessments
- C. Summative Assessments
- D. Class Project
- E. Discussion

7. Representative Text(s) -

Riche, Hurter, Diakopoulos, and Carpendale. Data-Driven Storytelling. CRC Press, 2018.
Provost and Fawcett. Data Science for Business. O'Reilly Media, 2013.
Nussbaumer Knafic. Storytelling with Data: A Data Visualization Guide for Business Professionals. Wiley, 2015.

8. Disciplines -

Business

9. Method of Instruction -

- A. Lectures
- B. Discussions
- C. Activities
- D. Problem-based learning
- E. Case studies
- F. Collaborative learning/peer review
- G. Demonstration/modeling
- H. Performance-based assessments

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading Assignments:
 - 1. Selected textbook readings (approx. 40 pages per week)
 - 2. Articles
 - a. Example article: Scherbak, "Is data science a science: What to expect from your first data science project", Medium, March 12, 2019.
 - 3. Case studies
 - 4. Web research

13. Need/Justification -

This course will be included on the certificate of achievement in Data Analytics, which is currently in development.

Data/Business Analytics Occupations Labor Market Information Report Foothill College

Prepared by the San Francisco Bay Center of Excellence
for Labor Market Research
February 2019

Recommendation

Based on all available data, it is difficult to determine if there is an unmet need for Data/Business Analytics workers that community college students in the Bay region are qualified for, since this is an emerging occupation and field. A traditional supply vs. demand “gap analysis” is difficult to perform. The demand is not completely clear (as is outlined in the Introduction section below) and the supply data from the TOP code selected by Foothill College – Business Administration (TOP 0505.00), is a program of study that would be preparing students for not only Data/Business Analytics Occupations, but also for a cluster of occupations more traditionally aligned with Business Administration. Therefore it is impossible to determine what portion of the supply/students from this TOP code would be seeking employment in a Data/Business Analytics occupation (i.e. Business Intelligence Analysts).

This report also provides student outcomes data on employment and earnings for programs on TOP 0505.00 - Business Administration in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

Introduction

This report profiles Data/Business Analytics Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a proposed new Data/Business Analytics program at Foothill College. The best available occupation aligned with Data/Business Analytics is Business Intelligence Analysts (SOC 15-1199.08).

However, the challenge is that labor market data is not available for the SOC code 15-1199.08 (Business Intelligence Analysts). It is listed under the "umbrella" SOC code of 15-1199.00 (Computer Occupations, All Other) as one of 12 "emerging occupations", and so the demand for Business Intelligence Analysts would be overstated and not a very accurate expression of demand if labor market data for “Computer Occupations, All Other” was used.

In addition, the education level required for employment as a Business Intelligence Analysts is very high, with 96% of the job postings that list an educational requirement for this occupation listing a Bachelors degree or higher in the job ad. So, many community college students who completed a 12-18 unit Data/Business Analytics certificate, would not be qualified for this occupation, unless they already had a Bachelor’s degree and were looking to add new skills to increase their employability in the labor market. In fact, Foothill College reports that 20% - 30% of their student population already have Bachelors degrees, hence the proposed Data/Business Analytics Certificate could serve this student population who already have a four-year degree.

Job Postings data (from Burning Glass) supports strong demand for Business Intelligence Analysts, with over 11,000 job postings annually in the Bay region and about 4,450 job postings annually in the Silicon Valley sub-region, at all education levels. For the job postings in the Bay region, there are annually 5,595 job postings listed as requiring a Bachelor’s degree or less. Of the job postings in the sub-region, there are annually 1,939 job postings listed as requiring a Bachelor’s degree or less. This seems to indicate demand for Business Intelligence Analysts at this education level, using job postings data.

- **Computer Occupations, All Other (SOC 15-1199): All** computer occupations not listed separately. Excludes “Computer and Information Systems Managers” (11-3021), “Computer Hardware Engineers” (17-2061), “Electrical and Electronics Engineers” (17-2070), “Computer Science Teachers, Postsecondary” (25-1021), “Multimedia Artists and Animators” (27-1014), “Graphic Designers” (27-1024), “Computer Operators” (43-9011), and “Computer, Automated Teller, and Office Machine Repairs” (49-2011).

Entry-Level Educational Requirement: Bachelor’s degree

Training Requirement: None

Percentage of Community College Award Holders or Some Postsecondary Coursework: 35%

Occupational Demand

Table 1. Employment Outlook for Data/Business Analytics Occupations in Bay Region

Occupation	2017 Jobs	2022 Jobs	5-Yr Change	5-Yr % Change	5-Yr Openings	Average Annual Openings	10% Hourly Wage	Median Hourly Wage
Computer Occupations, All Other	19,731	21,972	2,242	11%	9,101	1,820	\$26.99	\$53.32

Source: EMSI 2019.1

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

Table 2. Employment Outlook for Data/Business Analytics Occupations in Silicon Valley Sub-Region

Occupation	2017 Jobs	2022 Jobs	5-Yr Change	5-Yr % Change	5-Yr Openings	Average Annual Openings	10% Hourly Wage	Median Hourly Wage
Computer Occupations, All Other	7,032	7,936	904	13%	3,348	670	\$26.64	\$58.88

Source: EMSI 2019.1

Silicon Valley Sub-Region includes Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months (Feb 2018 - Jan 2018)

Occupation	Bay Region	Silicon Valley
Business Intelligence Analysts	11,134	4,447

Source: Burning Glass

Table 4. Top Job Titles for Data/Business Analytics Occupations for latest 12 months (Feb 2018 - Jan 2018)

Common Title	Bay	Silicon Valley	Common Title	Bay	Silicon Valley
Data Analyst	3,807	1,178	Director, Analytics	54	9
Sap Consultant	773	520	Head, Data, Science	52	24
Business Intelligence Analyst	659	257	Sap Consultant, Information And Technology Industry	47	36
Business Data Analyst	367	146	Salesforce Project Manager	46	16
Business Analyst	333	122	Quantitative Analyst	45	0
Sap Fico Consultant	175	138	Analytics Manager	44	17
Business Intelligence Manager	144	257	Business Intelligence Director	43	14
Data Quality Analyst	144	80	Business Intelligence/Data Warehousing	43	12
Reports Analyst	116	39	Operations Analyst	39	7

Sap Functional Consultant	84	56	Senior Sap Consultant	37	25
Sap Abap Consultant	79	63	Performance Analyst	36	7
Analytics Consultant	71	12	Data Steward	35	17
Business Consultant	71	33	Performance Architect	34	25
Data Specialist	58	20	Analytics Engineer	33	10

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Data/Business Analytics Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2017)	Jobs in Industry (2022)	% Change (2017-22)	% in Industry (2017)
Custom Computer Programming Services (541511)	3,897	3,970	13%	19.8%
Computer Systems Design Services (541512)	2,287	2,290	10%	11.4%
Internet Publishing and Broadcasting and Web Search Portals (519130)	1,558	1,632	34%	8.2%
Federal Government, Civilian, Excluding Postal Service (901199)	1,605	1,583	(2%)	7.9%
Software Publishers (511210)	1,278	1,339	22%	6.7%
Data Processing, Hosting, and Related Services (518210)	837	901	35%	4.5%
Corporate, Subsidiary, and Regional Managing Offices (551114)	651	685	11%	3.4%
Other Computer Related Services (541519)	580	590	18%	2.9%
Research and Development in the Physical, Engineering, and Life Sciences (except Nanotechnology and Biotechnology) (541715)	299	312	(4%)	1.6%
Temporary Help Services (561320)	257	256	5%	1.3%
Electronic Computer Manufacturing (334111)	238	242	3%	1.2%
Administrative Management and General Management Consulting Services (541611)	225	234	24%	1.2%
Local Government, Excluding Education and Hospitals (903999)	205	206	5%	1.0%
Colleges, Universities, and Professional Schools (611310)	194	196	7%	1.0%

Source: EMSI 2019.1

Table 6. Top Employers Posting Data/Business Analytics Occupations in Bay Region and Silicon Valley Sub-Region (Feb 2018 - Jan 2018)

Employer	Bay	Employer	Bay	Employer	Silicon Valley
Deloitte	130	Agile Enterprise Solutions, Inc	25	Google Inc.	99
Google Inc.	122	Ascent	24	Apple Inc.	98
Wells Fargo	103	Infoobjects Inc	24	Deloitte	57
Apple Inc.	99	Akorbi Workforce Solutions	23	Stanford University	48
Accenture	88	Numeric Technologies	23	Wipro	47
Facebook	84	Codeforce 360	22	Tranzeal, Inc	44
IBM	83	Connexions Data Inc	22	Intuit	41
Anthem Blue Cross	70	Csi Consultant Specialists Inc	22	IBM	39
Wipro	61	Redolent, Inc	22	Cisco Systems Incorporated	36
Blue Cross Blue Shield of California	57	Amazon	21	Techfetch Com	34

Stanford University	53	BNP Paribas	21	Servicenow	29
Techfetch Com	53	Systems Logic	21	Paypal	27
Intuit	51	Gap Inc.	21	Intellipro Incorporated	26
Cisco Systems Incorporated	47	Adobe Systems	20	Accenture	25
Tranzeal, Inc	46	Cynet Systems	20	Anthem Blue Cross	24
Uber	41	Kaiser Permanente	20	Numeric Technologies	22
Republic Bancorp	37	Svb Financial Group	20	Agile Enterprise Solutions, Inc	18
Walmart / Sam's	34	University Of California San Francisco	20	Bramasol Incorporated	18
Workday, Inc	34	Visa	20	Vmware Incorporated	18
Bank of the West	33	Cloudious Llc	19	Cloudious Llc	17
Intellipro Incorporated	32	Sgic Cloud Technologies Inc	19	Connexions Data Inc	17
Servicenow	30	Twitch	19	Systems Logic	17
Paypal	28	Bramasol Incorporated	18	Intel Corporation	17
University California	27	Focuskpi Inc	18	Sgic Cloud Technologies Inc	17
K Anand Corporation	26	Milestone Technologies Incorporated	18	Stanford Health Care	17

Source: *Burning Glass*

Educational Supply

There are 28 community colleges in the Bay Region issuing 2,199 awards on average annually (last 3 years) on TOP 0505.00 - Business Administration. There are six colleges in the Silicon Valley Sub-Region issuing 726 awards on average annually (last 3 years) on this TOP code.

Table 7. Awards on TOP 0505.00 - Business Administration in the Bay Region

College	Sub-Region	Headcount	Associates	Certificates	Total
Berkeley City College	East Bay		22		22
Cabrillo College	Santa Cruz - Monterey		51		51
Cañada College	Mid Peninsula	33	38	0	39
Chabot College	East Bay		91		91
City College of San Francisco	Mid Peninsula		26		26
College of Alameda	East Bay		44	1	45
College of Marin	North Bay	149	29		29
College of San Mateo	Mid Peninsula		79		79
Contra Costa College	East Bay	317	4		4
De Anza College	Silicon Valley	3,123	255	31	286
Diablo Valley College	East Bay	2,085	191	22	213
Evergreen Valley College	Silicon Valley		122		122
Foothill College	Silicon Valley		75		75
Gavilan College	Santa Cruz - Monterey		27	1	29
Hartnell College	Santa Cruz - Monterey		65		65
Laney College	East Bay	93	92	33	126
Las Positas College	East Bay		69		69
Los Medanos College	East Bay		51		51
Merritt College	East Bay		9		9
Mission College	Silicon Valley		52		52
Monterey Peninsula College	Santa Cruz - Monterey	464	68	3	71

Napa Valley College	North Bay	36		36	
Ohlone College	East Bay	104		104	
San Jose City College	Silicon Valley	82		82	
Santa Rosa Junior College	North Bay	145		145	
Skyline College	Mid Peninsula	86	3	89	
Solano College	North Bay	70	10	80	
West Valley College	Silicon Valley	386	103	7	109
Total		6,650	2,087	112	2,199
Sub-region Total		3,509	688	37	726

Source: IPEDS, Data Mart and Launchboard

NOTE: Headcount of students who took one or more courses is for 2016-17. The annual average for awards is 2014-17 unless there are only awards in 2016-17. The annual average for other postsecondary is for 2013-16.

Gap Analysis

Based on all available data, it is difficult to determine if there is an unmet need for Data/Business Analytics workers that community college students in the Bay region are qualified for, since this is an emerging occupation and field. A traditional supply vs. demand “gap analysis” is difficult to perform. The demand is not completely clear (as is outlined in the Introduction section above) and the supply data from the TOP code selected by Foothill College – Business Administration (TOP 0505.00), is a program of study that would be preparing students for not only Data/Business Analytics Occupations, but also for a cluster of occupations more traditionally aligned with Business Administration. So, it is impossible to determine what portion of the supply/students from this TOP code would be seeking employment in a Data/Business Analytics occupation (i.e. Business Intelligence Analysts).

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0505.00 - Business Administration

2015-16	Bay (All CTE Programs)	Foothill College (All CTE Programs)	State (0505.00)	Bay (0505.00)	Silicon Valley (0505.00)	Foothill College (0505.00)
% Employed Four Quarters After Exit	74%	77%	63%	67%	65%	36%
Median Quarterly Earnings Two Quarters After Exit	\$23,396	\$28,725	\$15,781	\$17,406	\$17,855	\$15,009
Median % Change in Earnings	46%	82%	44%	53%	50%	n/a
% of Students Earning a Living Wage	63%	76%	42%	41%	42%	n/a

Source: Launchboard Pipeline (version available on 2/13/19)

Skills, Certifications and Education

Table 9. Top Skills for Data/Business Analytics Occupations in Bay Region (Feb 2018 - Jan 2018)

Skill	Postings	Skill	Postings	Skill	Postings
SQL	5,117	Data Visualization	973	Statistical Analysis	554
Data Analysis	5,071	Key Performance Indicators (KPIs)	944	Enterprise Resource Planning (ERP)	544
Tableau	2,461	Data Management	880	Data Transformation	543
Python	2,444	SAS	858	Data Collection	514
SAP	2,135	Big Data	779	Apache Hive	513
Business Intelligence	1,898	Apache Hadoop	742	Information Systems	498

Data/Business Analytics Occupations in 12 County Bay Region and in Silicon Valley Sub-Region, 2019

Project Management	1,557	Machine Learning	740	Budgeting	478
Data Warehousing	1,340	Salesforce	735	Experiments	476
Data Science	1,309	Data Mining	733	Spreadsheets	451
Business Process	1,203	Customer Service	664	Process Improvement	447
Data Quality	1,152	Data Modeling	664	Scheduling	437
Economics	1,095	R	613	Quality Assurance and Control	430
Oracle	1,060	Java	589	Product Management	408
Extraction Transformation & Loading	1,034	Relational Databases	587	Stakeholder Management	408
Business Analysis	1,027	Statistics	565	SAP BusinessObjects	406

Source: Burning Glass

Table 10. Certifications for Data/Business Analytics Occupations in the Bay Region (Feb 2018 - Jan 2018)

Note: 94% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

Certification	Postings	Certification	Postings
Certified Public Accountant (CPA)	143	Certified Salesforce Administrator	10
Project Management Certification	132	Financial Risk Manager (FRM)	10
Project Management Professional (PMP)	69	Security Clearance	10
IT Infrastructure Library (ITIL) Certification	60	Certified Administrator	9
Driver's License	52	Epic Certification	9
SAP Certification	48	Six Sigma Black Belt Certification	9
Six Sigma Certification	28	Certificate in Investment Performance Measurement (CIPM)	8
ITIL Certification	18	Certified in Production and Inventory Management (CPIM)	8
Advanced Programmer Certification	14	Financial Accounting Standards Board (FASB)	8
Chartered Financial Analyst (CFA)	14	Lean Six Sigma Certification	8
SAS Certification	14	Advanced Business Application Programming Certification	7
Certified Scrum Trainer (CST)	12	Advanced Business Application Programming Certification (ABAP)	7
Certified Novell Administrator	11	Certified Information Privacy Professional (CIPP)	7
Certified Information Systems Auditor (CISA)	10	Certified ScrumMaster (CSM)	7

Source: Burning Glass

Table 11. Education Requirements for Data/Business Analytics Occupations in Bay Region

Note: 43% of records have been excluded because they do not include a degree level. As a result, the chart below may not be representative of the full sample.

Education (minimum advertised)	Latest 12 Mos. Postings
High school or vocational training	165 (3%)
Associate Degree	92 (1%)
Bachelor's Degree or Higher	6,050 (96%)

Source: Burning Glass

Methodology

Occupations for this report were identified by use of skills listed in O*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation Data/Business Analytics Occupations in 12 County Bay Region and in Silicon Valley Sub-Region, 2019

data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCCCO Data Mart.

Sources

O*Net Online

Labor Insight/Jobs (Burning Glass)

Economic Modeling Specialists International (EMSI)

CTE LaunchBoard www.calpassplus.org/Launchboard/

Statewide CTE Outcomes Survey

Employment Development Department Unemployment Insurance Dataset

Living Insight Center for Community Economic Development

Chancellor's Office MIS system

Contacts

For more information, please contact:

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

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

FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #: C S 48A

Course Title: Data Visualization

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Introduction to the effective processing and communication of data. Topics include identifying the key techniques and theory used in data visualization, creating and designing static and interactive visualizations using data, and communicating insight through data visualization to an intended audience. Students will use a data visualization package, such as R, Tableau, or Matplotlib in Python.

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

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
- The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

Certificate of Achievement in Business and Data Analytics

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

Spring 2020

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission (select all that apply):

- Transfer

Workforce/CTE
 Basic Skills

Criteria B. Need

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

Evidence may be attached to this form or provided in the box below.

See Labor Market Information Report attached.

Criteria C. Curriculum Standards (please initial as appropriate)

RP The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

Faculty Requestor: Eric Reed Date: 10/17/19

Division Curriculum Representative: Ron Painter Date: 10/17/19

Date of Approval by Division Curriculum Committee: 10/17/2019

College Curriculum Co-Chairperson: _____ Date: _____

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Physical Sciences, Mathematics & Engineering

C S 48A DATA VISUALIZATION

Winter 2020

4 hours lecture, 2 hours laboratory.

4.5 Units

Total Contact Hours: 72 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 168 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours: 4 **Lab Hours:** 2 **Weekly Out of Class Hours:** 8

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active

Grading:

Letter Grade with P/NP option

Degree Status: Applicable

Credit Status:

Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU

Validation: 9/23/19

Division Dean Information -

Seat Count: 40

Load Factor:
.121

FOAP Code:

114000125111070700

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

1. Description -

Introduction to the effective processing and communication of data. Topics include identifying the key techniques and theory used in data visualization, creating and designing static and interactive visualizations using data, and communicating insight through data visualization to an intended audience. Students will use a data visualization package, such as R, Tableau, or Matplotlib in Python.

2. Course Objectives -

The student will be able to:

- A. Identify the key techniques and theory used in data visualization.
- B. Create and design static and interactive visualizations using a data visualization package.
- C. Communicate analysis insight through data visualization to an intended audience.

3. Special Facilities and/or Equipment -

- A. The college will provide access to a computer laboratory with an installed data visualization package.
- B. The college will provide a website or course management system with an assignment posting component (through which all lab assignments are to be submitted) and a forum component (where students can discuss course material and receive help from the instructor). This applies to all sections, including on-campus (i.e., face-to-face) offerings.
- C. When taught online, the college will provide a fully functional and maintained course management system through which the instructor and students can interact.
- D. When taught online, students must have currently existing email accounts and ongoing access to computers with internet capabilities.

4. Course Content (Body of knowledge) -

- A. Identify the key techniques and theory used in data visualization
 1. Introduction to data visualization
 - a. Describe data visualization
 - b. Compare descriptions of exploratory versus explanatory data visualizations
 - c. Identify Gestalt Principles in visual perception
 - d. Describe cognitive load in visual perception to identify cognitive load best techniques
 - e. Compare static and dynamic visualizations represented as use cases
 - f. Describe effective design in visual perception to identify effective design best techniques
 - g. Describe ethical design in visual perception to identify ethical design best techniques
 - h. Identify most common graphical representations and their key characteristics
 - i. Recognize the context of use for each graphical representation and what approaches are appropriate for each situation
 - j. Identify context or setting to properly story-tell with data visualization best practices
 - k. Identify plot to properly story-tell using data visualization best practices
 - l. Identify message/interpretation to properly story-tell using data visualization best practices
 - m. Identify purpose or implications to properly story-tell using data visualization best practices
 2. Introduction to a visualization package, such as R, Tableau, or Matplotlib
 - a. Describe the purpose and applications of the package
 - b. Identify and navigate the package environment
 - c. Import from an external data source
 - d. Develop a basic data object
 - e. Apply data visualization customization, such as adding colors, labels, and formatting
 - f. Develop a variety of data visualizations, including histograms, bar graphs, box plots, pie charts, scatterplots, etc.
- B. Create and design static and interactive visualizations using a data visualization package
 1. Working with data
 - a. Prepare data for use in visualization
 - b. Merge multiple data sources
 - c. Apply data cleaning techniques
 1. Outliers
 2. Bad data
 3. Missing data
 - d. Identify distinct data types in imported data
 - e. Identify and use different types of data sources:
 1. CSV
 2. Excel
 3. SQL
 4. URL
 5. Other
 - f. Develop filtering techniques
 - g. Develop table calculation techniques
 2. Interactive design
 - a. Apply interactivity of plots with highlight, filter, and URL actions

- b. Identify dynamic data visualization best practices
- c. Develop dynamic data presentations
- d. Identify and develop mapped visualizations
- e. Apply custom geocoding to map visualization
- f. Develop custom maps
- g. Apply background images to map visualizations
- C. Communicate analysis insight through data visualization to an intended audience
 - 1. Visual analytics
 - a. Develop statistical visualizations used in exploratory data analysis
 - b. Develop trends analytics techniques
 - c. Develop distributions analytics techniques
 - d. Develop forecasting analytics techniques
 - e. Apply mapping techniques
 - 2. Sharing visualizations
 - a. Identify the value of data visualization in communicating to an intended audience
 - b. Select most appropriate data visualization for intended outcome
 - c. Apply design principles, such as eliminating clutter, focusing attention, and thinking like a designer to improve data visualizations
 - d. Compare the pros and cons of sharing live data versus extracting data

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Written discussion of concepts on class forums
- B. Formative activities, such as quizzes, assignments and graphic organizers
- C. Final course project

7. Representative Text(s) -

Wilke, Claus. [Fundamentals of Data Visualization: A Primer on Making Informative and Compelling Figures](#). O'Reilly Media, 2019.

8. Disciplines -

Computer Science

9. Method of Instruction -

- A. Lectures which include motivation for the use of data visualization concepts, example code and visualization objects, and analysis of these products.
- B. Online labs (for all sections, including those meeting face-to-face/on campus), consisting of:
 - 1. A programming assignment webpage located on a college-hosted course management system or other department-approved internet environment. Here, the students will review the specification of each programming assignment and submit their completed lab work.
 - 2. A discussion webpage located on a college-hosted course management system or other department-approved internet environment. Here, students can request assistance from the instructor and interact publicly with other class members.
- C. Detailed review of programming assignments, which includes model solutions and specific comments on the student submissions.
- D. In-person or online discussion which engages students and instructor in an ongoing dialog pertaining to all aspects of designing, implementing and analyzing programs.
- E. When course is taught fully online:
 - 1. Instructor-authored lecture materials, handouts, syllabus, assignments, tests, and other relevant course material will be delivered through a college-hosted course management system or other department-approved internet environment.
 - 2. Additional instructional guidelines for this course are listed in the addendum of CS department online practices.

10. Lab Content -

- A. Navigating the visualization package
 - 1. Installing and running
 - 2. Creating a simple plot
- B. Demonstrating visual design principles

1. Identify effective and ineffective use of design principles in sample products
 2. Modify sample products to improve effective communication
- C. Explanatory data analysis and visualization
1. Create plots from existing datasets
 2. Choose from among various representations (scatterplot, histogram, boxplot, etc.) to communicate the data most effectively
 3. Apply labels, colors and formatting
 4. Apply statistical techniques to summarize the data
- D. External data sources
1. Find and download data from a repository
 2. Scrape data from web pages
 3. Prepare external data for import
 - a. Identify and handle missing data
 - b. Identity and handle bad data
 - c. Identify and handle outliers
 4. Import data into the visualization package
 5. Merge data from multiple sources
- E. Exploratory data analysis
1. Using complex or large datasets, identify correlations between data elements
 2. Using complex or large datasets, identify trends in time-series data
 3. Using complex or large datasets, produce and analyze predictive models
 4. Choose from among various representations (time series, facets, heat map, tree map, etc.) to communicate the data most effectively
- F. Geospatial visualization
1. Summarize geotagged data in the context of a map
 2. Create a custom geospatial and data-rich object, such as a stadium or parking lot
- G. Dynamic visualization
1. Create animated visualizations
 2. Create interactive data applications or webpages

11. **Honors Description** - No longer used. Integrated into main description section.

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading
1. Textbook assigned reading averaging 30 pages per week
 2. Reading the supplied handouts and modules averaging 10 pages per week
 3. Reading online resources as directed by instructor through links pertinent to data visualization
 4. Reading library and reference material directed by instructor through course handouts
- B. Writing
1. Writing to communicate analysis of existing products
 2. Writing to document processes used in analyzing and visualizing data
 3. Writing to describe trends or correlations found in data
- C. Other Projects
1. Plots based on datasets, along with explanatory text
 2. Other forms of graphical objects that communicate data

13. Need/Justification -

This course will be a required core course for the certificate of achievement in Data Analytics, which is currently in development.

Data Science Occupations Labor Market Information Report Foothill College

Prepared by the San Francisco Bay Center of Excellence
for Labor Market Research
February 2019

Recommendation

Based on all available data, it is difficult to determine if there is an unmet need for Data Science workers that community college students in the Bay region are qualified for, since this is an emerging occupation and field. A traditional supply vs. demand “gap analysis” is difficult to perform. The demand is not completely clear (as is outlined in the Introduction section below) and the supply data from the TOP code selected by Foothill College – TOP 0708.00 - Computer Infrastructure and Support, is a program of study that would be preparing students for not only Data Science Occupations, but a cluster of other occupations more traditionally aligned with Computer Infrastructure and Support. So it is impossible to determine what portion of the supply/students from this TOP code would be seeking employment in a Data Science occupation (i.e. Computer and Information Research Scientist).

This report also provides student outcomes data on employment and earnings for programs on TOP 0708.00 - Computer Infrastructure and Support in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

Introduction

This report profiles Data Science Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a proposed new Data Science program at Foothill College. The best available occupation aligned with Data Science is "Computer and Information Research Scientists" (SOC 15-1111). The issue is that the education level required for employment is very high - with 90% of workers who are currently employed in this occupation having an education level of Bachelors degree or higher: Bachelors degree (30%), Masters degree (32%), Ph.D. (28%).

Only about 10% of those employed currently in this occupation have less than a Bachelors degree - so many community college students who completed a 12-18 unit certificate, would not be qualified for this occupation, unless they already had a Bachelor's degree and were looking to add new skills to increase their employability in the labor market. In fact, Foothill College reports that 20% - 30% of their student population already have Bachelors degrees, hence the proposed Data Science Certificate could serve this student population who already have a four-year degree.

Job Postings data (from Burning Glass) supports strong demand for this occupation with over 6,700 job postings annually in the region (2018) and 2,700 job postings annually in the Silicon Valley sub-region for Computer and Information Research Scientists, at all education levels. However, the majority of employers posting job ads desire candidates with a Bachelor's degree or higher.

Of the total 6,732 job postings in the Bay region, there are annually 2,138 job postings listed as requiring a Bachelor's degree or less. Of the total 2,732 job postings in the sub-region, there are annually 879 job postings listed as requiring a Bachelor's degree or less. This seems to indicate demand for Computer and Information Research Scientists at this education level, using job postings data.

- **Computer and Information Research Scientists (SOC 15-1111):** Conduct research into fundamental computer and information science as theorists, designers, or inventors. Develop solutions to problems in the field of computer hardware and software.

Entry-Level Educational Requirement: Master's degree

Training Requirement: None

Percentage of Community College Award Holders or Some Postsecondary Coursework: 2%

Occupational Demand

Table 1. Employment Outlook for Data Science Occupations in Bay Region

Occupation	2017 Jobs	2022 Jobs	5-Yr Change	5-Yr % Change	5-Yr Openings	Annual Openings	10% Hourly Wage	Median Hourly Wage
Computer and Information Research Scientists	2,729	3,168	439	16%	1,403	281	\$32.12	\$66.58

Source: EMSI 2019.1

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

Table 2. Employment Outlook for Data Science Occupations in Silicon Valley Sub-Region

Occupation	2017 Jobs	2022 Jobs	5-Yr Change	5-Yr % Change	5-Yr Openings	Annual Openings	10% Hourly Wage	Median Hourly Wage
Computer and Information Research Scientists	1,273	1,418	145	11%	587	117	\$31.16	\$53.58

Source: EMSI 2019.1

Silicon Valley Sub-Region includes Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months (Feb 2018 - Jan 2018)

Occupation	Bay Region	Silicon Valley
Computer and Information Research Scientists	6,732	2,732

Source: Burning Glass

Table 4. Top Job Titles for Data Science Occupations for latest 12 months (Feb 2018 - Jan 2018)

Common Title	Bay	Silicon Valley	Common Title	Bay	Silicon Valley
Data Scientist	2,045	727	Data Consultant	33	21
Senior Data Scientist	687	232	Manager, Data, Science	33	15
Machine Learning Scientist	493	299	Machine Learning Engineer	28	16
Computer Scientist	207	109	Data Scientist, Information And Technology Industry	27	15
Data Analyst	125	61	Data Scientist, Python	26	12
Staff Data Scientist	112	54	Junior Data Scientist	25	4
Lead Data Scientist	108	34	Senior Manager, Data, Science	25	7
Principal Data Scientist	90	50	Research Scientist	21	15
Director, Data, Science	88	15	Associate Data Scientist	20	5
Research Engineer	81	54	Data Scientist/Engineer	20	4
Data Science Manager	77	14	Engineering Manager	19	6
Data Scientist, Analytics	62	8	Chief Data Scientist	18	1
Natural Language Processing Scientist	50	27	Data Scientist, Learning	18	7
Staff Scientist	47	5	Senior Research Engineer	14	12

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Data Science Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2017)	Jobs in Industry (2022)	% Change (2017-22)	% in Industry (2017)
Custom Computer Programming Services (541511)	448	462	21%	16.4%
Research and Development in the Physical, Engineering, and Life Sciences (except Nanotechnology and Biotechnology) (541715)	395	417	1%	14.8%
Software Publishers (511210)	296	316	29%	11.2%
Computer Systems Design Services (541512)	270	277	19%	9.8%
Research and Development in Biotechnology (except Nanobiotechnology) (541714)	216	230	47%	8.2%
Federal Government, Civilian, Excluding Postal Service (901199)	177	174	(2%)	6.2%
Internet Publishing and Broadcasting and Web Search Portals (519130)	157	166	38%	5.9%
Electronic Computer Manufacturing (334111)	112	116	10%	4.1%
Colleges, Universities, and Professional Schools (902612)	83	83	(2%)	3.0%
Other Computer Related Services (541519)	62	64	27%	2.3%
Computer and Computer Peripheral Equipment and Software Merchant Wholesalers (423430)	55	53	(5%)	1.9%
Data Processing, Hosting, and Related Services (518210)	44	46	20%	1.6%
Engineering Services (541330)	43	43	7%	1.5%

Source: EMSI 2019.1

Table 6. Top Employers Posting Data Science Occupations in Bay Region and Silicon Valley Sub-Region (Feb 2018 - Jan 2018)

Employer	Bay	Employer	Bay	Employer	Silicon Valley
Apple Inc.	189	Intel Corporation	25	Apple Inc.	186
Facebook	187	Lawrence Berkeley National Laboratory	25	Walmart / Sam's	60
Capital Markets Placement	135	Sandia Corporation	25	Intuit	59
Walmart / Sam's	96	Target	24	Adobe Systems	44
Uber	90	Oracle	22	Amazon	41
Intuit	73	Samsung America, Inc.	22	Google Inc.	38
Amazon	61	KLA-Tencor	21	Linkedin Limited	31
Adobe Systems	58	Wework	21	Cisco Systems Incorporated	28
Genentech	56	Electronic Arts Incorporated	20	SAP	26
Google Inc.	51	Stitch Fix	20	Intel Corporation	25
Accenture	36	Autodesk Incorporated	19	Target	24
IBM	35	Paypal	19	eBay	23
eBay	35	Allstate	18	KLA-Tencor	21
Linkedin Limited	34	Capital One	18	Samsung America, Inc.	21
Cisco Systems Incorporated	32	Hewlett-Packard	18	IBM	19
Airbnb	31	Salesforce	18	Hewlett-Packard	18
SAP	31	Social Finance	18	Paypal	18
General Electric Company	26	Lawrence Livermore National Laboratory	17	Microsoft Corporation	17
Microsoft Corporation	26	Slac National Accelerator Laboratory	17	Visa	17

Twitter	26	Square Incorporated	16	Wework	16
Visa	26	Harnham	15	Nvidia Corporation	15
Deloitte	25	Nvidia Corporation	15	Stanford University	13

Source: *Burning Glass*

Educational Supply

There are six community colleges in the Bay Region issuing 62 awards on average annually (last 3 years) on TOP 0708.00 - Computer Infrastructure and Support. Gavilan College is the only college in the Silicon Valley Sub-Region issuing an award on this TOP code, issuing one award on average annually (last 3 years). It is important to note that TOP 0708.00 - Computer Infrastructure and Support, is a program of study that would be preparing students for not only Data Science Occupations, but a cluster of other occupations more traditionally aligned with Computer Infrastructure and Support.

Table 7. Awards on TOP 0708.00 - Computer Infrastructure and Support in the Bay Region

College	Sub-Region	Headcount	Associates	Certificates	Total
Cabrillo	Santa Cruz - Monterey	335			
Contra Costa	East Bay			1	1
De Anza	Silicon Valley	312			
Diablo Valley	East Bay	125			
Gavilan	Silicon Valley	95	1		1
Las Positas	East Bay	184			
Los Medanos	East Bay		4	4	8
Mission	Silicon Valley	43			
Ohlone	East Bay	64		1	1
San Francisco	Mid-Peninsula	345	39	9	48
San Mateo	Mid-Peninsula		1	2	3
Santa Rosa	North Bay	205			
Total Bay Region		1,708	45	17	62
Total Silicon Valley Sub-Region		450	1	0	1

Source: *IPEDS, Data Mart and Launchboard*

NOTE: Headcount of students who took one or more courses is for 2016-17. The annual average for awards is 2014-17 unless there are only awards in 2016-17. The annual average for other postsecondary is for 2013-16.

Gap Analysis

Based on all available data, it is difficult to determine if there is an unmet need for Data Science workers that community college students in the Bay region are qualified for, since this is an emerging occupation and field. A traditional supply vs. demand “gap analysis” is difficult to perform. The demand is not completely clear (as is outlined in the Introduction section above) and the supply data from the TOP code selected by Foothill College – TOP 0708.00 - Computer Infrastructure and Support, is a program of study that would be preparing students for not only Data Science Occupations, but a cluster of other occupations more traditionally aligned with Computer Infrastructure and Support. So it is impossible to determine what portion of the supply/students from this TOP code would be seeking employment as a Computer and Information Research Scientist.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0708.00 - Computer Infrastructure and Support

2015-16	Bay (All CTE Programs)	Foothill College (All CTE Programs)	State (0708.00)	Bay (0708.00)	Silicon Valley (0708.00)	Foothill College (0708.00)
% Employed Four Quarters After Exit	74%	77%	66%	72%	76%	n/a

Median Quarterly Earnings Two Quarters After Exit	\$23,396	\$55,862	\$38,862	\$47,642	\$53,243	n/a
Median % Change in Earnings	46%	82%	47%	47%	73%	n/a
% of Students Earning a Living Wage	63%	76%	62%	68%	76%	n/a

Source: Launchboard Pipeline (version available on 2/12/19)

Skills, Certifications and Education

Table 9. Top Skills for Data Science Occupations in Bay Region (Feb 2018 - Jan 2018)

Skill	Postings	Skill	Postings	Skill	Postings
Data Science	5,504	C++	992	Software Engineering	554
Python	4,784	Scala	946	MapReduce	513
Machine Learning	4,254	TensorFlow	936	Product Development	499
SQL	2,969	Physics	896	Pandas	473
Apache Hadoop	1,894	Predictive Models	882	Cluster Analysis	468
Java	1,769	Economics	782	Computer Vision	465
Big Data	1,567	Tableau	777	Regression Algorithms	452
Data Analysis	1,407	Statistics	747	Scikit-learn	448
Experiments	1,361	SAS	736	Big Data Analytics	441
Deep Learning	1,202	Statistical Analysis	735	NoSQL	436
Data Mining	1,183	MATLAB	682	PIG	408
R	1,179	Data Visualization	632	Predictive Analytics	406
Artificial Intelligence	1,056	Software Development	612	Linux	391
Apache Hive	1,039	Clustering	608	Classification Algorithms	385
Natural Language Processing	1,029	Neural Networks	603	Distributed Computing	385

Source: Burning Glass

Table 10. Certifications for Data Science Occupations in the Bay Region (Feb 2018 - Jan 2018)

Note: 98% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

Certification	Postings	Certification	Postings
Project Management Certification	17	CompTIA Server+	2
Project Management Professional (PMP)	12	Driver's License	2
American Board for Engineering and Technology (ABET) Accredited	11	IT Infrastructure Library (ITIL)	2
Security Clearance	11	Investment Advisor	2
Certified Scrum Trainer (CST)	7	Six Sigma Certification	2
Certified Novell Administrator	6	Six Sigma DFSS-Green Belt	2
Certified Scrum Professional (CSP)	6	Advanced Engineering Certificate	1
Certified Professional in Healthcare Quality	5	Certified Business Analysis Professional	1
Capability Model Maturity Integration (CMMI) Certification	4	Certified Information Systems Security Professional (CISSP)	1
Certified Scrum Developer (CSD)	4	Certified ScrumMaster (CSM)	1
Clinical Laboratory Scientist (CIS)	3	Certified Teacher	1
Financial Accounting Standards Board	3	Citrix Certified Advanced Administrator	1
Six Sigma Green Belt Certification	3	Fellow of the Casualty Actuarial Society	1

Source: Burning Glass

Table 11. Education Requirements for Data Science Occupations in Bay Region

Note: 75% of records have been excluded because they do not include a degree level. As a result, the chart below may not be representative of the full sample.

Education (minimum advertised)	Latest 12 Mos. Postings
High school or vocational training	0 (0%)
Associate Degree	0 (0%)
Bachelor's Degree or Higher	5,036 (100%)

Source: *Burning Glass*

Methodology

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

Sources

O*Net Online

Labor Insight/Jobs (Burning Glass)

Economic Modeling Specialists International (EMSI)

CTE LaunchBoard www.calpassplus.org/Launchboard/

Statewide CTE Outcomes Survey

Employment Development Department Unemployment Insurance Dataset

Living Insight Center for Community Economic Development

Chancellor's Office MIS system

Contacts

For more information, please contact:

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

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

FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #: ESLL 201A

Course Title: Composition & Reading Instructional Support for English Language Learners

Credit Status:

Credit course
 Noncredit course

Catalog Description:

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

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

The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
 The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission (select all that apply):

- Transfer
- Workforce/CTE
- Basic Skills

Criteria B. Need

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

Evidence may be attached to this form or provided in the box below.

This ESL version of the new co-requisite course to be offered with ENGL 1A is meant to address the needs of non-native English speaking students who, potentially against the advice of our AB 705-mandated guided self-placement mechanism, choose to place themselves directly into transfer-level English. Without this enhanced, ESL version of the co-requisite, we believe many of such students and their ENGL 1A teachers will face otherwise avoidable barriers to success. This corequisite model aligns with recommendations from the state Chancellor's Office, as well as the California Acceleration Project.

Criteria C. Curriculum Standards (please initial as appropriate)

The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

Faculty Requestor: David McCormick **Date:** 5/19/19

Division Curriculum Representative: Allison Herman **Date:** 5/24/19

Date of Approval by Division Curriculum Committee: 5/24/19

College Curriculum Co-Chairperson: _____ **Date:** _____

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Language Arts

ESLL 201A COMPOSITION & READING INSTRUCTIONAL SUPPORT FOR ENGLISH LANGUAGE LEARNERS

Winter 2020

2 hours lecture.

2 Units

Total Contact Hours: 24 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 72 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours: 2 **Lab Hours:** **Weekly Out of Class Hours:** 4

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active

Grading:

Letter Grade with
P/NP option

Degree Status: Non-Applicable

Credit Status:

Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 4/24/19

Division Dean Information -

Seat Count: 30

Load Factor:
.044

FOAP Code:
114000123041493084

Instruction Office Information -

FSA Code:

Distance Learning: no

**Stand Alone
Designation:** no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

1. Description -

Designed to assist second language learners in developing the reading and writing skills and strategies required for success in ENGL 1A. Reinforcement of reading skills and strategies as they pertain to comprehension of content and critical analysis of rhetorical elements. Development of critical thinking skills and strategies related to the process of

expository and argumentative writing. Application of essay revision and editing skills to include appropriate content, coherence, sentence efficiency and variety, and grammatical accuracy.

Corequisite: ENGL 1A.

2. Course Objectives -

The student will be able to:

- A. Develop reading skills and strategies for comprehension and critical analysis.
- B. Develop critical thinking skills and strategies related to the process of expository and argumentative writing.
- C. Apply essay revision and editing skills.

3. Special Facilities and/or Equipment -

None.

4. Course Content (Body of knowledge) -

- A. Develop and apply reading skills and strategies for comprehension and critical analysis.
 - 1. Identify essential elements:
 - a. Thesis (major claim)
 - b. Minor claims (topic sentences)
 - c. Purpose: to inform, persuade, entertain, raise an issue or provoke thought
 - d. Main ideas and sections as evidenced by topic signals or generalization of implied idea from detail (induction)
 - e. Structure clues: topic sentences, coherence devices, signals that suggest organizational patterns
 - f. Types of support: personal experience, statistics, anecdotes, etc.
 - 2. Infer elements of the text, such as audience, purpose, and bias
 - a. Formatting, visual, and word clues
 - b. Audience
 - c. Informational, expository, and persuasive purposes
 - d. Bias (e.g., exclusion of information, loaded language)
 - e. Fact vs. opinion
 - f. Message, if not directly stated
 - 3. Develop and apply various reading strategies
 - a. Schema building
 - 1. Activation of prior knowledge
 - 2. Acquisition of culture-specific background and/or historical knowledge
 - b. Previewing
 - c. Distinguishing main ideas from supporting detail, i.e., distinguishing general from specific
 - d. Annotating and note-taking
 - e. Elaborative interrogation/self-questioning
 - f. Outlining
 - g. Paraphrasing and summary writing to check comprehension
 - 4. Critically evaluate text
 - a. Author's credibility
 - b. Author's underlying assumptions about the audience
 - c. Evidence (appropriateness, effectiveness, relevance)
 - d. Completeness of arguments
 - e. Logic of arguments/claims
 - f. Types of opinion (personal, considered, expert)
 - g. Implications/consequences of ideas
- B. Develop critical thinking strategies and production skills related to the process of expository and argumentative writing.
 - 1. Analysis of a prompt for essential requirements:
 - a. Purpose, audience, appropriate content
 - 2. Brainstorming strategies:
 - a. Free-writing, concept mapping, listing, etc.
 - 3. Evaluating the focus of a thesis statement:
 - a. Narrow vs. specific
 - b. Arguable
 - c. Open vs. closed
 - 4. Determining the appropriateness of topic sentences:
 - a. Less specific than the thesis statement
 - b. Directly support the controlling idea of the thesis statement
 - 5. Outlining to establish a hierarchy of ideas
 - 6. Applying knowledge of English rhetorical elements
 - a. Organizational patterns

- b. Placement of support
- c. Quotation use (for support, counter-argument/rebuttal, introducing an idea, etc.)
- d. Task-specific types of introductions and conclusions
- e. Appropriate vocabulary and tone
- 7. Identifying and incorporating task- and audience-appropriate evidence
 - a. Determining evidence based on the topic and purpose
 - b. Determining the needs of the audience
 - c. Evaluating the depth and extent of evidence
- C. Apply essay revision and editing skills.
 - 1. Revision of essay content through:
 - a. Self-assessment of the student's own product through application of instructional content
 - b. Placing oneself in the position of the reader rather than writer
 - c. Comprehending, evaluating, and incorporating feedback from classmates and the instructor
 - 2. Apply editing skills to achieve:
 - a. Coherence:
 - 1. Repetition of old information followed by new
 - 2. Transitional material: words, phrases, clauses
 - 3. Lexical coherence: repetition of terms or use of synonyms for topic continuity
 - 4. Terms that signal organizational patterns: chronology, compare/contrast, cause/effect, etc.
 - b. Sentence efficiency:
 - 1. Combining sentences for fluency
 - 2. Reducing clauses to phrases to eliminate redundancy
 - 3. Eliminating verbosity
 - c. Grammatical accuracy:
 - 1. Verb tense editing
 - 2. Complementation
 - 3. Clause formation (adjective, adverb, noun and related punctuation)
 - 4. Comma splices, run-on sentences, and fragments
 - 5. Word form

5. **Repeatability** - Moved to header area.

6. Methods of Evaluation -

- A. In-class assignments
- B. Tests and/or quizzes
- C. Midterm and final self-assessment

7. Representative Text(s) -

This course should primarily focus on texts assigned in the ENGL 1A corequisite course.

Behrens and Rosen. Writing and Reading Across the Curriculum. New York: Longman, 2015.

Graff and Berkenstein. They Say/I Say: The Moves that Matter in Academic Writing with Readings. New York: Norton, 2017.

8. Disciplines -

English as a Second Language (ESL)

9. Method of Instruction -

Lecture and small-group or whole-class discussions on the processes and products of reading and writing.

10. Lab Content -

Not applicable.

11. **Honors Description** - No longer used. Integrated into main description section.

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading of books and/or articles on the process and purpose of reading and writing in an academic setting
- B. Reading and evaluation of student's own work and that of peers
- C. Written reflections and self-evaluations

13. Need/Justification -

In compliance with legislation AB 705, this course provides students, who might otherwise be placed in pre-transfer-level ESL courses, additional support and guided instruction to meet the ENGL 1A learning objectives. These students will practice fundamental critical reading strategies and composition techniques to reinforce the objectives of ENGL 1A. This corequisite model aligns with recommendations from the state Chancellor's Office, as well as the California Acceleration Project, and is supported by data showing that transfer-level basic skills corequisites improve student throughput data to an average of 80%, which is significantly higher than our current pre-transfer basic skills series and higher than transfer-level success rates for this student population without the corequisite.

FOOTHILL COLLEGE
Credit Program Narrative
Certificate of Achievement in Digital Marketing

Item 1. Program Goals and Objectives

The Certificate of Achievement in Digital Marketing Certificate will offer practical training in the latest marketing concepts and techniques used by businesses and organizations to obtain new customers, generate customer loyalty and drive profit. Small businesses and large companies alike are in dire need of employees who understand how to use digital marketing tools – social media advertising, search engine optimization and data analytics. This program will position individuals to benefit from the projected 10-percent growth in marketing and advertising positions that involve using these tools and strategies.

Program Learning Outcomes:

- Upon completion of the program, the student will have acquired the necessary basic skills to build effective online marketing strategy.
- Upon completion of the program, the student will be able to demonstrate appropriate critical thinking, problem-solving skills and communication skills to enhance online marketing efforts of an organization.

Item 2. Catalog Description

Created in collaboration with Facebook Inc., the Certificate of Achievement in Digital Marketing is designed for people who are seeking to learn the latest marketing tools to promote a business or an organization online. The program provides 25 units of online instruction and hands-on practice in creating marketing content, understanding basic elements of building a website, employing search engine optimization, developing online ad campaigns and analyzing key performance metrics.

Item 3. Program Requirements

Requirements	Course #	Name	Units	Sequence
Core Courses (25 units)	BUSI 59	Principles of Marketing	4	Year 1, Fall
	BUSI 57	Principles of Advertising	4	Year 1, Winter
	BUSI 59A	Web Marketing	5	Year 1, Spring
	BUSI 59C	Marketing Content Strategy & Branding	4	Year 2, Fall
	BUSI 59D	Marketing Analytics & Performance Optimization	4	Year 2, Winter
	BUSI 59E	Email Marketing	4	Year 2, Spring

TOTAL UNITS: 25 units

Proposed Sequence:

Year 1, Fall = 4 units

Year 1, Winter = 4 units

Year 1, Spring = 5 units

Year 2, Fall = 4 units
 Year 2, Winter = 4 units
 Year 2, Spring = 4 units
TOTAL UNITS: 25 units

Item 4. Master Planning

Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. There is currently a high demand for qualified individuals who understand digital marketing tools and can utilize them to benefit an organization. This innovative program will allow students to achieve their goals whether it is to promote their business, advance in place of employment or transfer credit to a four-year college. The Certificate of Achievement in Digital Marketing is also a pivotal step for students who are retraining, returning to workplace and/or updating marketing skills.

Item 5. Enrollment and Completer Projections

On average 160 students have taken BUSI 59, Principles of Marketing, online and face-to-face, annually in the last three years (2015-2018). While BUSI 57 and BUSI 59A have not been regularly offered, we see a steady demand for these classes as well, especially when offered online. Due to strong demand for skills developed within the Certificate of Achievement in Digital Marketing and due to the highly visible partnership with Facebook, we believe that enrollment will grow in all three courses. We also believe that the compact nature of the certificate will attract individuals who are seeking to employ the newly acquired skills in their current jobs.

Because at least 100% of the courses can be taught completely online, it is expected that nationwide participation over the next five years will significantly increase the number of students who complete this certificate.

Course #	Course Title	Year 1 (2017-18)		Year 2 (2018-19)	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
BUSI 59	Principles of Marketing	4	172	4	156
BUSI 57	Principles of Advertising	1	19	1	42
BUSI 59A	Web Marketing	3	97	1	46
BUSI 59C	Marketing Content Strategy & Branding	N/A	N/A	N/A	N/A
BUSI 59D	Marketing Analytics & Performance Optimization	N/A	N/A	N/A	N/A
BUSI 59E	Email Marketing	N/A	N/A	N/A	N/A

Item 6. Place of Program in Curriculum

Foothill College currently offers three of the courses necessary to complete the Certificate of Achievement in Digital Marketing (BUSI 57, 59 & 59A). Three new courses (BUSI 59C, 59D & 59E) have been proposed and developed in partnership with Facebook. We anticipate that the

new courses will be approved by the state in early 2020, allowing students to complete the updated program in the academic year 2020-2021.

Item 7. Similar Programs at Other Colleges in Service Area

The closest comparable program in California is offered by UC Irvine. The UCI program consists of a combination of 12 core units and four electives broken into 2-unit courses, offered as both face-to-face and online, duration is 3-12 months, average cost \$4,760. According to UCI Division of Continuous Education information page, USI certificate offers the following benefits:

- Build effective online marketing strategies for customer acquisition, conversion and retention.
- Integrate key analytics and consumer browsing behavior into your online marketing efforts.
- Drive more traffic to your website using search engine marketing (SEM) techniques, including search engine optimization (SEO), to enhance both organic and paid search tactics and maximize promotional dollars.
- Track and measure online marketing campaigns using website analytical services n Apply social media, mobile and emerging technologies to promotions

Foothill's collaboration with Facebook sets our Certificate of Achievement in Digital Marketing apart from UCI. A big part of our certificate is the practical application. We will utilize access and ad credit provided by Facebook to offer our students projects where they can practice promoting a business or an event using Facebook tools and platform.

Canada College is working on developing a similar certificate. No comparable certificate is offered by a community college in California at this time.



Advertising, Promotions, and Marketing Managers

Summary



Advertising, promotions, and marketing managers inspect layouts, which are sketches or plans for an advertisement.

Quick Facts: Advertising, Promotions, and Marketing Managers

2018 Median Pay	\$132,620 per year \$63.76 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	See How to Become One
On-the-job Training	None
Number of Jobs, 2016	249,600
Job Outlook, 2016-26	10% (Faster than average)
Employment Change, 2016-26	23,800

[What Advertising, Promotions, and Marketing Managers Do](#)

Advertising, promotions, and marketing managers plan programs to generate interest in products or services. They work with [art directors](#), [sales agents](#), and financial staff members.

[Work Environment](#)

Many of these workers are employed in advertising agencies or in corporate or regional managing offices.

[How to Become an Advertising, Promotions, or Marketing Manager](#)

A bachelor's degree is required for most advertising, promotions, and marketing management positions. These managers typically have work experience in advertising, marketing, promotions, or sales.

[Pay](#)

The median annual wage for advertising and promotions managers was \$117,130 in May 2018.

The median annual wage for marketing managers was \$134,290 in May 2018.

[Job Outlook](#)

Overall employment of advertising, promotions, and marketing managers is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. Advertising, promotions, and marketing campaigns will continue to be essential for organizations as they seek to maintain and expand their share of the market.

[State & Area Data](#)

Explore resources for employment and wages by state and area for advertising, promotions, and marketing managers.

[Similar Occupations](#)

Compare the job duties, education, job growth, and pay of advertising, promotions, and marketing managers with similar occupations.

[More Information, Including Links to O*NET](#)

Learn more about advertising, promotions, and marketing managers by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

What Advertising, Promotions, and Marketing Managers Do



Advertising managers can be found in advertising agencies that put together advertising campaigns for clients, in media firms that sell advertising space or time, and in companies that advertise heavily.

Advertising, promotions, and marketing managers plan programs to generate interest in products or services. They work with [art directors](#), [advertising sales agents](#), and financial staff members.

Duties

Advertising, promotions, and marketing managers typically do the following:

- Work with department heads or staff to discuss topics such as budgets and contracts, marketing plans, and the selection of advertising media
- Plan promotional campaigns such as contests, coupons, or giveaways
- Plan advertising campaigns, including which media to advertise in, such as radio, television, print, online media, and billboards
- Negotiate advertising contracts
- Evaluate the look and feel of websites used in campaigns or layouts, which are sketches or plans for an advertisement
- Initiate market research studies and analyze their findings to understand customer and market opportunities for businesses
- Develop pricing strategies for products or services marketed to the target customers
- Meet with clients to provide marketing or related advice
- Direct the hiring of advertising, promotions, and marketing staff and oversee their daily activities

Advertising managers create interest among potential buyers of a product or service. They do this for a department, for an entire organization, or on a project basis (referred to as an account). Advertising managers work in advertising agencies that put together advertising campaigns for clients, in media firms that sell advertising space or time, and in organizations that advertise heavily.

Advertising managers work with sales staff and others to generate ideas for an advertising campaign. They oversee the staff that develops the advertising. They work with the finance department to prepare a budget and cost estimates for the campaign.

Often, advertising managers serve as liaisons between the client and the advertising or promotion agency that develops and places the ads. In larger organizations with extensive advertising departments, different advertising managers may oversee in-house accounts and creative and media services departments.

In addition, some advertising managers specialize in a particular field or type of advertising. For example, *media directors* determine the way in which an advertising campaign reaches customers. They can use any or all of various media, including radio, television, newspapers, magazines, the Internet, and outdoor signs.

Advertising managers known as *account executives* manage clients' accounts, but they are not responsible for developing or supervising the creation or presentation of advertising. That task becomes the work of the creative services department.

Promotions managers direct programs that combine advertising with purchasing incentives to increase sales. Often, the programs use direct mail, inserts in newspapers, Internet advertisements, in-store displays, product endorsements, or special events to target customers. Purchasing incentives may include discounts, samples, gifts, rebates, coupons, sweepstakes, or contests.

Marketing managers estimate the demand for products and services that an organization and its competitors offer. They identify potential markets for the organization's products.

Marketing managers also develop pricing strategies to help organizations maximize their profits and market share while ensuring that the organizations' customers are satisfied. They work with sales, public relations, and product development staff.

For example, a marketing manager may monitor trends that indicate the need for a new product or service. Then he or she may assist in the development of that product or service and to create a marketing plan for it.

Work Environment



Advertising, promotions, and marketing managers may travel to meet with clients or representatives of communications media.

Advertising and promotions managers held about 31,300 jobs in 2016. The largest employers of advertising and promotions managers were as follows:

Advertising, public relations, and related services	34%
Information	12
Management of companies and enterprises	7
Wholesale trade	6
Self-employed workers	5

Marketing managers held about 218,300 jobs in 2016. The largest employers of marketing managers were as follows:

Professional, scientific, and technical services	22%
Management of companies and enterprises	16
Manufacturing	12
Finance and insurance	10
Wholesale trade	8

Because the work of advertising, promotions, and marketing managers directly affects a firm's revenue, people in these occupations typically work closely with [top executives](#).

The jobs of advertising, promotions, and marketing managers can often be stressful, particularly near deadlines. Additionally, they may travel to meet with clients or media representatives.

Work Schedules

Most advertising, promotions, and marketing managers work full time. Some advertising and promotions managers work more than 40 hours per week.

How to Become an Advertising, Promotions, or Marketing Manager



These managers typically have previous work experience in advertising, marketing, promotions, or sales.

A bachelor's degree is required for most advertising, promotions, and marketing management positions. These managers typically have work experience in advertising, marketing, promotions, or sales.

Education

A bachelor's degree is required for most advertising, promotions, and marketing management positions. For advertising management positions, some employers prefer a bachelor's degree in advertising or journalism. A relevant course of study might include classes in marketing, consumer behavior, market research, sales, communication methods and technology, visual arts, art history, and photography.

Most marketing managers need a bachelor's degree. Courses in business law, management, economics, finance, computer science, mathematics, and statistics are advantageous. For example, courses in computer science are helpful in developing an approach to maximize online traffic, by utilizing online search results, because maximizing such traffic is critical for the success of digital advertisements and promotions. In addition, completing an internship while in school can be useful.

Work Experience in a Related Occupation

Advertising, promotions, and marketing managers typically have work experience in advertising, marketing, promotions, or sales. For example, many managers are former [sales representatives](#); [buyers or purchasing agents](#); or [public relations specialists](#).

Important Qualities

Analytical skills. Advertising, promotions, and marketing managers must be able to analyze industry trends to determine the most promising strategies for their organization.

Communication skills. Managers must be able to communicate effectively with a broad-based team made up of other managers or staff members during the advertising, promotions, and marketing process. They must also be able to communicate persuasively with the public.

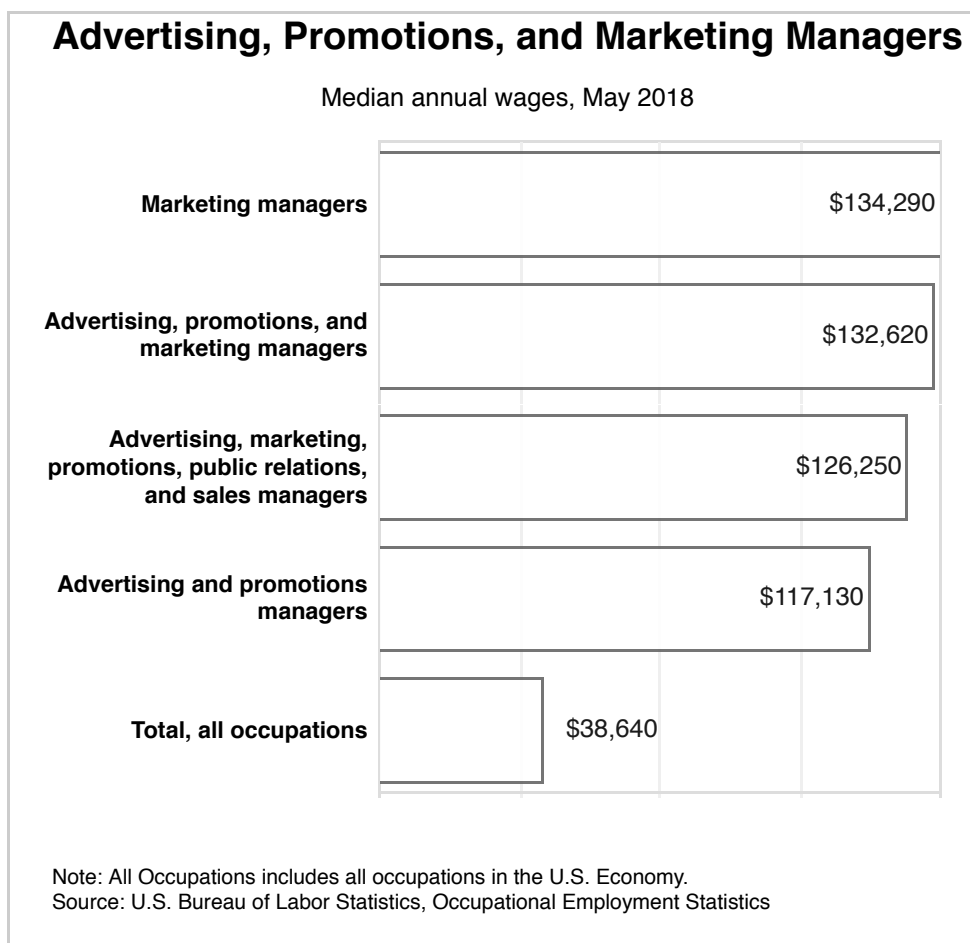
Creativity. Advertising, promotions, and marketing managers must be able to generate new and imaginative ideas.

Decisionmaking skills. Managers often must choose between competing advertising and marketing strategies put forward by staff.

Interpersonal skills. Managers must deal with a range of people in different roles, both inside and outside the organization.

Organizational skills. Advertising, promotions, and marketing managers must manage their time and budget efficiently while directing and motivating staff members.

Pay



The median annual wage for advertising and promotions managers was \$117,130 in May 2018. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$57,150, and the highest 10 percent earned more than \$208,000.

The median annual wage for marketing managers was \$134,290 in May 2018. The lowest 10 percent earned less than \$69,840, and the highest 10 percent earned more than \$208,000.

In May 2018, the median annual wages for advertising and promotions managers in the top industries in which they worked were as follows:

Advertising, public relations, and related services	\$134,780
Management of companies and enterprises	113,210
Information	103,960
Wholesale trade	92,800

In May 2018, the median annual wages for marketing managers in the top industries in which they worked were as follows:

Professional, scientific, and technical services	\$143,100
Management of companies and enterprises	142,580

Finance and insurance	141,410
Manufacturing	137,610
Wholesale trade	126,000

Most advertising, promotions, and marketing managers work full time. Some advertising and promotions managers work more than 40 hours per week.

Job Outlook



Overall employment of advertising, promotions, and marketing managers is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. Employment growth will vary by occupation.

Advertising, promotional, and marketing campaigns are expected to continue to be essential as organizations seek to maintain and expand their market share. Advertising and promotions managers will be needed to plan, direct, and coordinate advertising and promotional campaigns, as well as to introduce new products into the marketplace.

However, the newspaper publishing industry, which employs many of these workers, is projected to decline over the next 10 years. The continued rise of electronic media will result in decreasing demand for print newspapers. Despite this decline, advertising and promotions managers are expected to see employment growth in other industries in which they will be needed to manage digital media campaigns that often target customers through the use of websites, social media, or live chats.

Through the Internet, advertising campaigns can reach a target audience across many platforms. This greater reach can increase the scale of the campaigns that advertising and promotions managers oversee. With better advertising management

software, advertising and promotions managers can control these campaigns more easily.

Job Prospects

Advertising, promotions, and marketing manager positions are highly desirable and are often sought by other managers and experienced professionals. With Internet-based advertising becoming more important, advertising managers who can navigate the digital world should have the best prospects.

Employment projections data for advertising, promotions, and marketing managers, 2016-26

Occupational Title	SOC Code	Employment, 2016	Projected Employment, 2026	Change, 2016-26		Employment by Industry
				Percent	Numeric	
Advertising, promotions, and marketing managers	—	249,600	273,400	10	23,800	—
Advertising and promotions managers	11-2011	31,300	33,000	5	1,700	xlsx
Marketing managers	11-2021	218,300	240,400	10	22,100	xlsx

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

State & Area Data

Occupational Employment Statistics (OES)

The [Occupational Employment Statistics](#) (OES) program produces employment and wage estimates annually for over 800 occupations. These estimates are available for the nation as a whole, for individual states, and for metropolitan and nonmetropolitan areas. The link(s) below go to OES data maps for employment and wages by state and area.

- [Advertising and promotions managers](#)
- [Marketing managers](#)

Projections Central

Occupational employment projections are developed for all states by Labor Market Information (LMI) or individual state Employment Projections offices. All state projections data are available at www.projectionscentral.com. Information on this site allows projected employment growth for an occupation to be compared among states or to be compared within one state. In addition, states may produce projections for areas; there are links to each state's websites where these data may be retrieved.

CareerOneStop



CareerOneStop includes hundreds of [occupational profiles](#) with data available by state and metro area. There are links in the left-hand side menu to compare occupational employment by state and occupational wages by local area or metro area. There is also a [salary info tool](#) to search for wages by zip code.

Similar Occupations

This table shows a list of occupations with job duties that are similar to those of advertising, promotions, and marketing managers.

OCCUPATION	JOB DUTIES	ENTRY-LEVEL EDUCATION	2018 MEDIAN PAY
------------	------------	-----------------------	-----------------

	<u>Advertising Sales Agents</u>	Advertising sales agents sell advertising space to businesses and individuals. They contact potential clients, make sales presentations, and maintain client accounts.	High school diploma or equivalent	\$51,740
	<u>Art Directors</u>	Art directors are responsible for the visual style and images in magazines, newspapers, product packaging, and movie and television productions. They create the overall design of a project and direct others who develop artwork and layouts.	Bachelor's degree	\$92,780
	<u>Editors</u>	Editors plan, review, and revise content for publication.	Bachelor's degree	\$59,480
	<u>Graphic Designers</u>	Graphic designers create visual concepts, using computer software or by hand, to communicate ideas that inspire, inform, and captivate consumers. They develop the overall layout and production design for applications such as advertisements, brochures, magazines, and reports.	Bachelor's degree	\$50,370
	<u>Market Research Analysts</u>	Market research analysts study market conditions to examine potential sales of a product or service. They help companies understand what products people want, who will buy them, and at what price.	Bachelor's degree	\$63,120
	<u>Sales Managers</u>	Sales managers direct organizations' sales teams. They set sales goals, analyze data, and develop training programs for organizations' sales representatives.	Bachelor's degree	\$124,220
	<u>Financial Managers</u>	Financial managers are responsible for the financial health of an organization. They produce financial reports, direct investment activities, and develop strategies and plans for the long-term financial goals of their organization.	Bachelor's degree	\$127,990

	Public Relations and Fundraising Managers	Public relations managers plan and direct the creation of material that will maintain or enhance the public image of their employer or client. Fundraising managers coordinate campaigns that bring in donations for their organization.	Bachelor's degree	\$114,800
	Public Relations Specialists	Public relations specialists create and maintain a favorable public image for the organization they represent. They craft media releases and develop social media programs to shape public perception of their organization and to increase awareness of its work and goals.	Bachelor's degree	\$60,000

Contacts for More Information

For more information about advertising managers, visit:

[American Association of Advertising Agencies](#)

O*NET

[Advertising and Promotions Managers](#)

[Green Marketers](#)

[Marketing Managers](#)

Suggested citation:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Advertising, Promotions, and Marketing Managers, on the Internet at <https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm> (visited June 17, 2019).

Last Modified Date: Tuesday, June 11, 2019

U.S. Bureau of Labor Statistics | Office of Occupational Statistics and Employment Projections, PSB Suite 2135, 2 Massachusetts Avenue,
NE Washington, DC 20212-0001

www.bls.gov/ooh | Telephone: 1-202-691-5700 | [Contact OOH](#)

FOOTHILL COLLEGE
Credit Program Narrative
Certificate of Achievement in Digital Marketing

Additional Information Required for State Submission:

TOP Code: 0509.70 - E-Commerce (business emphasis)

Annual Completers: 40

Net Annual Labor Demand: 249,600

Faculty Workload: .6 annual load or 60% of one FTEF.

New Faculty Positions: None, our existing full-time and adjunct faculty will teach the courses.

New Equipment: \$0

New/Remodeled Facilities: \$0

Library Acquisitions: \$0

Gainful Employment: Yes

Program Review Date: December 2021

Distance Education: 50-99%

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

FOOTHILL COLLEGE
Temporary Program Creation Process
Feedback Form for New Programs

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

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

Faculty Author(s): Natasha Mancuso
Division: BSS

Program Title: Digital Marketing Certificate of Achievement
Program Units: 25

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

Type of Award:

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

EQUITY & EDUCATION https://foothill.edu/gov/equity-and-education/
<p>Date of meeting: Narrative was submitted to E&E on October 1st. No response was received as of October 17th, 2019.</p> <p><i>The E&E committee is charged with taking on issues from an equity perspective. Within this framework, what feedback do you have?</i></p> <p>Comments:</p>

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

REVENUE & RESOURCES

<https://foothill.edu/gov/revenue-and-resources/>

Date of meeting: October 11th, 2019

The R&R committee is charged with taking on issues from a budget perspective. Within this framework, what feedback do you have?

Comments:

Per Pauline Brown, "The Council approved of the DM Certificate and had no further questions."

ADVISORY COUNCIL

<https://foothill.edu/gov/council/>

Date of meeting: Submitted on October 1st, 2019. Per Isaac Escoto, AD did not have a scheduled meeting within 2 week timeframe.

The Advisory Council is charged with taking on issues from a college-wide planning perspective. Within this framework, what feedback do you have?

Comments:

Division Curriculum Committee Approval Date: October 8th, 2019

Division CC Representative: Allison Meezan and Nick Tuttle

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

FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #: JRYM 105

Course Title: Project Management Development for Commercial Construction Level 1

Credit Status:

Credit course
 Noncredit course

Catalog Description:

In this course students will learn the roles and responsibilities of a commercial construction project manager. Students will learn topics that cover the entire life cycle of a construction project. Lecture and exercises will entail pre-construction planning, estimating, project monitoring, and project closeout.

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

The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
 The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission (select all that apply):

Transfer
 Workforce/CTE

Criteria B. Need

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

Evidence may be attached to this form or provided in the box below.

Due to the rebounding economy, it is hard for a company to find skilled, experienced, or trained workers in all areas. The Project management training classes at Local 393 address all of these areas by providing training in the areas of project management. This class also offers a leadership opportunity for disabled and/or aging out workers.
Evidence – see attached pdfs of all the links below.

CA Occupational Guides for Construction Managers
<https://www.labormarketinfo.edd.ca.gov/OccGuides/Detailprint.aspx?Soccode=119021&Geography=0601000000>

Bureau of Labor Statistics expect construction jobs to grow 10% from 2018 to 2026.
<https://www.bls.gov/ooh/construction-and-extraction/home.htm>

McGraw Hill & USGBC Smart Market Report– Construction industry workforce shortages: Role of Certification, Training and Green Jobs in Filling the Gaps.
<https://www.usgbc.org/drupal/legacy/usgbc/docs/Archive/General/Docs18984.pdf>

Area Market – Front Line Construction Industry Faces a Labor Shortage.
<https://www.areadevelopment.com/construction-project-planning/Q2-2018/construction-industry-faces-labor-shortage.shtml>

IRMI – Dealing with Construction Workforce Shortage.
<https://www.irmi.com/articles/expert-commentary/dealing-with-the-construction-workforce-shortage>

Criteria C. Curriculum Standards (please initial as appropriate)

_____ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

Faculty Requestor: Erica Paul **Date:** 10/21/19

Division Curriculum Representative: Brian Murphy **Date:** 10/30/19

Date of Approval by Division Curriculum Committee: 10/30/19

College Curriculum Co-Chairperson: _____ **Date:** _____

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Apprenticeship

JRYM 105 PROJECT MANAGEMENT DEVELOPMENT FOR COMMERCIAL CONSTRUCTION LEVEL 1

Summer 2020

54 hours total: 18 hours lecture, 36 hours laboratory.

2.5 Units

Total Contact Hours: 0 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 0 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours:

Lab Hours:

Weekly Out of Class Hours:

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active

Grading:

Letter Grade with P/NP option

Degree Status: Applicable

Credit Status:

Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 3/18/19

Division Dean Information -

Seat Count:
50

Load Factor:
.081

FOAP Code:
114000142061095640

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

1. Description -

In this course students will learn the roles and responsibilities of a commercial construction project manager. Students will learn topics that cover the entire life cycle of a construction project. Lecture and exercises will entail pre-construction planning, estimating, project monitoring, and project closeout.

2. Course Objectives -

The student will be able to:

- A. Understand and identify project life cycle phases
- B. Develop, and model communication skills required to coordinate team members' contributions and responsibilities
- C. Develop and demonstrate proficient leadership and presentation skills
- D. Organize, understand, and develop/write industry standard project documents
- E. Describe and apply LEAN pre-planning and scheduling practices
- F. Develop and understand how to create and present marketing presentations
- G. Develop and apply negotiation skills

3. Special Facilities and/or Equipment -

- A. Laboratory with internet enabled computers
- B. AV equipment and overhead projector
- C. Video camera

4. Course Content (Body of knowledge) -

- A. Understand and identify project life cycle phases
 - 1. Pre-construction, construction, and closeout
 - 2. Responsibilities and task in each project phase and provide examples
 - 3. Guest speaker, individual, partner, and group exercises
- B. Develop and model communication skills required to coordinate team members' contributions and responsibilities
 - 1. Lecture overview, individual assignment, followed by small group discussion
 - 2. Speaking, listening, and decoding
 - 3. Team building exercises, group project, and guest speakers
 - 4. Communication style assessment, StrengthsFinder assessment, and listening evaluation
 - 5. Student's awareness and improvement
- C. Develop and demonstrate proficient leadership and presentation skills
 - 1. Myers-Briggs assessment
 - 2. Value identification exercises
 - 3. Personal mission statement
 - 4. Group presentation exercises
 - 5. Daily class journal exercises
- D. Understand, organize, and develop industry standard project documents
 - 1. Industry standard documents
 - 2. Understand and create request for proposal (RFP)
 - 3. Understand and create a request for information (RFI)
 - 4. Understand and create submittal, change order, budgets, and closeout documents
 - 5. Develop a construction estimate from take-off, pricing, and scope letter
 - 6. Weekly review
- E. Understand and apply LEAN pre-planning and scheduling practices
 - 1. Concepts in 2 Second LEAN by Paul Ackers
 - 2. Weekly journal applying LEAN concepts
 - 3. Guest speakers with interactive activities
- F. Understand and apply business development, marketing, and negotiating concepts and strategies
 - 1. Marketing concepts are taught through lecture, video, and guest speakers
 - 2. Team building and negotiation exercises in group project assignment
 - 3. Group presentation selling the scope of work to the client

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Results of daily written exercises, weekly homework assignments, and final presentation
- B. Satisfactory completion of bid and proposal presentation
- C. Class participation and exercises

7. Representative Text(s) -

Project Management Institute. Construction Extension to the PMBOK Guide, 6th ed. Newtown Square, PA: Project Management Institute, Inc., 2016.

Akers, Paul. 2 Second LEAN. 3rd ed. Ferndale, WA: Fast Cap Press, 2014.

Rath, Tom. 2 StrengthsFinder. 3rd ed. New York, NY: Gallup Press, 2004.

NOTE: Although one or more of these texts is/are older than the recommended 5 years, they conform to national training standards and are considered seminal works in the discipline. We will adopt the next edition of each text, as it is published.

8. Disciplines -

Plumbing OR Steamfitting OR Air Conditioning, Refrigeration, Heating

9. Method of Instruction -

- A. Lecture
- B. Lab assignment
- C. Group discussion
- D. Presentation

10. Lab Content -

- A. Students will work individually, in partners, and in teams on estimating, presentations, and preparing construction documents.

11. Honors Description - No longer used. Integrated into main description section.

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Textbook: 2 Second LEAN
 - 1. Readings: Students will read the entire book
 - 2. Writing: Students will prepare a written report and presentation of the 2 Second LEAN
- B. Textbook: Project Management Institute
 - 1. Readings: Students will be assigned selected readings from the book
 - 2. Writings: Students will apply reading in construction project management documentation planning and preparation exercises
- C. Textbook: StrengthsFinder
 - 1. Readings: Students will read the strengths as indicated from the computer-based assessment
 - 2. Writings: Students will create goals based on the strengths

13. Need/Justification -

There is a need to advance the skills of our building trades workforce at the Pipe Trades Training Center in Santa Clara and San Benito counties, in the area of supervision and construction project management. Currently the Bay Area is facing a shortage of workers with the necessary skills to conduct work as a project manager. These skills will be applied and mastered through practice and delivery.



California Occupational Guides

Detailed Guide for

Construction Managers in California

May also be called: Construction Area Managers; Constructors; General Contractors; Project Engineers; Project Managers

What Would I Do?

Construction Managers* plan, coordinate, and budget a wide variety of construction projects from development to the final construction phase. A few possible projects include building residential, commercial, and industrial structures; roads; bridges; wastewater treatment plants; fueling stations; schools; and hospitals. They divide all required construction site activities into logical steps, estimating and budgeting the time required to meet established schedules.

Construction Managers may schedule and coordinate all design and construction processes. They direct and monitor the progress of construction activities. This may include directly supervising specific parts of the project or managing construction supervisors. Some of Construction Managers' activities may include the selection, hiring, and oversight of specialty trade contractors, such as plumbers, ensuring that all work is completed on schedule. Construction Managers, in conjunction with the architectural team, are responsible for obtaining all necessary permits and licenses. Depending upon the contractual arrangements, they may be responsible for directing or monitoring compliance with building and safety codes, other regulations, and requirements set by the project's insurers. They work with a wide range of clients and professionals, including, architects, engineers, contractors, and public officials, such as building inspectors.

Tools and Technology

Construction Managers make use of various tools and instruments, including lasers, smart levels, tablet computers, smart phones, scanners, and video conference equipment. They may also utilize accounting, scheduling, energy audit, and integrated construction management software.

Green Economy

Construction Managers can play an important role in the emerging green economy. The primary difference between the work of green Construction Managers and the duties of their conventional counterparts lies in their ability to implement environmentally friendly materials and technologies. This creates a more ecofriendly construction project.

Other green activities include minimizing solid waste and maximizing efficiency through materials management and coordination of all activities. Additionally, use of sustainable products, such as sustainably harvested wood, and limiting the use of low volatile organic compound (VOC) paints, lacquers, and adhesives to reduce indoor pollutant levels can be helpful in greening the overall project. Construction Managers work with the rest of the design team to determine the best value for

the owner, balancing cost and feasibility. They can also establish long-term sustainability and energy efficiency goals for the owner.

Important Tasks and Related Skills

**This product was partially funded by a grant awarded by the U.S. Department of Labor's Employment & Training Administration. The information contained in this product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.*

As the emerging green economy calls for more innovative and environmentally friendly products and practices, there will be changes to the work and worker requirements for Construction Managers, such as new tasks, skills, knowledge, and credentials. Each task below is matched to a sample skill required to carry out the task.

Task	Skill Used in this Task
Prepare and submit budget estimates and progress and cost tracking reports.	Management of Financial Resources
Develop construction budgets that compare green and nongreen construction alternatives in terms of short-term costs, long-term costs, or environmental impacts.	Administration and Management
Interpret and explain plans and contract terms to administrative staff, workers, and clients, representing the owner or developer.	Oral Comprehension
Procure Leadership in Energy Efficient Design (LEED) or other environmentally certified professionals to ensure responsible design and building activities or to achieve favorable LEED ratings for building projects.	Management of Personnel Resources
Develop and implement programs, such as safety, environmental protection, or quality control programs.	Monitoring
Study job specifications to determine appropriate construction methods.	Written Comprehension
Apply green building strategies to reduce energy costs or minimize carbon output or other sources of harm to the environment.	Building and Construction
Implement new or modified plans in response to delays, bad weather, or construction site emergencies.	Judgment and Decision Making
Implement training programs on environmentally responsible building topics to update employee skills and knowledge.	Learning Strategies

Source: U.S. Department of Labor Occupational Information Network (O*NET) at online.onetcenter.org

Working Conditions

Construction Managers oversee construction projects either from an off-site main office or a construction site field office. Some Managers may need to travel when they are responsible for more than one project. They may also need to go out of state to some sites. When projects take place in foreign countries, Managers usually take up temporary residence in that country.

Although the work usually is not inherently dangerous, injuries can occur. Therefore, Construction Managers should be trained in proper safety procedures to avoid risk of injury caused by uneven

ground, large machinery, noisy equipment, and heavy traffic.

Most Construction Managers work over 40 hours per week and can be on call 24 hours a day in order to deal with delays, bad weather, or emergencies at the site. This management job is not typically unionized.

Will This Job Fit Me?

This is a job that should appeal to those who like entrepreneurship, carrying out projects, leading people, and making decisions. The job may also be attractive to those who like working outside and enjoy work activities that include risk taking. Construction Managers should also have effective oral and written communications skills and time management skills.

What Wages and Benefits Can I Expect?

Wages

The median wage in 2019 for Construction Managers in California is \$109,124 annually, or \$52.47 hourly. The median is the point at which half of the workers earn more and half earn less.

Annual Wages for 2019	Low (25th percentile)	Median (50th percentile)	High (75th percentile)
California	\$81,152	\$109,124	\$146,199

Source: EDD/LMID Occupational Employment Statistics Survey, 2019 at www.labormarketinfo.edd.ca.gov/data/wages.html Wages do not reflect self-employment.

Hourly Wages for 2019	Low (25th percentile)	Median (50th percentile)	High (75th percentile)
California	\$39.01	\$52.47	\$70.29

Source: EDD/LMID Occupational Employment Statistics Survey, 2019 at www.labormarketinfo.edd.ca.gov/data/wages.html. Wages do not reflect self-employment.

Benefits

Benefits vary by employer, but generally include medical, dental, life, and vision insurance as well as vacation, sick leave, and retirement plans. Some receive tuition reimbursement, bonuses, and vehicle allowance or use of a company motor vehicle. Those who are self-employed are responsible for their own insurance and retirement plans.

What is the Job Outlook?

Most job openings will be created by the need to replace Construction Managers who retire or leave the field for other reasons. Opportunities may be best for Managers with advanced technical knowledge or extensive experience. Green economy activities and technologies may increase the demand for Construction Managers; however, like many occupations, employment may be sensitive to fluctuations in the economy.

Projections of Employment

In California, the number of Construction Managers is expected to grow much faster than average growth rate for all occupations. Jobs for Construction Managers are expected to increase by 17.9 percent, or 9,500 jobs between 2016 and 2026.

Estimated Employment and Projected Growth Construction Managers					
Geographic Area	Estimated	Projected	Numeric	Percent	Job

(Estimated Year-Projected Year)	Employment	Employment	Change	Change	Openings
California (2016-2026)	53,100	62,600	9,500	17.9	48,500

Source: EDD/LMID Projections of Employment by Occupation at www.labormarketinfo.edd.ca.gov/data/employment-projections.html

How Do I Qualify?

Education, Training, and Other Requirements

A bachelor's degree in construction science, construction management, building science, or civil engineering is generally the minimum educational level that employers will consider for a position as a Construction Manager. Construction Managers need to be knowledgeable in the California Green Building Standards Code (CALGreen) as well as Leadership in Energy and Environmental Design (LEED). Understanding of the whole building systems approach for successful integration of energy efficient design and knowledge of Storm Water Pollution Prevention Plans (SWPPP) and Occupational Safety & Health Administration (OSHA) regulations are valuable.

Experience

Fewer Construction Managers are being hired from the ranks of construction craft workers, such as carpenters, masons, plumbers, or electricians, than in the past. A bachelor's degree is increasingly becoming a standard educational requirement for the position. It is still possible; however, for experienced construction workers to move up to become Construction Managers. Hands-on construction experience is very important, whether gained through an internship, a job in the construction trades, or another job in the construction industry.

Early Career Planning

High school students interested in becoming Construction Managers should take courses in drafting, business, mathematics, computer science, English, and Spanish. The last is increasingly important due to the large numbers of monolingual Spanish speakers working on construction sites.

Continuing Education

Construction Managers who hold a LEED credential are required to take continuing education units every two years. Some Construction Managers also take additional college courses to enhance their job-related skills. They may take courses whose subject matter ranges from general management skills, to management skills specifically related to construction or technical knowledge of construction methods and practices.

Licensing and Certification

There is no license specifically for Construction Managers. However, those who are engineers obtain a Professional Engineer (PE) license in order to be able to approve engineering documents or oversee less experienced Engineers. Engineers are also required by the State to obtain a PE if their work may affect the public welfare. The PE is obtained through the California Department of Consumer Affairs, Board for Professional Engineers, Land Surveyors, and Geologists. The license must be renewed every two years.

Those who work as general contractors should be licensed by the California Contractors State License Board under the California Department of Consumer Affairs. Their Web site address is

www.cslb.ca.gov. Contact the agency that issues the license for additional information. Click on the license title below for details.

- Awnings Limited Specialty Contractor at www.labormarketinfo.edd.ca.gov/OccGuides/LicenseDetail.aspx?LicID=69920
- Building Moving/Demolition Contractor at www.labormarketinfo.edd.ca.gov/OccGuides/LicenseDetail.aspx?LicID=69919
- Concrete Contractor at www.labormarketinfo.edd.ca.gov/OccGuides/LicenseDetail.aspx?LicID=6993
- Construction Clean-Up Limited Specialty Contractor at www.labormarketinfo.edd.ca.gov/OccGuides/LicenseDetail.aspx?LicID=69924
- Construction Zone Traffic Control Contractor at www.labormarketinfo.edd.ca.gov/OccGuides/LicenseDetail.aspx?LicID=6995
- General Building Contractor at www.labormarketinfo.edd.ca.gov/OccGuides/LicenseDetail.aspx?LicID=6991
- Low Voltage Systems Contractor at www.labormarketinfo.edd.ca.gov/OccGuides/LicenseDetail.aspx?LicID=6992
- Masonry Contractor at www.labormarketinfo.edd.ca.gov/OccGuides/LicenseDetail.aspx?LicID=6994
- Non-Electrical Sign Installation Limited Specialty Contractor at www.labormarketinfo.edd.ca.gov/OccGuides/LicenseDetail.aspx?LicID=69951
- Pool and Spa Maintenance Limited Specialty Contractor at www.labormarketinfo.edd.ca.gov/OccGuides/LicenseDetail.aspx?LicID=69921
- Prefabricated Equipment Limited Specialty Contractor at www.labormarketinfo.edd.ca.gov/OccGuides/LicenseDetail.aspx?LicID=69928
- Sand and Water Blasting Limited Specialty Contractor at www.labormarketinfo.edd.ca.gov/OccGuides/LicenseDetail.aspx?LicID=69950
- Scaffolding Limited Specialty Contractor at www.labormarketinfo.edd.ca.gov/OccGuides/LicenseDetail.aspx?LicID=69922
- Swimming Pool Contractor at www.labormarketinfo.edd.ca.gov/OccGuides/LicenseDetail.aspx?LicID=6996
- Trenching Limited Specialty Contractor at www.labormarketinfo.edd.ca.gov/OccGuides/LicenseDetail.aspx?LicID=69923

Even though certification is not required to work in the construction industry, a number of Construction Managers are making the effort to become certified.

Numerous entities offer voluntary certification programs for Construction Managers. Requirements combine written examinations with verification of education and professional experience. The American Institute of Constructors awards the Associate Constructor (AC) and Certified Professional Constructor (CPC) designations. The Construction Management Association of America awards the Certified Construction Manager (CCM) designation. Applicants for the CCM also take a self-study course that covers the professional role of a Construction Manager.

Many Construction Managers obtain LEED credentialing. The LEED credential is awarded to those who complete programs regarding green building practices and principles and LEED requirements, resources, and processes. The certification exams are given by the United States Green Building Council (USGBC). To become a LEED Associate no work experience is necessary to take the exam, but in order to become a LEED Accredited Professional, experience is needed within three years of application with a project registered for or certified by LEED.

In California, Build it Green offers certifications, including Certified Green Building Professional (CGBP), requiring two days of training and an exam. For more information, go to the U.S. Department of Labor's Career InfoNet Web site at www.acinet.org and scroll down to "Career Tools."

Click on "Certification Finder" at www.acinet.org/certifications_new/default.aspx and follow the instructions to locate certification programs.

Where Can I Find Training?

There are two ways to search for training information at www.labormarketinfo.edd.ca.gov/resources/training-and-apprenticeships.html

- Search by Field of Study to find what programs are available and what schools offer those programs. You may use keywords such as: building or construction.
- Search by Training Provider to find schools by name, type of school, or location.

Contact the schools you are interested in to learn about the classes available, tuition and fees, and any prerequisite course work.

Where Would I Work?

The largest industries employing Construction Managers are as follows:

Industry Title	Percent of Total Employment for Occupation in California
Nonresidential Building Construction	13.7%
Residential Building Construction	12.9%
Building Equipment Contractors	9.1%
Building Foundation/Exterior Contractors	4.0%
Building Finishing Contractors	3.7%

Source: EDD/LMID Staffing Patterns at www.labormarketinfo.edd.ca.gov/data/employment-projections.html

Finding a Job

Direct application to employers is one of the most effective job search methods. Schools and training providers may operate placement centers for their students. Jobs may also be found through registration with temporary employment agencies and through classified advertisements in newspapers and trade publications. Internet job listings also provide helpful job leads. **Online job opening systems** include JobCentral at www.jobcentral.com and CalJOBSSM at www.caljobs.ca.gov.

To find your nearest One-Stop Career Center, go to [Service Locator](#). View the [helpful job search tips](#) for more resources. (requires [Adobe Reader](#)).

Yellow Page Headings

You can focus your local job search by checking employers listed online or in your local telephone directory. Below are some suggested headings where you might find employers of Construction Managers.

- Construction Companies
- Contractors
- Heavy Construction
- Home Developers
- Steel Buildings

Find Possible Employers

To locate a list of employers in your area, use "Find Employers" on the LaborMarketInfo Web site at <http://www.labormarketinfo.edd.ca.gov/aspdotnet/databrowsing/empMain.aspx?menuChoice=emp>

- Select the search for employers by occupation.
- Select a geographic area.
- Search for an occupation by keyword, occupation, or category.
- Select one of the top industries that employ the occupation.
- This will give you a list of employers in that industry in your area.
- Click on "View Filter Selections" to limit your list to specific cities or employer size.
- Click on an employer for the street address, telephone number, size of business, Web site, etc.
- Contact the employer for possible employment.

Where Could This Job Lead?

Opportunities for advancement depend on a Construction Manager's level of performance and competence, and the size and type of employing company. In larger companies, it is possible to become a top-level manager or executive. With extensive experience, some may become independent consultants. Construction Managers may also establish their own construction management services, specialty contracting, or general contracting firm.

Related Occupations

Below is a list of occupations related to Construction Managers.

- Construction and Building Inspectors (SOC 47-4011)
- Cost Estimators (SOC 13-1051)
- First-Line Supervisors of Construction Trades and Extraction Workers (SOC 47-1011)

Other Sources

- California Building Standards Commission
www.bsc.ca.gov
- California Department of Consumer Affairs, Board for Professional Engineers, Land Surveyors, and Geologists
www.pels.ca.gov
- California Department of Housing and Community Development
www.hcd.ca.gov
- American Council for Construction Education
www.acce-hq.org
- American Institute of Constructors & Constructor Certification Commission
www.professionalconstructor.org
- Colorado State University
www.learn.colostate.edu/areas-of-study/constructionmgmt
- Construction Education Foundation
www.agc-ca.org/cefoundation.aspx
- Construction Management Association of America
www.cmaanet.org
- National Center for Construction Education and Research
www.nccer.org
- U.S. Green Building Council
www.usgbc.org

These links are provided for your convenience and do not constitute an endorsement by EDD.

For the Career Professional

The following codes are provided to assist counselors, job placement workers, or other career professionals.

System	Code
SOC - Standard Occupational Classification at www.bls.gov/soc/	11-9021
O*NET - Occupational Information Network at online.onetcenter.org/	
Construction Managers	11-9021.00
Interest Codes (RIASEC) at online.onetcenter.org/find/descriptor/browse/Interests/#cur	ERC
CIP - Classification of Instructional Programs at nces.ed.gov/pubs2002/cip2000/	
Business/Commerce, General	520101
Business Administration and Management, General	520201
TOP - Taxonomy of Programs at www.ccccurriculum.info/ (California Community Colleges)	
Business and Commerce, General	050100
Business Administration	050500
Business Management	050600

The California Occupational Guides are a product of:
The California Employment Development Department
Labor Market Information Division
www.labormarketinfo.edd.ca.gov

Printed on Monday, October 21, 2019

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

FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #: JRYM 106

Course Title: Project Management Development for Commercial Construction Level 2

Credit Status:

Credit course
 Noncredit course

Catalog Description:

In this course students will apply the concepts learned in JRYM 105 and advance their skills. These skills will enable students to obtain work in the construction market, manage risk, and negotiate changes, as well as develop and present pre-construction interviews. Students will build on topics learned in JRYM 105 to develop advanced planning, managing, monitoring, and interpersonal skills.

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

The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
 The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission (select all that apply):

Transfer

X Workforce/CTE
Basic Skills

Criteria B. Need

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

Evidence may be attached to this form or provided in the box below.

Due to the rebounding economy, it is hard for a company to find skilled, experienced, or trained workers in all areas. The Project management training classes at Local 393 address all of these areas by providing training in the areas of project management. This class also offers a leadership opportunity for disabled and/or aging out workers.

Evidence – see attached pdfs of all the links below.

CA Occupational Guides for Construction Managers

<https://www.labormarketinfo.edd.ca.gov/OccGuides/Detailprint.aspx?Soccode=119021&Geography=0601000000>

Bureau of Labor Statistics expect construction jobs to grow 10% from 2018 to 2026.

<https://www.bls.gov/ooh/construction-and-extraction/home.htm>

McGraw Hill & USGBC Smart Market Report– Construction industry workforce shortages: Role of Certification, Training and Green Jobs in Filling the Gaps.

<https://www.usgbc.org/drupal/legacy/usgbc/docs/Archive/General/Docs18984.pdf>

Area Market – Front Line Construction Industry Faces a Labor Shortage.

<https://www.areadevelopment.com/construction-project-planning/Q2-2018/construction-industry-faces-labor-shortage.shtml>

IRMI – Dealing with Construction Workforce Shortage.

<https://www.irmi.com/articles/expert-commentary/dealing-with-the-construction-workforce-shortage>

Criteria C. Curriculum Standards (please initial as appropriate)

_____ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

Faculty Requestor: Erica Paul **Date:** 10/21/19

Division Curriculum Representative: Brian Murphy **Date:** 10/30/19

Date of Approval by Division Curriculum Committee: 10/30/19

College Curriculum Co-Chairperson: _____ **Date:** _____

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Apprenticeship

JRYM 106 PROJECT MANAGEMENT DEVELOPMENT FOR COMMERCIAL CONSTRUCTION LEVEL 2

**Summer
2020**

54 hours total: 18 hours lecture, 36 hours laboratory.

2.5 Units

Total Contact Hours: 0 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 0 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours: Lab Hours: Weekly Out of Class Hours:

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active

Grading:

Letter Grade
Only

Degree Status: Applicable

Credit Status:

Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 3/18/19

Division Dean Information -

Seat Count: 50 **Load Factor:** .081 **FOAP Code:** 114000142061095640

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

1. Description -

In this course students will apply the concepts learned in JRYM 105 and advance their skills. These skills will enable students to obtain work in the construction market, manage risk, and negotiate changes, as well as develop and present pre-construction interviews. Students will build on topics learned in JRYM 105 to develop advanced planning, managing, monitoring, and interpersonal skills.

Prerequisite: JRYM 105.

2. Course Objectives -

The student will be able to:

- A. Design and develop a pre-construction marketing presentation
- B. Understand and apply advanced negotiation skills
- C. Develop and demonstrate advanced project planning techniques with financial and safety objectives
- D. Develop and demonstrate advanced presentation and interpersonal communication skills

3. Special Facilities and/or Equipment -

- A. Laboratory with internet enabled computers
- B. AV equipment and overhead projector
- C. Video camera

4. Course Content (Body of knowledge) -

- A. Design and develop a pre-construction marketing presentation
 - 1. Research competitors in the industry
 - 2. Develop a strategy for the presentation
 - 3. Develop an outline of the presentation
 - 4. Deliver presentation
- B. Understand and apply advanced negotiation skills
 - 1. Understand how to identify position and interests
 - 2. Demonstrate and participate in planning, execution, and analysis of negotiation exercises
 - 3. Develop and demonstrate in-time negotiation skills and techniques
- C. Develop and demonstrate advanced project planning techniques with financial and safety objectives
 - 1. Understand OSHA safety standards related to OSHA 10
 - 2. Prepare a jobsite kick-off meeting agenda with financial and safety goals
 - 3. Identify and understand how to plan for safety and financial goals on a project before construction begins
- D. Develop and demonstrate advanced presentation and interpersonal communication skills
 - 1. Develop interpersonal goal work plans
 - 2. Develop and apply presentation skills goals
 - 3. Develop individual, partner, and group presentations
 - 4. Observe and evaluate self and classmates' presentations

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Results of daily written exercises, weekly homework assignments, and final presentation
- B. Satisfactory completion of bid and proposal presentation
- C. Class participation and exercises
- D. Video and play back of presentation exercises
- E. Class and self-evaluation of negotiation exercises

7. Representative Text(s) -

Project Management Institute. Construction Extension to the PMBOK Guide. 6th ed. Newtown Square, PA: Project Management Institute, Inc., 2016.
Akers, Paul. 2 Second LEAN. 3rd ed. New York, NY: Gallup Press, 2004.
Rath, Tom. 2 StrengthsFinder. 3rd ed. New York, NY: Gallup Press, 2004.
Fisher, Rodger, and William L. Ury. Getting to Yes: Negotiating Agreement Without Giving In. 3rd ed. New York, NY: Penguin Books, 2011.

NOTE: Although one or more of these texts is/are older than the recommended 5 years, they conform to national training standards and are considered seminal works in the discipline. We will adopt the next edition of each text, as it is published.

8. Disciplines -

Plumbing OR Steamfitting OR Air Conditioning, Refrigeration, Heating

9. Method of Instruction -

- A. Lecture
- B. Lab assignment
- C. Group discussion
- D. Presentation

10. Lab Content -

- A. Students will work individually, in partners, and in teams on advanced application of estimating, presentations, and preparing construction documents.

11. Honors Description - No longer used. Integrated into main description section.

12. Examples of Required Reading and Writing and Outside of Class Assignments -

A. Textbook: 2 Second LEAN

1. Readings: Students will read the entire book during JRYM 105
2. Writing: Students will prepare a construction schedule applying LEAN practices

B. Textbook: Project Management Institute

1. Readings: Students will be assigned selected readings from the book
2. Writings: Students will apply reading in construction project management documentation planning and preparation exercises

C. Textbook: StrengthsFinder

1. Readings: Students will read the strengths as indicated from the computer-based assessment during JRYM 105
2. Writings: Students will create goals presentation and professional goals based on the strengths

13. Need/Justification -

There is a need to advance the skills of our building trades workforce at the Pipe Trades Training Center in Santa Clara and San Benito counties, in the area of supervision and construction project management. Currently the Bay Area is facing a shortage of workers with the necessary skills to conduct work as a project manager. These skills will be applied and mastered through practice and delivery.