

**College Curriculum Committee Meeting Agenda**  
**Tuesday, March 17, 2020**  
**2:00 p.m. – 3:30 p.m.**  
**Meeting will be held virtually via ConferZoom**

<b>Item</b>	<b>Action</b>	<b>Attachment(s)</b>	<b>Presenter(s)</b>
1. Minutes: March 3, 2020	Action	#3/17/20-1	Kuehnl
2. Report Out from Division Reps	Discussion		All
3. Announcements a. CORs for Update 2021-22 (Title 5 list) b. Spring Plenary Resolutions c. Veterinary Assisting Certificate Approval	Information	#3/17/20-2 #3/17/20-3	Kuehnl
4. Consent Calendar a. GE Applications	Action	#3/17/20-4-6	Kuehnl
5. Course Deactivation Exemption Requests	Action	#3/17/20-7-26	Kuehnl
6. New Program Application: Environmental Science ADT	2nd Read/ Action	#3/17/20-27	Kuehnl
7. Sunsetting the Streamlined Certificate Process	2nd Read/ Action	#3/17/20-28	Kuehnl
8. New Program Application: Bridge to College Level English Noncredit Certificate	1st Read	#3/17/20-29	Kuehnl
9. Ad Hoc Groups	1st Read	#3/17/20-30-32	Kuehnl
10. Good of the Order			Kuehnl
11. Adjournment			Kuehnl

**Consent Calendar:**

Foothill General Education (attachments #3/17/20-4-6)  
*Area VII—Lifelong Learning: KINS 16A, 16B, 16C*

**Attachments:**

#3/17/20-1 Draft Minutes: March 3, 2020  
#3/17/20-2 COR Required Updates for 2021-22  
#3/17/20-3 ASCCC Spring 2020 Resolutions Packet  
#3/17/20-7 Courses not Taught in Four Years  
#3/17/20-8 Course Deactivation Exemption Requests: APPT 123, 124, 125, 126, 127, 128; APSM 130, 134; ART 5C; CHLD 72; EMS 120, 200; ESLL 246; GEOG 11, 12; MATH 42; MTEC 70E, 72C; NCEL 403B; THTR 12A  
-26  
#3/17/20-27 New Program Application: Environmental Science ADT  
#3/17/20-28 Temporary Process to Streamline Certificates of Achievement (updated draft)  
#3/17/20-29 New Program Application: Bridge to College Level English Noncredit Certificate  
#3/17/20-30 Proposals to Create New Ad Hoc Committees: Curriculum Best Practices, -32 Foothill General Education Process, Honors Institute Course Prerequisite

## **2019-2020 Curriculum Committee Meetings:**

<u>Fall 2019 Quarter</u>	<u>Winter 2020 Quarter</u>	<u>Spring 2020 Quarter</u>
<del>10/8/19</del>	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).
- ~~2/18/20~~ Deadline to submit local GE applications for 2020-21 catalog (Faculty/Divisions).
- ~~2/18/20~~ 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).
- 6/19/20 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), Mark Ferrer (SRC), Owen Flannery (KA), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Dean, BSS), Marc Knobel (PSME), Eric Kuehnl (Faculty Co-Chair), Debbie Lee (Acting Dean, FA & KA), Kristy Lisle (VP Instruction), Kent McGee (Evaluations), Dokesha Meacham (CNSL), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Teresa Ong (AVP Workforce), Ron Painter (PSME), Lisa Schultheis (BH), Lety Serna (CNSL), Sara Seyedin (Acting Dean, BSS), 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: 3/17/20Co-Chairs (2)

<input checked="" type="checkbox"/>	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)	kuehneric@fhda.edu
<input 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 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 checked="" type="checkbox"/>	Mark Ferrer		SRC	ferrermark@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 checked="" type="checkbox"/>	Allison Herman	7460	LA	hermanallison@fhda.edu
<input type="checkbox"/>	Kurt Hueg	7394	Dean—BSS	huegkurt@fhda.edu
<input checked="" type="checkbox"/>	Marc Knobel	7049	PSME	knobelmarc@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 type="checkbox"/>	Brian Murphy		APPR	brian@pttc.edu
<input checked="" type="checkbox"/>	Ron Painter		PSME	painterron@fhda.edu
<input checked="" type="checkbox"/>	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
<input checked="" type="checkbox"/>	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
<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 checked="" type="checkbox"/>	Nick Tuttle	7056	BSS	tuttlenick@fhda.edu
<input checked="" type="checkbox"/>	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

Non-Voting Membership (4)

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

Visitors

Chris Allen, Debbie Lee

**College Curriculum Committee  
Meeting Minutes  
Tuesday, March 3, 2020  
2:00 p.m. – 3:30 p.m.  
President’s Conference Room**

Item	Discussion
1. Minutes: February 18, 2020	<b>Approved by consensus.</b>
2. Report Out from Division Reps	<p><b>Speaker: All</b></p> <p>Kuehnl began the meeting with an announcement regarding the Coronavirus. He and Isaac Escoto, AS President, met with Foothill President Thuy Nguyen yesterday and were notified that the county is considering closing public schools. Nguyen told them that if the county closes schools, Foothill will close. Nguyen is concerned about the impact that this would have on winter quarter instruction, including final exams, and asked that CCC discuss the topic at today’s meeting. One suggestion made yesterday was the possibility of granting temporary Distance Education approval status to all scheduled courses; since this is faculty purview, and the decision cannot be made by administration, CCC would need to grant approval.</p> <p>BSS rep mentioned that a rep from the COOL committee expressed pedagogical concerns with granting such blanket DE approval; COOL rep suggested using Zoom or similar service to live-stream lectures. Kuehnl noted synchronous delivery of lectures suggested in yesterday’s meeting. Fine Arts rep mentioned certain lab classes, which cannot be offered in a comparable way via DE or even Zoom; for example, pottery classes. Noted Canvas certification requirement for faculty teaching online; suggested faculty allow for alternative projects and email communication to help students complete classes. Bio Health rep expressed concern that people might be panicking; agreed that we should have a plan to address students who are sick and cannot attend classes, but believes that closing campus is an extreme measure. Noted that her students are already working in a clinic setting; concerned that closing campus might result in liability issue for students who continue to work in clinic. Kuehnl noted that the campus closing is not the same as ceasing instructional operations. Reminded the group that he was asked by Nguyen to discuss solutions at CCC, since she does plan to close campus if the county closes schools; no way to know what the length or timeframe of such a closure would be. Noted that some classes might have to stop instruction if this happens, if there is no temporary DE solution for them.</p> <p>Kuehnl stated that Canvas doesn’t need to be the solution and again mentioned synchronous delivery of lecture content, as well as online proctored exams, which can be implemented quickly. Dean of Online Learning dept. can work with faculty to set up proctored exams online. Other Bio Health rep noted that it sounds like we might not be required by the county to close campus. Also has students who would not be able to perform work off campus (e.g., working with samples); wonders if situation can be handled on a case-by-case status, with some students still having access to campus. Kuehnl believes that this will not be an option—either campus will close for everyone, or it will not close. Rep asked if the quarter could be extended into spring break, for those classes that cannot be delivered online. Kuehnl believes that this might be a possibility, but noted that the quarter cannot be extended into spring quarter.</p> <p>Multiple student guests were in attendance. A student government rep</p>

	<p>noted that faculty illness must be considered, not just student illness. Kuehnl agreed this is important, noting policies are in place to address sick faculty (e.g., substitutes). Reminded the group that discussion is regarding the campus being closed. Bio Health rep suggested plan include technology training for faculty and students. Kuehnl reiterated that this topic was not originally on today’s agenda and is a last-minute addition; doesn’t believe the group needs to create a formal plan today.</p> <p>BSS rep noted that her own courses include discussion of disaster preparedness, and that the best course of action is to plan for a disaster before it happens, in a rational and un-panicked manner. Suggested a portion of today’s meeting be devoted to laying out pros and cons and thinking through options for different types of courses. Kuehnl concerned that time limitation of meeting might not accommodate robust discussion. Fine Arts rep agrees with BSS rep, noting that today’s group includes faculty who teach online as well as those who do not. Other Fine Arts rep asked if the CDC has a protocol for public schools to use—Kuehnl is unsure. Rep suggested that face-to-face classes are a priority; believes hybrid classes could be an easier transition to change to fully online. Kuehnl reminded the group that hybrid courses already have DE approval.</p> <p>BSS rep suggested focusing on the types of classes that could be problematic, to brainstorm possible solutions. Another student guest asked how lab classes could be conducted online. Another student guest asked if the students in attendance could be included in the brainstorming—yes. Kuehnl suggested proceeding with today’s agenda and continuing this discussion following the planned items.</p> <p>Articulation: No updates to report.</p> <p>Bio Health: Cleaning up outdated Distance Ed forms. Some Allied Health programs discussing impact on their program prerequisites if MATH 105 &amp; 180 are deactivated.</p> <p>Counseling: No updates to report.</p> <p>BSS: Working on course deactivation exception requests.</p> <p>PSME: Working on course deactivation exception requests.</p> <p>Language Arts: Working on new certificates related to AB 705 and revisiting courses that haven’t been taught in a few years.</p> <p>Library: No updates to report.</p> <p>Fine Arts: No updates to report.</p> <p>Apprenticeship: Working on new certificates of achievement. Fine Arts rep noted that another GE application for the Plumbing Technology program should be ready for CCC soon.</p>
<p>3. Announcements</p> <p>a. New Course Proposal</p> <p>b. Notification of Proposed Requisites</p> <p>c. ASCCC Spring Area B Meeting</p>	<p><b>Speaker: Eric Kuehnl</b></p> <p>The following proposal was presented: C S 77A. Please share with your constituents. No comments.</p> <p>New requisites for PSYC 10 &amp; SOC 10, as well as ongoing requisites for THTR courses, for which a Content Review form was not on file. Please share with your constituents. No comments.</p> <p>Kuehnl mentioned at previous meeting that Area B meeting will be held</p>

	<p>here, at Foothill. Reiterated that anyone who wants to attend should let him know.</p>
<p>4. New Program Application: Environmental Science ADT</p>	<p><b>Speaker: Eric Kuehnl</b> First read of new Environmental Science ADT. Bio Health rep noted a comment on the Feedback Form about adding courses to the degree, and Gilstrap confirmed that we do not have that option for ADTs—we must stick to the TMC Template.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>5. Sunsetting the Streamlined Certificate Process</p>	<p><b>Speaker: Eric Kuehnl</b> First read of updated Temporary Process to Streamline Certificates of Achievement, which was first approved by CCC in October, 2018. As discussed at previous meeting, document has been updated to include final deadline of June 19, 2020, for divisions to submit converted certificates using this process. Following deadline, if a division wishes to convert a certificate they would need to follow our regular program creation process. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>6. Ad Hoc Groups</p>	<p><b>Speaker: Eric Kuehnl</b> Topic will be moved to next meeting, due to time constraint. Kuehnl created basic draft of a proposal for each of the three ad hoc groups; plan was for the group to discuss and add details during today’s meeting. Kuehnl will email drafts to reps so that they can respond with suggestions before next meeting; updated proposals will be on the next agenda for a first read.</p>
<p>7. Good of the Order</p>	<p>Reps and student guests broke out into three groups to brainstorm possible options for faculty to handle campus closure. Afterward, reps shared out ideas and comments discussed by the small groups:</p> <ul style="list-style-type: none"> <li>• Lectures could be delivered via ConferZoom or similar service; faculty might need training</li> <li>• For lab classes that cannot be delivered online, grades could be calculated to include only the assignments that have already occurred</li> <li>• Shifting the entire school calendar to accommodate closure, including spring and summer quarters</li> <li>• If closure occurs during finals week, many faculty might not be comfortable delivering final exam online</li> <li>• What would we do if an earthquake happened? Suggestion to research what Santa Rosa did during the recent fires and what other schools have done during emergencies</li> <li>• Would be helpful to know what we’re legally allowed to do—for example, if labs cut short, would faculty be allowed to calculate final grades without including all assignments? How does the COR affect this?</li> <li>• Important to discuss within individual departments</li> <li>• For faculty who aren’t comfortable delivering online final, could grades be based on other assignments, without the final (is this legally allowed)? Kuehnl believes that if COR specifically lists a final exam, this might not be allowed. Mentioned services, like Proctorio, that deliver proctored exams online</li> <li>• If COR states “final exam,” could a final paper be allowed?</li> <li>• When the campus was closed previously during final exams, some instructors had to improvise</li> <li>• Suggestion to use video/audio recorded responses from students for activity labs (Canvas accommodates)</li> <li>• Need to provide structured communication to students and determine the best method of delivery (e.g., students’ private email); also a concern for part-time faculty, many of whom use private email</li> <li>• Everyone on campus has a code to access ConferZoom—Online</li> </ul>

	<p>Learning dept. could send a message to everyone on campus to instruct them on how to use</p> <ul style="list-style-type: none"> <li>• Considerations must be made for those students who don't have reliable access to the internet</li> <li>• Must be mindful that any solution will be temporary and should not result in a permanent shift of content to online delivery, without further conversations; Kuehnl agreed that language must be clear</li> <li>• Suggestion to avoid use of "online" or "hybrid" delivery in language, since situation is temporary and should not be confused with permanent DE approval</li> <li>• Some students might rely on libraries for internet access, and libraries might also be closed</li> <li>• Question about how many people can participate in a single ConferZoom meeting—hundreds. Also, can be recorded for those who miss the meeting, but Kuehnl suggested not advertising this to students, in order to stress synchronous delivery</li> <li>• Will resources be available from the library, e.g., calculators, textbooks?</li> <li>• How will confidentiality protocol be accommodated, regarding Student Services?</li> <li>• Counselors will need to be available for appointments, using methods other than face-to-face</li> </ul> <p>Student guest expressed concern with the urgency of the situation and asked the reps how plan could be implemented. Kuehnl noted next CCC meeting is in two weeks, and mentioned possibility of conferring an emergency meeting, perhaps virtually. Noted that reps appear to be in agreement regarding areas of concern and possible options for faculty. Suggested reps act as "first responders" for their divisions and connect with their dean and colleagues to identify and assist faculty who may have the most difficulty in moving instruction to a virtual setting. Kuehnl will try to meet again with Nguyen for further information and insight.</p> <p>PSME rep asked if reps should communicate all of these suggestions to faculty—Kuehnl said that it shouldn't be presented as any official policy, but reps may share what was discussed. Encouraged reps to expand the dialogue within their divisions to accommodate course types specific to their division. Bio Health rep suggested faculty reach out to their students to reassure them that we are thinking about the situation, and noted that many of her students are worried. Kuehnl believes that a formal message should be sent by Nguyen, but he thinks it's okay for faculty to reach out, as well. Student guest mentioned that receiving a message from your instructor is more meaningful than a generic campus-wide message.</p>
8. Adjournment	<b>3:31 PM</b>

**Attendees\*:** Micaela Agyare (LIBR), Chris Allen (guest—Dean, APPR), Rachelle Campbell (BH), Stephanie Chan (LA), Owen Flannery (KA), Valerie Fong (Acting Dean, LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Marc Knobel (PSME), Eric Kuehnl (Faculty Co-Chair), Debbie Lee (Acting Dean, FA & KA), Dokesha Meacham (CNSL), Allison Meezan (BSS), Ché Meneses (FA), Rosa Nguyen (guest—PSME), Ron Painter (PSME), Lisa Schultheis (BH), Lety Serna (CNSL), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

*\*Multiple student guests were in attendance, but their names were not recorded*

**Minutes Recorded by:** M. Vanatta

**Title 5 list for 2021-22**

The following courses must be reviewed/updated by the curriculum deadline of June 19, 2020. Courses in blue are currently in Review status in submissions.

SS	ACTG 64A	COMPUTERIZED ACCOUNTING PRACTICE USING QUICKBOOKS	2016 Summer	<a href="mailto:seyedinsara@foothill.edu">seyedinsara@foothill.edu</a>
SS	ACTG 64B	COMPUTERIZED ACCOUNTING PRACTICE USING EXCEL	2016 Summer	<a href="mailto:seyedinsara@foothill.edu">seyedinsara@foothill.edu</a>
SR	ALCA 201	COMPUTER ACCESS EVALUATION	2016 Summer	<a href="mailto:wongrussell@foothill.edu">wongrussell@foothill.edu</a>
SR	ALLD 206	PARAGRAPH REMEDIATION	2016 Summer	<a href="mailto:wongrussell@foothill.edu">wongrussell@foothill.edu</a>
SR	ALLD 210	UNDERSTANDING LEARNING DIFFERENCES	2016 Summer	<a href="mailto:wongrussell@foothill.edu">wongrussell@foothill.edu</a>
SR	ALTW 206	BEGINNING WORD PROCESSING	2016 Summer	<a href="mailto:ferrermark@fhda.edu">ferrermark@fhda.edu</a>
SR	ALTW 209	SOCIAL SKILLS	2016 Summer	<a href="mailto:ferrermark@fhda.edu">ferrermark@fhda.edu</a>
SR	ALTW 219	USING THE INTERNET	2016 Summer	<a href="mailto:ferrermark@fhda.edu">ferrermark@fhda.edu</a>
AP	APEL 120	ORIENTATION TO THE ELECTRICAL TRADE	2016 Summer	<a href="mailto:cpower@ejatc332.org">cpower@ejatc332.org</a>
AP	APEL 121	ELECTRON THEORY; BASIC BLUEPRINT READING; DC THEORY; NATIONAL ELECTRICAL CODE INTRODUCTION	2016 Summer	<a href="mailto:cpower@ejatc332.org">cpower@ejatc332.org</a>
AP	APEL 122	CODEOLOGY; TEST EQUIPMENT; PIPE BENDING; BLUEPRINTS	2016 Summer	<a href="mailto:cpower@ejatc332.org">cpower@ejatc332.org</a>
AP	APEL 123	AC THEORY; TRANSFORMERS; INTERMEDIATE NATIONAL ELECTRICAL CODE	2016 Summer	<a href="mailto:cpower@ejatc332.org">cpower@ejatc332.org</a>
AP	APEL 124	DC/AC THEORY REVIEW; ELECTRONICS; INDUSTRIAL BLUEPRINTS	2016 Summer	<a href="mailto:cpower@ejatc332.org">cpower@ejatc332.org</a>
AP	APEL 125	NEC GROUNDING; OVERCURRENT PROTECTION; TRANSFORMER CONNECTIONS	2016 Summer	<a href="mailto:cpower@ejatc332.org">cpower@ejatc332.org</a>
AP	APEL 126	MOTORS; MOTOR CONTROL; LIGHTING PROTECTION	2016 Summer	<a href="mailto:pchursin@sfjatc.com">pchursin@sfjatc.com</a>
AP	APEL 127	DIGITAL ELECTRONICS; MOTOR SPEED CONTROL; ADVANCED NATIONAL ELECTRICAL CODE	2016 Summer	<a href="mailto:pchursin@sfjatc.com">pchursin@sfjatc.com</a>
AP	APEL 128	PROGRAMMABLE LOGIC CONTROLLERS; LOW-VOLTAGE SYSTEMS & HIGH-VOLTAGE SYSTEMS	2016 Summer	<a href="mailto:pchursin@sfjatc.com">pchursin@sfjatc.com</a>
AP	APEL 129	NATIONAL ELECTRICAL CODE REVIEW	2016 Summer	<a href="mailto:pchursin@sfjatc.com">pchursin@sfjatc.com</a>
AP	APPT 185	PIPE MATERIALS, SAFETY & TOOLS, SOLDERING & BRAZING	2016 Summer	<a href="mailto:stephen@pipetrades62.com">stephen@pipetrades62.com</a>
AP	APPT 186	MATHEMATICS/RIGGING & SIGNALING	2016 Summer	<a href="mailto:stephen@pipetrades62.com">stephen@pipetrades62.com</a>
AP	APPT 187	DRAWING INTERPRETATION & PLAN READING/SCIENCE	2016 Summer	<a href="mailto:stephen@pipetrades62.com">stephen@pipetrades62.com</a>
AP	APPT 188	ADVANCED PLAN READING/CAD	2016 Summer	<a href="mailto:stephen@pipetrades62.com">stephen@pipetrades62.com</a>
AP	APPT 190	PIPE FITTING WITH A CALCULATOR	2016 Summer	<a href="mailto:stephen@pipetrades62.com">stephen@pipetrades62.com</a>
AP	APPT 191	PLUMBING CODE APPLICATION, PLUMBING FIXTURES	2016 Summer	<a href="mailto:stephen@pipetrades62.com">stephen@pipetrades62.com</a>
AP	APPT 192	NATURAL GAS INSTALLATION, DRAINAGE	2016 Summer	<a href="mailto:stephen@pipetrades62.com">stephen@pipetrades62.com</a>
AP	APPT 193	WATER SUPPLY, PATTERNS	2016 Summer	<a href="mailto:stephen@pipetrades62.com">stephen@pipetrades62.com</a>
AP	APPT 194	MEDICAL GAS, REVIEW EXIT EXAM/FINAL EXAM	2016 Summer	<a href="mailto:stephen@pipetrades62.com">stephen@pipetrades62.com</a>
AP	APSC 111	JOB INFORMATION, SAFETY, TEST INSTRUMENTS, STRUCTURED CABLING, FIBER OPTICS	2016 Summer	<a href="mailto:msheriff@norcal-iatc.com">msheriff@norcal-iatc.com</a>
AP	APSC 112	CODES & PRACTICES, CONNECTORS & RACEWAYS, BLUEPRINT READING, DC THEORY	2016 Summer	<a href="mailto:msheriff@norcal-iatc.com">msheriff@norcal-iatc.com</a>
AP	APSM 101	SMQ-1 TRADE INTRODUCTION	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 102	SMQ-2 CERTIFIED SAFETY & BEGINNING TRADE MATH	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 103	SMQ-3 SHEET METAL TOOLS & SHOP	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 104	SMQ-4 SOLDERING & COMMON SEAMS	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 105	SMQ-5 DRAFTING INTRODUCTION & VIEWS	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 106	SMQ-6 BEGINNING DUCT FITTINGS	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 107	SMQ-7 PARALLEL LINE FITTINGS	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 108	SMQ-8 TRIANGULATION FITTINGS	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 109	SMQ-9 RADIAL LINE LAY OUT & OGEE OFFSETS	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 110	SMQ-10 BASICS OF ARCHITECTURAL SHEET METAL	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 111	SMQ-11 ARCHITECTURAL SHEET METAL	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 112	SMQ-12 FIELD INSTALLATION	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 113	SMQ-13 WELDING 1: PROCESS & SAFETY OVERVIEW	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 114	SMQ-14 WELDING 2: GMAW	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 116	SMQ-16 PLANS & SPECIFICATIONS	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 117	SMQ-17 SUBMITTALS & SHOP DRAWINGS	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 118	SMQ-18 INDUSTRIAL & STAINLESS STEEL INTRODUCTION	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 119	SMQ-19 HVAC AIR SYSTEMS & DUCT DESIGN	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 120	SMQ-20 MEASURING & SKETCHING	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>



### Title 5 list for 2021-22

The following courses must be reviewed/updated by the curriculum deadline of June 19, 2020. Courses in [blue](#) are currently in Review status in submissions.

AP	APSM 121	SMQ-21 FABRICATION & SHORTCUTS	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 122	SMQ-22 CODES & STANDARDS	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 123	SMQ-23 RESIDENTIAL SHEET METAL	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 124	SMQ-24 METAL ROOFING	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 125	SMQ-25 DETAILING	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 126	SMQ-26 FOREMAN TRAINING	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 127	SMQ-27 BASIC AUTOCAD	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 128	SMQ-28 HVAC ENERGY CONSERVATION & ENVIRONMENTAL TECHNOLOGY	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 130	SMQ-30 ADVANCED WELDING	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 131	SMQ-31 CAD DETAILING (BEGINNING CAD DUCT)	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 132	SMQ-32 INTERMEDIATE CAD DETAILING THIRD PARTY	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 133	SMQ-33 ADVANCED ARCHITECTURAL	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 134	SMQ-34 ADVANCED LAYOUT FABRICATION	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
AP	APSM 136	SMQ-36 SERVICE BASICS	2016 Summer	<a href="mailto:TimM@smw104jatc.org">TimM@smw104jatc.org</a>
BH	BIOL 8	BASIC NUTRITION	2016 Summer	<a href="mailto:SCHULTHEISLISA@foothill.edu">SCHULTHEISLISA@foothill.edu</a>
BH	BIOL 300	HUMAN PATHOPHYSIOLOGY & PHARMACOLOGY	2016 Summer	<a href="mailto:staanazenaيدا@fhda.edu">staanazenaيدا@fhda.edu</a>
PS	C S 1A	OBJECT-ORIENTED PROGRAMMING METHODOLOGIES IN JAVA	2016 Summer	<a href="mailto:venkataramananand@fhda.edu">venkataramananand@fhda.edu</a>
PS	C S 1AH	HONORS OBJECT-ORIENTED PROGRAMMING METHODOLOGIES IN JAVA	2016 Summer	<a href="mailto:venkataramananand@fhda.edu">venkataramananand@fhda.edu</a>
PS	C S 1B	INTERMEDIATE SOFTWARE DESIGN IN JAVA	2016 Summer	<a href="mailto:venkataramananand@fhda.edu">venkataramananand@fhda.edu</a>
PS	C S 1C	ADVANCED DATA STRUCTURES & ALGORITHMS IN JAVA	2016 Summer	<a href="mailto:venkataramananand@fhda.edu">venkataramananand@fhda.edu</a>
PS	C S 1M	INTERMEDIATE ALGORITHM & DATA STRUCTURE METHODOLOGIES IN JAVA	2016 Summer	<a href="mailto:venkataramananand@fhda.edu">venkataramananand@fhda.edu</a>
PS	C S 2A	OBJECT-ORIENTED PROGRAMMING METHODOLOGIES IN C++	2016 Summer	<a href="mailto:venkataramananand@fhda.edu">venkataramananand@fhda.edu</a>
PS	C S 2B	INTERMEDIATE SOFTWARE DESIGN IN C++	2016 Summer	<a href="mailto:venkataramananand@fhda.edu">venkataramananand@fhda.edu</a>
PS	C S 2C	ADVANCED DATA STRUCTURES & ALGORITHMS IN C++	2016 Summer	<a href="mailto:venkataramananand@fhda.edu">venkataramananand@fhda.edu</a>
PS	C S 10	COMPUTER ARCHITECTURE & ORGANIZATION	2016 Summer	<a href="mailto:MurphyMike@foothill.edu">MurphyMike@foothill.edu</a>
PS	C S 21B	INTERMEDIATE PYTHON PROGRAMMING	2016 Summer	<a href="mailto:haightelaine@foothill.edu">haightelaine@foothill.edu</a>
PS	C S 30A	INTRODUCTION TO LINUX	2016 Summer	<a href="mailto:MurphyMike@foothill.edu">MurphyMike@foothill.edu</a>
PS	C S 30B	LINUX SHELL PROGRAMMING	2016 Summer	<a href="mailto:MurphyMike@foothill.edu">MurphyMike@foothill.edu</a>
PS	C S 40A	SOFTWARE ENGINEERING METHODOLOGIES	2016 Summer	<a href="mailto:haightelaine@foothill.edu">haightelaine@foothill.edu</a>
PS	C S 50A	NETWORK BASICS (CCNA)	2016 Summer	<a href="mailto:MurphyMike@foothill.edu">MurphyMike@foothill.edu</a>
PS	C S 50B	ROUTING & SWITCHING ESSENTIALS (CCNA)	2016 Summer	<a href="mailto:MurphyMike@foothill.edu">MurphyMike@foothill.edu</a>
PS	C S 50C	SCALING LOCAL AREA NETWORKS (CCNA)	2016 Summer	<a href="mailto:MurphyMike@foothill.edu">MurphyMike@foothill.edu</a>
PS	C S 50D	CONNECTING NETWORKS-WANS (CCNA)	2016 Summer	<a href="mailto:MurphyMike@foothill.edu">MurphyMike@foothill.edu</a>
PS	C S 50E	INTRODUCTION TO IP NETWORK SECURITY	2016 Summer	<a href="mailto:MurphyMike@foothill.edu">MurphyMike@foothill.edu</a>
PS	C S 52A	ADVANCED IP ROUTING PROTOCOLS & SERVICES (CCNP)	2016 Summer	<a href="mailto:MurphyMike@foothill.edu">MurphyMike@foothill.edu</a>
PS	C S 52B	ADVANCED SWITCHING & CAMPUS LAN DESIGN (CCNP)	2016 Summer	<a href="mailto:MurphyMike@foothill.edu">MurphyMike@foothill.edu</a>
PS	C S 52C	ADVANCED NETWORK TROUBLESHOOTING (CCNP)	2016 Summer	<a href="mailto:MurphyMike@foothill.edu">MurphyMike@foothill.edu</a>
PS	C S 53A	CYBERSECURITY FUNDAMENTALS	2016 Summer	<a href="mailto:MurphyMike@foothill.edu">MurphyMike@foothill.edu</a>
PS	C S 53B	FIREWALLS & THREAT MANAGEMENT	2016 Summer	<a href="mailto:MurphyMike@foothill.edu">MurphyMike@foothill.edu</a>
PS	C S 53C	ETHICAL HACKING	2016 Summer	<a href="mailto:MurphyMike@foothill.edu">MurphyMike@foothill.edu</a>
PS	C S 53D	INTRODUCTION TO COMPUTER FORENSICS	2016 Summer	<a href="mailto:MurphyMike@foothill.edu">MurphyMike@foothill.edu</a>
PS	C S 54B	VMWARE VSPHERE INSTALL, CONFIGURE & MANAGE	2016 Summer	<a href="mailto:MurphyMike@foothill.edu">MurphyMike@foothill.edu</a>
PS	C S 54D	CLOUD INFRASTRUCTURE & SERVICES	2016 Summer	<a href="mailto:MurphyMike@foothill.edu">MurphyMike@foothill.edu</a>
PS	C S 56B	IT ESSENTIALS	2016 Summer	<a href="mailto:MurphyMike@foothill.edu">MurphyMike@foothill.edu</a>
PS	C S 60C	CONFIGURING ADVANCED WINDOWS SERVER 2012 SERVICES	2016 Summer	<a href="mailto:MurphyMike@foothill.edu">MurphyMike@foothill.edu</a>
PS	C S 64A	WRITING APPS FOR THE ANDROID IN JAVA	2016 Summer	<a href="mailto:venkataramananand@fhda.edu">venkataramananand@fhda.edu</a>
PS	C S 80A	OPEN SOURCE CONTRIBUTION	2016 Summer	<a href="mailto:venkataramananand@fhda.edu">venkataramananand@fhda.edu</a>
PS	C S 81A	3-D GRAPHICS PROGRAMMING	2016 Summer	<a href="mailto:venkataramananand@fhda.edu">venkataramananand@fhda.edu</a>
PS	C S 82A	INTRODUCTION TO SOFTWARE QUALITY ASSURANCE	2016 Summer	<a href="mailto:haightelaine@foothill.edu">haightelaine@foothill.edu</a>
PS	C S 84A	DATABASE-DRIVEN WEB APPLICATION DEVELOPMENT	2016 Summer	<a href="mailto:venkataramananand@fhda.edu">venkataramananand@fhda.edu</a>
PS	C S 84B	DISTRIBUTED DATABASES	2016 Summer	<a href="mailto:venkataramananand@fhda.edu">venkataramananand@fhda.edu</a>
PS	CHEM 9	CHEMISTRY OF COOKING	2016 Summer	<a href="mailto:nguyenrosa@fhda.edu">nguyenrosa@fhda.edu</a>
LA	CRWR 39A	INTRODUCTION TO SHORT FICTION WRITING	2016 Summer	<a href="mailto:fernandezhilda@foothill.edu">fernandezhilda@foothill.edu</a>

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The following courses must be reviewed/updated by the curriculum deadline of June 19, 2020. Courses in [blue](#) are currently in Review status in submissions.

LA	CRWR 41A	POETRY WRITING	2016 Summer	<a href="mailto:chanstephanie@fhda.edu">chanstephanie@fhda.edu</a>
LA	CRWR 41B	ADVANCED POETRY WRITING	2016 Summer	<a href="mailto:chanstephanie@fhda.edu">chanstephanie@fhda.edu</a>
BH	D A 53A	INTRODUCTION TO RADIOGRAPHY I	2016 Summer	<a href="mailto:yamamotojudy@foothill.edu">yamamotojudy@foothill.edu</a>
BH	D A 53B	DENTAL RADIOGRAPHY II	2016 Summer	<a href="mailto:yamamotojudy@foothill.edu">yamamotojudy@foothill.edu</a>
BH	D A 53C	DENTAL RADIOGRAPHY III	2016 Summer	<a href="mailto:yamamotojudy@foothill.edu">yamamotojudy@foothill.edu</a>
BH	D A 56	DENTAL HEALTH EDUCATION	2016 Summer	<a href="mailto:reedeloise@foothill.edu">reedeloise@foothill.edu</a>
BH	D A 58	SPECIALTY PRACTICE PROCEDURES	2016 Summer	<a href="mailto:miyasakicara@foothill.edu">miyasakicara@foothill.edu</a>
BH	D A 60A	DENTAL OFFICE BUSINESS PRACTICES I	2016 Summer	<a href="mailto:reedeloise@foothill.edu">reedeloise@foothill.edu</a>
BH	D A 60B	DENTAL OFFICE BUSINESS PRACTICES II	2016 Summer	<a href="mailto:reedeloise@foothill.edu">reedeloise@foothill.edu</a>
BH	D A 62A	DENTAL SCIENCES I	2016 Summer	<a href="mailto:miyasakicara@foothill.edu">miyasakicara@foothill.edu</a>
BH	D A 62B	DENTAL SCIENCES II	2016 Summer	<a href="mailto:miyasakicara@foothill.edu">miyasakicara@foothill.edu</a>
BH	D A 62C	DENTAL SCIENCES III	2016 Summer	<a href="mailto:miyasakicara@foothill.edu">miyasakicara@foothill.edu</a>
BH	D A 63	SPECIAL PATIENT POPULATIONS	2016 Summer	<a href="mailto:reedeloise@foothill.edu">reedeloise@foothill.edu</a>
BH	D A 71	INFECTION CONTROL & HAZARDOUS WASTE MANAGEMENT	2016 Summer	<a href="mailto:miyasakicara@foothill.edu">miyasakicara@foothill.edu</a>
BH	D A 85	RDA REVIEW	2016 Summer	<a href="mailto:miyasakicara@foothill.edu">miyasakicara@foothill.edu</a>
BH	D A 88	PIT & FISSURE SEALANTS	2016 Summer	<a href="mailto:miyasakicara@foothill.edu">miyasakicara@foothill.edu</a>
BH	D H 50	ORIENTATION TO DENTAL HYGIENE	2016 Summer	<a href="mailto:leichtjennifer@foothill.edu">leichtjennifer@foothill.edu</a>
BH	D H 300A	ORAL BIOLOGY I	2016 Summer	<a href="mailto:staanazenaaida@fhda.edu">staanazenaaida@fhda.edu</a>
BH	D H 300B	ORAL BIOLOGY II	2016 Summer	<a href="mailto:staanazenaaida@fhda.edu">staanazenaaida@fhda.edu</a>
BH	D H 302	ASSESSMENT PROCEDURES IN DENTAL HYGIENE	2016 Summer	<a href="mailto:leichtjennifer@foothill.edu">leichtjennifer@foothill.edu</a>
BH	D H 305A	INTRODUCTION TO DENTAL RADIOGRAPHY I	2016 Summer	<a href="mailto:yamamotojudy@foothill.edu">yamamotojudy@foothill.edu</a>
BH	D H 305B	DENTAL RADIOGRAPHY II	2016 Summer	<a href="mailto:yamamotojudy@foothill.edu">yamamotojudy@foothill.edu</a>
BH	D H 305C	DENTAL RADIOGRAPHY III	2016 Summer	<a href="mailto:yamamotojudy@foothill.edu">yamamotojudy@foothill.edu</a>
BH	D H 305D	DENTAL RADIOGRAPHY IV	2016 Summer	<a href="mailto:yamamotojudy@foothill.edu">yamamotojudy@foothill.edu</a>
BH	D H 308	CLINICAL TECHNIQUE	2016 Summer	<a href="mailto:leichtjennifer@foothill.edu">leichtjennifer@foothill.edu</a>
BH	D H 310	DENTAL MATERIALS	2016 Summer	<a href="mailto:staanazenaaida@fhda.edu">staanazenaaida@fhda.edu</a>
BH	D H 314	DENTAL HEALTH EDUCATION	2016 Summer	<a href="mailto:pattichan@foothill.edu">pattichan@foothill.edu</a>
BH	D H 316A	PERIODONTICS I	2016 Summer	<a href="mailto:staanazenaaida@fhda.edu">staanazenaaida@fhda.edu</a>
BH	D H 316B	PERIODONTICS II	2016 Summer	<a href="mailto:staanazenaaida@fhda.edu">staanazenaaida@fhda.edu</a>
BH	D H 318	INTRODUCTION TO CLINIC	2016 Summer	<a href="mailto:leichtjennifer@foothill.edu">leichtjennifer@foothill.edu</a>
BH	D H 320A	CLINICAL DENTAL HYGIENE I	2016 Summer	<a href="mailto:pattichan@foothill.edu">pattichan@foothill.edu</a>
BH	D H 320B	CLINICAL DENTAL HYGIENE II	2016 Summer	<a href="mailto:pattichan@foothill.edu">pattichan@foothill.edu</a>
BH	D H 320C	CLINICAL DENTAL HYGIENE III	2016 Summer	<a href="mailto:pattichan@foothill.edu">pattichan@foothill.edu</a>
BH	D H 320D	CLINICAL DENTAL HYGIENE IV	2016 Summer	<a href="mailto:pattichan@foothill.edu">pattichan@foothill.edu</a>
BH	D H 322	LOCAL ANESTHESIA	2016 Summer	<a href="mailto:staanazenaaida@fhda.edu">staanazenaaida@fhda.edu</a>
BH	D H 324	ORAL PATHOLOGY	2016 Summer	<a href="mailto:pattichan@foothill.edu">pattichan@foothill.edu</a>
BH	D H 326A	COMMUNITY DENTAL HEALTH I	2016 Summer	<a href="mailto:pattichan@foothill.edu">pattichan@foothill.edu</a>
BH	D H 326B	COMMUNITY DENTAL HEALTH II	2016 Summer	<a href="mailto:pattichan@foothill.edu">pattichan@foothill.edu</a>
BH	D H 326C	COMMUNITY DENTAL HEALTH III	2016 Summer	<a href="mailto:pattichan@foothill.edu">pattichan@foothill.edu</a>
BH	D H 328A	CLINICAL DENTAL HYGIENE THEORY I	2016 Summer	<a href="mailto:pattichan@foothill.edu">pattichan@foothill.edu</a>
BH	D H 328B	CLINICAL DENTAL HYGIENE THEORY II	2016 Summer	<a href="mailto:pattichan@foothill.edu">pattichan@foothill.edu</a>
BH	D H 328C	CLINICAL DENTAL HYGIENE THEORY III	2016 Summer	<a href="mailto:pattichan@foothill.edu">pattichan@foothill.edu</a>
BH	D H 330	NITROUS OXIDE/OXYGEN ANALGESIA	2016 Summer	<a href="mailto:pattichan@foothill.edu">pattichan@foothill.edu</a>
BH	D H 332	ETHICS, LAW & BUSINESS PRACTICES	2016 Summer	<a href="mailto:pattichan@foothill.edu">pattichan@foothill.edu</a>
BH	D H 350A	DENTAL HYGIENE RESEARCH & CAPSTONE PROJECT I	2016 Summer	<a href="mailto:pattichan@foothill.edu">pattichan@foothill.edu</a>
BH	D H 350B	DENTAL HYGIENE RESEARCH & CAPSTONE PROJECT II	2016 Summer	<a href="mailto:pattichan@foothill.edu">pattichan@foothill.edu</a>
BH	D H 350C	DENTAL HYGIENE RESEARCH & CAPSTONE PROJECT III	2016 Summer	<a href="mailto:pattichan@foothill.edu">pattichan@foothill.edu</a>
SS	ECON 25	THE GLOBAL ECONOMY	2016 Summer	<a href="mailto:evansbrian@foothill.edu">evansbrian@foothill.edu</a>
LA	ENGL 22	WOMEN WRITERS	2016 Summer	<a href="mailto:svetchkella@foothill.edu">svetchkella@foothill.edu</a>
LA	ENGL 41	LITERATURE OF MULTICULTURAL AMERICA	2016 Summer	<a href="mailto:hermanallison@fhda.edu">hermanallison@fhda.edu</a>
LA	ENGL 209	INTRODUCTION TO COLLEGE READING	2016 Summer	<a href="mailto:hansentess@foothill.edu">hansentess@foothill.edu</a>
SS	HIST 10	HISTORY OF CALIFORNIA: THE MULTICULTURAL STATE	2016 Summer	<a href="mailto:ziegenhornbill@foothill.edu">ziegenhornbill@foothill.edu</a>
BH	HLTH 20	INTRODUCTION TO PUBLIC HEALTH	2016 Summer	<a href="mailto:treanorshirley@foothill.edu">treanorshirley@foothill.edu</a>
BH	HLTH 21	CONTEMPORARY HEALTH CONCERNS	2016 Summer	<a href="mailto:treanorshirley@foothill.edu">treanorshirley@foothill.edu</a>
BH	HORT 54B	LANDSCAPE CONSTRUCTION: TECHNICAL PRACTICES	2016 Summer	<a href="mailto:sauter david@foothill.edu">sauter david@foothill.edu</a>

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BH	HORT 54C	LANDSCAPE CONSTRUCTION: IRRIGATION PRACTICES	2016 Summer	<a href="mailto:sauterdavid@foothill.edu">sauterdavid@foothill.edu</a>
BH	HORT 90A	CONTAINER PLANTINGS IN THE LANDSCAPE	2016 Summer	<a href="mailto:sauterdavid@foothill.edu">sauterdavid@foothill.edu</a>
BH	HORT 90G	LANDSCAPE DESIGN FORUM	2016 Summer	<a href="mailto:sauterdavid@foothill.edu">sauterdavid@foothill.edu</a>
BH	HORT 90H	LANDSCAPE LIGHTING	2016 Summer	<a href="mailto:sauterdavid@foothill.edu">sauterdavid@foothill.edu</a>
BH	HORT 90I	LANDSCAPE SUSTAINABILITY PRACTICES	2016 Summer	<a href="mailto:sauterdavid@foothill.edu">sauterdavid@foothill.edu</a>
BH	HORT 90K	LANDSCAPING WITH EDIBLES	2016 Summer	<a href="mailto:sauterdavid@foothill.edu">sauterdavid@foothill.edu</a>
BH	HORT 90L	PLANT PROPAGATION: BASIC SKILLS	2016 Summer	<a href="mailto:sauterdavid@foothill.edu">sauterdavid@foothill.edu</a>
BH	HORT 90N	PLANT MATERIALS: FALL COLOR	2016 Summer	<a href="mailto:sauterdavid@foothill.edu">sauterdavid@foothill.edu</a>
BH	HORT 90P	PRUNING: BASIC SKILLS	2016 Summer	<a href="mailto:sauterdavid@foothill.edu">sauterdavid@foothill.edu</a>
BH	HORT 90Q	RESIDENTIAL IRRIGATION SYSTEMS	2016 Summer	<a href="mailto:sauterdavid@foothill.edu">sauterdavid@foothill.edu</a>
BH	HORT 90X	WATER CONSERVATION IN LANDSCAPE DESIGN	2016 Summer	<a href="mailto:sauterdavid@foothill.edu">sauterdavid@foothill.edu</a>
SS	HUMN 1	CULTURES, CIVILIZATIONS & IDEAS: THE ANCIENT WORLD	2016 Summer	<a href="mailto:camminfalk@foothill.edu">camminfalk@foothill.edu</a>
SS	HUMN 2	CULTURES, CIVILIZATIONS & IDEAS: OF EMPIRES & CONFLICT	2016 Summer	<a href="mailto:camminfalk@foothill.edu">camminfalk@foothill.edu</a>
SS	HUMN 5	CULTURES, CIVILIZATIONS & IDEAS: THE MODERN WORLD	2016 Summer	<a href="mailto:camminfalk@foothill.edu">camminfalk@foothill.edu</a>
SS	HUMN 7	GLOBAL RELIGIONS: CONTEMPORARY PRACTICES & PERSPECTIVES	2016 Summer	<a href="mailto:camminfalk@foothill.edu">camminfalk@foothill.edu</a>
SS	HUMN 44H	HONORS ART & TRANSGRESSION: THE HOLOCAUST IN THE LITERARY IMAGINATION	2016 Summer	<a href="mailto:camminfalk@foothill.edu">camminfalk@foothill.edu</a>
BH	IDS 300	RESEARCH METHODOLOGY FOR HEALTH PROFESSIONALS	2016 Summer	<a href="mailto:pattichan@foothill.edu">pattichan@foothill.edu</a>
LA	JAPN 192	COMMUNITY SERVICE LEARNING FOR JAPANESE	2016 Summer	<a href="mailto:rakowikuko@foothill.edu">rakowikuko@foothill.edu</a>
BH	JFS 100	FIRE FIGHTER I ACADEMY	2016 Summer	<a href="mailto:lflores@theacademy.ca.gov">lflores@theacademy.ca.gov</a>
BH	JFS 101A	FIRE CONTINUED PROFESSIONAL TRAINING (CPT)	2016 Summer	<a href="mailto:lflores@theacademy.ca.gov">lflores@theacademy.ca.gov</a>
BH	JFS 101B	FIRE CONTINUED PROFESSIONAL TRAINING 2 (CPT)	2016 Summer	<a href="mailto:lflores@theacademy.ca.gov">lflores@theacademy.ca.gov</a>
LA	L A 61A	TUTOR TRAINING I	2016 Summer	<a href="mailto:menendeznatalia@foothill.edu">menendeznatalia@foothill.edu</a>
LA	L A 61B	TUTOR TRAINING II	2016 Summer	<a href="mailto:menendeznatalia@foothill.edu">menendeznatalia@foothill.edu</a>
SS	LINC 75A	INTRODUCTION TO INSTRUCTIONAL DESIGN & TECHNOLOGY	2016 Summer	<a href="mailto:pereiracassandra@fhda.edu">pereiracassandra@fhda.edu</a>
SS	LINC 75B	INSTRUCTIONAL TECHNOLOGY STRATEGIES	2016 Summer	<a href="mailto:pereiracassandra@fhda.edu">pereiracassandra@fhda.edu</a>
SS	LINC 75C	DESIGNING ONLINE INSTRUCTION	2016 Summer	<a href="mailto:pereiracassandra@fhda.edu">pereiracassandra@fhda.edu</a>
SS	LINC 82A	INTRODUCTION TO DESIGNING INSTRUCTIONAL TECHNOLOGY PROJECTS	2016 Summer	<a href="mailto:pereiracassandra@fhda.edu">pereiracassandra@fhda.edu</a>
SS	LINC 82B	DEVELOPING INSTRUCTIONAL MATERIALS	2016 Summer	<a href="mailto:pereiracassandra@fhda.edu">pereiracassandra@fhda.edu</a>
SS	LINC 82C	CREATING INTERACTIVE MEDIA FOR INSTRUCTION	2016 Summer	<a href="mailto:pereiracassandra@fhda.edu">pereiracassandra@fhda.edu</a>
SS	LINC 91A	INTRODUCTION TO ASSESSING INSTRUCTIONAL TECHNOLOGY	2016 Summer	<a href="mailto:pereiracassandra@fhda.edu">pereiracassandra@fhda.edu</a>
SS	LINC 91B	EVALUATING TECHNOLOGY-BASED LEARNING OUTCOMES	2016 Summer	<a href="mailto:pereiracassandra@fhda.edu">pereiracassandra@fhda.edu</a>
SS	LINC 91C	EVALUATING INSTRUCTIONAL PROGRAMS	2016 Summer	<a href="mailto:pereiracassandra@fhda.edu">pereiracassandra@fhda.edu</a>
SS	LINC 92	SEMINAR IN INSTRUCTIONAL DESIGN & TECHNOLOGY	2016 Summer	<a href="mailto:pereiracassandra@fhda.edu">pereiracassandra@fhda.edu</a>
FA	MDIA 2A	HISTORY OF FILM 1895-1945	2016 Summer	<a href="mailto:trippcaldwellkristin@fhda.edu">trippcaldwellkristin@fhda.edu</a>
FA	MDIA 2B	HISTORY OF FILM 1945-CURRENT	2016 Summer	<a href="mailto:trippcaldwellkristin@fhda.edu">trippcaldwellkristin@fhda.edu</a>
FA	MDIA 30	DIGITAL VIDEO EDITING I	2016 Summer	<a href="mailto:trippcaldwellkristin@fhda.edu">trippcaldwellkristin@fhda.edu</a>
FA	MDIA 31	DIGITAL VIDEO EDITING II	2016 Summer	<a href="mailto:trippcaldwellkristin@fhda.edu">trippcaldwellkristin@fhda.edu</a>
FA	MTEC 51A	STUDIO RECORDING I	2016 Summer	<a href="mailto:tamblingbruce@foothill.edu">tamblingbruce@foothill.edu</a>
FA	MTEC 51B	STUDIO RECORDING II	2016 Summer	<a href="mailto:tamblingbruce@foothill.edu">tamblingbruce@foothill.edu</a>
FA	MTEC 52A	MIXING & MASTERING I	2016 Summer	<a href="mailto:tamblingbruce@foothill.edu">tamblingbruce@foothill.edu</a>
FA	MTEC 52B	MIXING & MASTERING II	2016 Summer	<a href="mailto:tamblingbruce@foothill.edu">tamblingbruce@foothill.edu</a>
FA	MTEC 55A	INTRODUCTION TO GAME AUDIO	2016 Summer	<a href="mailto:kuehnleric@foothill.edu">kuehnleric@foothill.edu</a>
FA	MTEC 55C	MUSIC COMPOSITION FOR GAMES	2016 Summer	<a href="mailto:kuehnleric@foothill.edu">kuehnleric@foothill.edu</a>
FA	MTEC 57B	SURROUND SOUND PRODUCTION	2016 Summer	<a href="mailto:kuehnleric@foothill.edu">kuehnleric@foothill.edu</a>
FA	MTEC 60A	PRODUCING IN THE HOME STUDIO I	2016 Summer	<a href="mailto:tamblingbruce@foothill.edu">tamblingbruce@foothill.edu</a>
FA	MTEC 60B	PRODUCING IN THE HOME STUDIO II	2016 Summer	<a href="mailto:tamblingbruce@foothill.edu">tamblingbruce@foothill.edu</a>
FA	MTEC 62A	COMPOSING & PRODUCING ELECTRONIC MUSIC I	2016 Summer	<a href="mailto:kuehnleric@foothill.edu">kuehnleric@foothill.edu</a>
FA	MTEC 66A	MUSIC VIDEO PRODUCTION	2016 Summer	<a href="mailto:kuehnleric@foothill.edu">kuehnleric@foothill.edu</a>
FA	MTEC 70A	PRO TOOLS 101-AVID CERTIFICATION	2016 Summer	<a href="mailto:kuehnleric@foothill.edu">kuehnleric@foothill.edu</a>
FA	MTEC 70B	PRO TOOLS 110-AVID CERTIFICATION	2016 Summer	<a href="mailto:kuehnleric@foothill.edu">kuehnleric@foothill.edu</a>
FA	MTEC 70E	PRO TOOLS 210P-AVID CERTIFICATION	2016 Summer	<a href="mailto:tamblingbruce@foothill.edu">tamblingbruce@foothill.edu</a>
FA	MTEC 70F	PRO TOOLS 310M-AVID CERTIFICATION	2016 Summer	<a href="mailto:tamblingbruce@foothill.edu">tamblingbruce@foothill.edu</a>
FA	MTEC 72A	PRODUCING MUSIC WITH REASON	2016 Summer	<a href="mailto:tamblingbruce@foothill.edu">tamblingbruce@foothill.edu</a>
FA	MTEC 72B	PRODUCING MUSIC WITH ABLETON LIVE	2016 Summer	<a href="mailto:tamblingbruce@foothill.edu">tamblingbruce@foothill.edu</a>

### Title 5 list for 2021-22

The following courses must be reviewed/updated by the curriculum deadline of June 19, 2020. Courses in [blue](#) are currently in Review status in submissions.

FA	MTEC 80A	MUSIC BUSINESS	2016 Summer	<a href="mailto:goldfarbedward@fhda.edu">goldfarbedward@fhda.edu</a>
FA	MTEC 80B	ENTERTAINMENT LAW & NEW MEDIA	2016 Summer	<a href="mailto:kuehnleric@foothill.edu">kuehnleric@foothill.edu</a>
FA	MTEC 80C	BASICS OF MUSIC PUBLISHING	2016 Summer	<a href="mailto:brunojames@fhda.edu">brunojames@fhda.edu</a>
FA	MTEC 82C	INTRODUCTION TO THE VIDEO GAME BUSINESS	2016 Summer	<a href="mailto:brunojames@fhda.edu">brunojames@fhda.edu</a>
FA	MTEC 88A	SONGWRITER'S WORKSHOP	2016 Summer	<a href="mailto:brunojames@fhda.edu">brunojames@fhda.edu</a>
FA	MTEC 88B	MODERN SONG COMPOSITION	2016 Summer	<a href="mailto:brunojames@fhda.edu">brunojames@fhda.edu</a>
FA	MTEC 88C	ADVANCED SONG STRUCTURE	2016 Summer	<a href="mailto:brunojames@fhda.edu">brunojames@fhda.edu</a>
FA	MUS 7	CONTEMPORARY MUSICAL STYLES: ROCK, POP & JAZZ	2016 Summer	<a href="mailto:stevensonianis@foothill.edu">stevensonianis@foothill.edu</a>
FA	MUS 7F	MUSIC IN FILM	2016 Summer	<a href="mailto:hartwellrobert@foothill.edu">hartwellrobert@foothill.edu</a>
FA	MUS 10	MUSIC FUNDAMENTALS	2016 Summer	<a href="mailto:stevensonianis@foothill.edu">stevensonianis@foothill.edu</a>
FA	MUS 11D	HISTORY OF ELECTRONIC MUSIC: ORIGINS-1970	2016 Summer	<a href="mailto:kuehnleric@foothill.edu">kuehnleric@foothill.edu</a>
FA	MUS 11E	HISTORY OF ELECTRONIC MUSIC: 1970-PRESENT	2016 Summer	<a href="mailto:goldfarbedward@fhda.edu">goldfarbedward@fhda.edu</a>
FA	MUS 11F	VIDEO GAMES & POPULAR CULTURE	2016 Summer	<a href="mailto:kuehnleric@foothill.edu">kuehnleric@foothill.edu</a>
FA	MUS 12A	BEGINNING CLASS PIANO	2016 Summer	<a href="mailto:linchia3@fhda.edu">linchia3@fhda.edu</a>
FA	MUS 12B	INTERMEDIATE CLASS PIANO	2016 Summer	<a href="mailto:linchia3@fhda.edu">linchia3@fhda.edu</a>
FA	MUS 12C	ADVANCED CLASS PIANO	2016 Summer	<a href="mailto:linchia3@fhda.edu">linchia3@fhda.edu</a>
FA	MUS 15A	BEGINNING ACOUSTIC GUITAR TECHNIQUES	2016 Summer	<a href="mailto:zussmanbenett@fhda.edu">zussmanbenett@fhda.edu</a>
FA	MUS 15B	INTERMEDIATE ACOUSTIC GUITAR TECHNIQUES	2016 Summer	<a href="mailto:zussmanbenett@fhda.edu">zussmanbenett@fhda.edu</a>
FA	MUS 15C	ADVANCED ACOUSTIC GUITAR TECHNIQUES	2016 Summer	<a href="mailto:zussmanbenett@fhda.edu">zussmanbenett@fhda.edu</a>
LA	NCEL 401	ESL FOR CHILD CARE PROVIDERS	2016 Summer	<a href="mailto:hakatie@fhda.edu">hakatie@fhda.edu</a>
BH	PHT 54B	DOSAGE CALCULATIONS B	2016 Summer	<a href="mailto:SuAngela@foothill.edu">SuAngela@foothill.edu</a>
BH	PHT 56B	DISPENSING & COMPOUNDING B	2016 Summer	<a href="mailto:SuAngela@foothill.edu">SuAngela@foothill.edu</a>
PS	PHYS 6	INTRODUCTORY PHYSICS	2016 Summer	<a href="mailto:marascodavid@foothill.edu">marascodavid@foothill.edu</a>
SS	PSYC 25	INTRODUCTION TO ABNORMAL PSYCHOLOGY	2016 Summer	<a href="mailto:LinEta@foothill.edu">LinEta@foothill.edu</a>
SS	PSYC 39	PSYCHOLOGY OF SPORTS	2016 Summer	<a href="mailto:tuttlenicholas@foothill.edu">tuttlenicholas@foothill.edu</a>
SS	PSYC 40	HUMAN DEVELOPMENT	2016 Summer	<a href="mailto:LinEta@foothill.edu">LinEta@foothill.edu</a>
BH	R T 54A	BASIC PATIENT CARE FOR IMAGING TECHNOLOGY	2016 Summer	<a href="mailto:KEYJENENE@foothill.edu">KEYJENENE@foothill.edu</a>
BH	R T 54C	RADIOGRAPHIC PATHOLOGY	2016 Summer	<a href="mailto:KEYJENENE@foothill.edu">KEYJENENE@foothill.edu</a>
BH	R T 62A	ADVANCED MODALITIES IN IMAGING	2016 Summer	<a href="mailto:KEYJENENE@foothill.edu">KEYJENENE@foothill.edu</a>
BH	R T 62B	SPECIAL PROCEDURES & EQUIPMENT	2016 Summer	<a href="mailto:KEYJENENE@foothill.edu">KEYJENENE@foothill.edu</a>
BH	R T 63	ADVANCED RADIOGRAPHIC PRINCIPLES	2016 Summer	<a href="mailto:campbellrachel@foothill.edu">campbellrachel@foothill.edu</a>
BH	R T 65	MAMMOGRAPHY	2016 Summer	<a href="mailto:KEYJENENE@foothill.edu">KEYJENENE@foothill.edu</a>
BH	<a href="#">RSPT 50A</a>	<a href="#">RESPIRATORY THERAPY PROCEDURES</a>	2016 Summer	<a href="mailto:hillslisa@fhda.edu">hillslisa@fhda.edu</a>
BH	RSPT 61B	NEONATAL RESPIRATORY CARE	2016 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
BH	RSPT 61D	PEDIATRIC RESPIRATORY CARE	2016 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
BH	RSPT 63A	ADVANCED PATHOPHYSIOLOGY & PATIENT MANAGEMENT	2016 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
BH	RSPT 65	COMPUTER PATIENT SIMULATIONS	2016 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
SS	SOC 1H	HONORS INTRODUCTION TO SOCIOLOGY	2016 Summer	<a href="mailto:foxjohn@fhda.edu">foxjohn@fhda.edu</a>
SS	SPED 1	INTRODUCTION TO DISABILITIES	2016 Summer	<a href="mailto:ongteresa@fhda.edu">ongteresa@fhda.edu</a>
SS	SPED 2	PSYCHOLOGICAL ASPECTS OF DISABILITY	2016 Summer	<a href="mailto:wongrussell@foothill.edu">wongrussell@foothill.edu</a>
FA	THTR 2B	HISTORY OF DRAMATIC LITERATURE: MOLIERE TO MODERN	2016 Summer	<a href="mailto:goughtom@foothill.edu">goughtom@foothill.edu</a>
FA	THTR 21A	SCENERY & PROPERTY CONSTRUCTION	2016 Summer	<a href="mailto:mcleodbruce@fhda.edu">mcleodbruce@fhda.edu</a>
FA	THTR 21B	INTERMEDIATE SCENERY & PROPERTY CONSTRUCTION	2016 Summer	<a href="mailto:mcleodbruce@fhda.edu">mcleodbruce@fhda.edu</a>
FA	THTR 21C	ADVANCED SCENERY & PROPERTIES CONSTRUCTION	2016 Summer	<a href="mailto:mcleodbruce@fhda.edu">mcleodbruce@fhda.edu</a>
FA	THTR 25B	FASHION & COSTUME CONSTRUCTION II	2016 Summer	<a href="mailto:mcleodbruce@fhda.edu">mcleodbruce@fhda.edu</a>
FA	THTR 25C	FASHION & COSTUME CONSTRUCTION III	2016 Summer	<a href="mailto:mcleodbruce@fhda.edu">mcleodbruce@fhda.edu</a>
FA	THTR 42	INTRODUCTION TO THEATRE DESIGN	2016 Summer	<a href="mailto:mcleodbruce@fhda.edu">mcleodbruce@fhda.edu</a>
BH	V T 51	INTRODUCTION TO VETERINARY TECHNOLOGY	2016 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 52A	VETERINARY ASSISTING I	2016 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 61	ANIMAL DISEASES	2016 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 70	FUNDAMENTALS OF VETERINARY DIAGNOSTIC IMAGING	2016 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>



**Academic Senate**  
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## **55<sup>th</sup> SESSION RESOLUTIONS**

### **Spring Plenary**

***FOR DISCUSSION AT AREA MEETINGS,  
MARCH 27 & 28, 2020***

*Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on April 18, 2020.*

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 #.

- \*1.01 S20 Adopt Updated ASCCC Vision, Mission, and Values Statements
- \*3.01 S20 Support The Anti-Racism Pledge
- \*3.02 S20 *Anti-Racism in California Community Colleges—An Academic Senate Paper*
- \*3.03 S20 Recommendation to Update Title 5 Language for Minimum Qualifications
- \*9.01 S20 Recommendations for the Implementation of a No-Cost Designation in Course Schedules
- \*10.01 S20 *Disciplines List—Registered Behavior Technician*
- \*10.02 S20 Update the Paper *Equivalence to the Minimum Qualifications*



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## **1.0 ACADEMIC SENATE**

### **\*1.01 S20 Adopt Updated ASCCC Vision, Mission, and Values Statements**

Whereas, The Academic Senate for California Community Colleges does not have a vision statement, its mission statement was created and adopted by delegates in spring 2005 (Resolution 1.03 S05) and has remained unchanged since, and its values statements were created by the Executive Committee in response to Resolution 1.02 F08 and adopted by delegates in fall 2009 (Resolution 1.02 F09);

Whereas, While the current mission and values statements remain relevant, they inadequately communicate the importance of diverse faculty representation and perspectives and inadequately emphasize student success; and

Whereas, Input was solicited in breakouts at plenaries in fall 2018, spring 2019, and fall 2019, and participant feedback significantly shaped the draft considered by the Executive Committee and proposed for adoption by delegates;

Resolved, The Academic Senate for California Community Colleges adopt the vision statement and updated mission and values statements<sup>1</sup>.

Contact: ASCCC Executive Committee

## **3.0 DIVERSITY AND EQUITY**

### **\*3.01 S20 Support *The Anti-Racism Pledge***

Whereas, The Academic Senate for California Community Colleges adopted at the Fall Plenary of 2019 resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges; and

Whereas, The resolution established a commitment for the Academic Senate for California Community Colleges to “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 inherent racism embedded in societal institutions, 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”;

Resolved, That the Academic Senate for California Community Colleges distribute “The Anti-Racism Pledge”<sup>2</sup>;

Resolved, That the Academic Senate for California Community Colleges ask faculty and other stakeholders to examine their personal role and commit to dismantle structural racism by signing “The Anti-Racism Pledge”; and

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<sup>1</sup> Appendix A: Proposed ASCCC Vision, Mission, and Values Statement

<sup>2</sup> Appendix B: *The Anti-Racism Pledge*

Resolved, That the Academic Senate for California Community Colleges, in order to work toward ending institutional discrimination, provide deeper training that reveals and addresses the inherent racism embedded in societal and educational institutions to faculty by spring of 2021.

Contact: Karla Kirk, Equity and Diversity Action Committee

**\*3.02 S20 *Anti-Racism in California Community Colleges—An Academic Senate Paper***

Whereas, The Academic Senate for California Community Colleges adopted at the Fall Plenary of 2019 resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges; and

Whereas, Understanding of the history of discriminatory laws and racial diversification in the California Community Colleges system would inform current faculty diversification efforts;

Resolved, That the Academic Senate for California Community Colleges develop a position paper titled *Anti-Racism in California Community Colleges—An Academic Senate Paper* for consideration and adoption at the Spring 2021 Plenary Session.

Contact: Darcie McClelland, Equity and Diversity Action Committee

**\*3.03 S20 Recommendation to Update Title 5 Language for Minimum Qualifications**

Whereas, The Academic Senate for California Community Colleges adopted a new inclusivity statement in fall 2019—Resolution 3.03 F19, Replacing the Academic Senate for California Community Colleges Inclusivity Statement—that aligns with the Board of Governor’s Diversity, Equity, and Inclusion Statement;<sup>3</sup>

Whereas, The paper *Equity Driven Systems: Student Equity and Achievement in the California Community Colleges*, adopted through Resolution 3.04 F19, calls for the Academic Senate for California Community Colleges and local academic senates to move beyond individual actions to transformational system change addressing policies and procedures;

Whereas, Title 5, § 53024.1 acknowledges that “establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort”; and

Whereas, Title 5, § 53022 defines the minimum qualifications for all faculty positions and requires all faculty applicants to demonstrate “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students”;

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<sup>3</sup>Vision for Success Diversity, Equity, and Inclusion statement passed by the Board of Governors at its September 17, 2019 meeting. <https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/2019/bog-agenda-09-16-17-2019.ashx?la=en&hash=7D1FC0B7B1D994735C9EEF66F407D82D86AE1625>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to recommend changes for consideration regarding the minimum qualifications that may include an update to the Title 5, §53022 language to exhibit and reflect the demonstration of cultural humility,<sup>4</sup> cultural responsiveness,<sup>5</sup> and equity-mindedness<sup>6</sup> that transcend “sensitivity” and further define the knowledge, skills, and behaviors in the second minimum qualification for faculty positions.

Contact: Luke Lara, Faculty Leadership Development Committee

## 9.0 CURRICULUM

### **\*9.01 S20 Recommendations for the Implementation of a No-Cost Designation in Course Schedules**

Whereas, Resolution 13.01 S19 asked that the “Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020”;

Whereas, Most California community colleges have overcome the technical challenges associated with implementing a “no-cost” designation in their online course schedules and are now seeking to perfect this implementation by ensuring consistency in the criteria used to determine which sections are marked with this designation and establishing procedures to ensure that no qualifying sections are missed;

Whereas, The details of the legislation—i.e., the requirement that sections marked with the no-cost designation be those “that exclusively use digital course materials”—are inconsistent with how “zero textbook cost” had been defined by the California Community Colleges Chancellor’s Office and do not address how courses that have never required a text, as documented in the course outline of record, should be treated; and

Whereas, Consistency and transparency across colleges is beneficial to students, faculty, and anyone with an interest in assessing the impact of efforts to reduce textbook costs;

Resolved, That the Academic Senate for California Community Colleges recommend that colleges implement both of the following:

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<sup>4</sup> Cultural humility is a lifelong commitment to self-evaluation and self-critique, redressing the power imbalances in the student-teacher dynamic, developing mutually beneficial partnerships with communities on behalf of individuals and defined populations. Source: Tervalon M, Murray-Garcia J: “Cultural humility versus cultural competence: a critical distinction in defining physician training outcomes in multicultural education, “Journal of Health Care for the Poor and Underserved 1998; 9(2):117-124. Retrieved from [https://melanietervalon.com/wp-content/uploads/2013/08/CulturalHumility\\_Tervalon-and-Murray-Garcia-Article.pdf](https://melanietervalon.com/wp-content/uploads/2013/08/CulturalHumility_Tervalon-and-Murray-Garcia-Article.pdf)

<sup>5</sup> Culturally responsive teaching recognizes the importance of including students' cultural references in all aspects of learning, enriching classroom experiences, and keeping students engaged. Retrieved from <https://www.tolerance.org/professional-development/being-culturally-responsive>

<sup>6</sup> Equity-mindedness refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. Retrieved from <https://cue.usc.edu/about/equity/equity-mindedness/>

1. a no-cost designation for course sections that require a text but no-cost is passed on to students and
2. a separate designation to recognize those courses that do not require a text and, consequently, have no associated costs for instructional resources;

Resolved, That the Academic Senate for California Community Colleges recommend that the no-cost designation be used to recognize those sections that use digital resources (consistent with SB 1359[Block, 2016]) and those sections that require a text yet are “no-cost” due to something other than a digital alternative;

Resolved, That the Academic Senate for California Community Colleges recommend integration of identification of a course section as being no-cost into the existing textbook selection process; and

Resolved, That the Academic Senate for California Community Colleges provide additional guidance and resources related to SB 1359 (Block, 2016) no later than the Fall 2020 Plenary.

Contact: Michelle Pilati, Faculty Coordinator, ASCCC Open Educational Resources Initiative

## **10.0 DISCIPLINES LIST**

### **\*10.01 S20 *Disciplines List*—Registered Behavior Technician**

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the *Disciplines List*, supported the following addition of the Registered Behavior Technician discipline:

*Master's in behavior analysis, education, or psychology*

OR

*the equivalent*

AND

*certification as a Board-Certified Behavior Analyst (BCBA) as set by the Behavior Analyst Certification Board (BACB); and*

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the *Disciplines List* for Registered Behavior Technician.

Contact: Angela Echeverri, Standards & Practices Committee

**\*10.02 S20 Update the Paper *Equivalence to the Minimum Qualifications***

Whereas, In 2014, a longitudinal study of a California community college reported that “underrepresented minority students” were more likely to complete courses and more likely to complete with a grade of B or higher in sections taught by an “underrepresented instructor”<sup>7</sup>;

Whereas, The California Community Colleges Student Success Scorecard reports that in 2017 the gulf in completion rates for degree, certificate, or transfer within six years of entering community college was 30.1 percentage points between the group with the highest completion rate and the group with the lowest rate;

Whereas, The 2016 Academic Senate for California Community Colleges 2016 paper *Equivalence to the Minimum Qualifications* concludes that “Faculty equivalency to the minimum qualifications should be an uncommon occurrence, but it is an important mechanism to ensure a diverse group of qualified applicants is considered to engage and enhance student learning,” and at some districts equivalence is seldom or never granted or is framed in a manner that discourages applicants who might demonstrate equivalence from applying, despite the mention of equivalence in California Education Code § 87359; and

Whereas, The *Career Technical Education Faculty Minimum Qualifications Toolkit* (2019) provides means to document equivalence to the associate’s degree and is intended “to maximize the flexibility currently allowed in the use of equivalency, thus creating a deep, diverse, and qualified pool of industry-expert candidates”;

Resolved, That the Academic Senate for California Community Colleges revise and update the paper *Equivalence to the Minimum Qualifications* in such a manner as to clarify to the field that equivalence is not only legally permissible but necessary to broadening hiring pools as a means of promoting faculty diversification; and

Resolved, That the Academic Senate for California Community Colleges revise and update the paper *Equivalence to the Minimum Qualifications* to align with the Career Technical Education Faculty Minimum Qualifications Toolkit and bring the revised paper to the body for consideration by fall of 2021.

Contact: Eric Thompson, Standards & Practices Committee

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<sup>7</sup> Fairlie, R., et al. (2014) “A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom.” *The American Economic Review*. V. 104, n. 8, pp. 2567-2591.

# General Education Review Request

## AREA VII - LIFELONG LEARNING

Course Number & Title: KINS 16A Prevention of Athletic Injuries

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### Breadth Criteria:

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

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

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

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

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

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

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

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

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

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

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

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

## General Education Review Request AREA VII - LIFELONG LEARNING

**Course Number & Title:** KINS 16A Prevention of Athletic Injuries

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

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

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

**Matching course component(s):** Knowledge, skills and attitudes are applicable in Kinesiology, Science (Anatomy and Physiology, Nutrition, Chemistry, Physics, etc) and Medicine.

#### **Course Objectives -**

The student will be able to:

- A. identify basic musculo-skeletal anatomy.
- B. apply various adhesive strapping techniques to prevent injuries to joints.
- C. apply various elastic wrapping techniques to add support to injured muscles.
- D. demonstrate flexibility exercises to stretch major muscle groups.
- E. list the necessary items in a first aid kit.
- F. identify inflexible muscle groups that predispose someone to injury.
- G. employ knowledge of muscle anatomy by designing sport specific pre-activity warm-ups.
- H. discuss cultural differences in prevention care.

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

**Matching course component(s):** Course content includes critical thinking and problem solving in identifying underlying causes of injuries and conditions and planning for corrections to prevent those injuries and conditions from occurring.

#### **Methods of Evaluation -**

- A. Notebook
- B. Quizzes
- C. Practical examination

#### **Method of Instruction -**

- A. Lecture and slide presentations concerning injury athletic prevention
- B. Periods of practical question-answer sessions concerning athletic injury prevention

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

**Matching course component(s):** Course content is entirely focused on the health and well-being of active people.

#### **Course Objectives -**

The student will be able to:

- A. identify basic musculo-skeletal anatomy.
- B. apply various adhesive strapping techniques to prevent injuries to joints.
- C. apply various elastic wrapping techniques to add support to injured muscles.
- D. demonstrate flexibility exercises to stretch major muscle groups.
- E. list the necessary items in a first aid kit.
- F. identify inflexible muscle groups that predispose someone to injury.



## General Education Review Request AREA VII - LIFELONG LEARNING

- G. employ knowledge of muscle anatomy by designing sport specific pre-activity warm-ups.
- H. discuss cultural differences in prevention care.

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

**Matching course component(s):** Course content is entirely focused on the health and well-being of active people.

**Course Objectives -**

The student will be able to:

- A. identify basic musculo-skeletal anatomy.
- B. apply various adhesive strapping techniques to prevent injuries to joints.
- C. apply various elastic wrapping techniques to add support to injured muscles.
- D. demonstrate flexibility exercises to stretch major muscle groups.
- E. list the necessary items in a first aid kit.
- F. identify inflexible muscle groups that predispose someone to injury.
- G. employ knowledge of muscle anatomy by designing sport specific pre-activity warm-ups.
- H. discuss cultural differences in prevention care.

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

**Matching course component(s):** Employs multiple forms of communication, including verbal, written and digital formats. Extensive discussion on the Health Insurance Portability and Accountability Act (HIPAA), confidentiality and the legal implications of sharing medical information.

**Methods of Evaluation -**

- A. Notebook
- B. Quizzes
- C. Practical examination

**Method of Instruction -**

- A. Lecture and slide presentations concerning injury athletic prevention
- B. Periods of practical question-answer sessions concerning athletic injury prevention

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

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

**Matching course component(s):** Introduction to a number of sports medicine careers and investigation in creating pathways towards those careers. Implementation of a variety of teaching styles to match different learning styles in students.

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

**Matching course component(s):**

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

**Matching course component(s):** Course content is entirely focused on the health and well-being of active people.

**Course Content (Body of knowledge) -**

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

- A. General Considerations
  - 1. Communication
  - 2. Pre-participation
  - 3. Practice locations
  - 4. Warm-up conditions
  - 5. Nutrition
  - 6. Protective equipment, braces
- B. Foot, Ankle, Lower Leg
  - 1. Predisposing conditions
  - 2. Mechanisms of injury
  - 3. Injury prevention through exercise
  - 4. Protective adhesive strappings
- C. Knee, Thigh, Pelvis
  - 1. Predisposing conditions
  - 2. Mechanisms of injury
  - 3. Injury prevention through exercise
  - 4. Protective adhesive strappings
- D. Spine, Thoracic, Abdomen
  - 1. Predisposing conditions
  - 2. Mechanisms of injury
  - 3. Injury prevention through exercise
  - 4. Protective adhesive strappings
- E. Shoulder and the Upper Extremity
  - 1. Predisposing conditions
  - 2. Mechanisms of injury
  - 3. Injury prevention through exercise
  - 4. Protective adhesive strappings

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

**Matching course component(s):** A variety of modalities are used in the prevention of injuries, including the use of advanced technology and digital platforms.

**Course Content (Body of knowledge) -**

- A. General Considerations
  - 1. Communication
  - 2. Pre-participation
  - 3. Practice locations
  - 4. Warm-up conditions
  - 5. Nutrition
  - 6. Protective equipment, braces
- B. Foot, Ankle, Lower Leg
  - 1. Predisposing conditions
  - 2. Mechanisms of injury
  - 3. Injury prevention through exercise
  - 4. Protective adhesive strappings
- C. Knee, Thigh, Pelvis
  - 1. Predisposing conditions
  - 2. Mechanisms of injury
  - 3. Injury prevention through exercise
  - 4. Protective adhesive strappings
- D. Spine, Thoracic, Abdomen
  - 1. Predisposing conditions
  - 2. Mechanisms of injury
  - 3. Injury prevention through exercise
  - 4. Protective adhesive strappings

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- E. Shoulder and the Upper Extremity
  - 1. Predisposing conditions
  - 2. Mechanisms of injury
  - 3. Injury prevention through exercise
  - 4. Protective adhesive strappings

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

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

**Matching course component(s):** Online reading and research, written assignments, in-person lectures, group presentations.

**Methods of Evaluation -**

- A. Notebook
- B. Quizzes
- C. Practical examination

**Method of Instruction -**

- A. Lecture and slide presentations concerning injury athletic prevention
- B. Periods of practical question-answer sessions concerning athletic injury prevention

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

- A. Reading assignments from text
- B. Discussion/chat online

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

**Matching course component(s):** Data collection and analysis regarding injury data, forces that cause injury, etc.

**Methods of Evaluation -**

- A. Notebook
- B. Quizzes
- C. Practical examination

**Method of Instruction -**

- A. Lecture and slide presentations concerning injury athletic prevention
- B. Periods of practical question-answer sessions concerning athletic injury prevention

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

- A. Reading assignments from text
- B. Discussion/chat online

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

**Matching course component(s):**

**Methods of Evaluation -**

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- A. Notebook
- B. Quizzes
- C. Practical examination

**Method of Instruction -**

- A. Lecture and slide presentations concerning injury athletic prevention
- B. Periods of practical question-answer sessions concerning athletic injury prevention

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

- A. Reading assignments from text
- B. Discussion/chat online

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

**Matching course component(s):** Investigate the role of medical care givers in society.

**Course Objectives -**

The student will be able to:

- A. identify basic musculo-skeletal anatomy.
- B. apply various adhesive strapping techniques to prevent injuries to joints.
- C. apply various elastic wrapping techniques to add support to injured muscles.
- D. demonstrate flexibility exercises to stretch major muscle groups.
- E. list the necessary items in a first aid kit.
- F. identify inflexible muscle groups that predispose someone to injury.
- G. employ knowledge of muscle anatomy by designing sport specific pre-activity warm-ups.
- H. discuss cultural differences in prevention care.

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

**Matching course component(s):** Medical documentation in both written and digital formats. Use of technology in multiple teaching styles.

**Methods of Evaluation -**

- A. Notebook
- B. Quizzes
- C. Practical examination

**Method of Instruction -**

- A. Lecture and slide presentations concerning injury athletic prevention
- B. Periods of practical question-answer sessions concerning athletic injury prevention

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

- A. Reading assignments from text
- B. Discussion/chat online



# General Education Review Request

## AREA VII - LIFELONG LEARNING

Course Number & Title: KINS 16B Emergency Athletic Injury Care

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### Breadth Criteria:

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

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

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

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

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

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

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

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

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

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

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

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

## General Education Review Request AREA VII - LIFELONG LEARNING

**Course Number & Title:** KINS 16B Emergency Athletic Injury Care

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

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

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

**Matching course component(s):** Knowledge, skills and attitudes are applicable in Kinesiology, Science (Anatomy and Physiology, Nutrition, Chemistry, Physics, etc) and Medicine.

#### **Course Objectives -**

The student will be able to:

- A. demonstrate American Red Cross First Aid skills.
- B. demonstrate American Red Cross CPR skills.
- C. review basic anatomy and physiology.
- D. recognize basic signs and symptoms of athletic injury trauma.
- E. apply basic first aid skills to mock athletic injuries.
- F. explain basic athletic injury recognition.
- G. demonstrate basic athletic injury recognition.
- H. discuss approaches to emergency care in other cultures.

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

**Matching course component(s):** Course content includes critical thinking and problem solving in identifying injuries and conditions and implementing the appropriate emergency care.

#### **Methods of Evaluation -**

- A. Quizzes
- B. First Aid/CPR Exam
- C. Written Project
- D. Oral/Practical Examination

#### **Method of Instruction -**

- A. Lecture and slide presentations concerning injury athletic prevention
- B. Periods of practical question-answer sessions concerning athletic injury prevention

#### **Lab Content -**

- A. Hands-on practice with CPR manicans
- B. Hands-on evaluation of musculo-skeletal injuries
- C. Hands-on practice of basic first aid skills

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

- A. Weekly reading assignments from texts
- B. Discussions/chat online

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

**Matching course component(s):** Course content is entirely focused on the health and well-being of active people.

**Course Objectives -**

The student will be able to:

- A. demonstrate American Red Cross First Aid skills.
- B. demonstrate American Red Cross CPR skills.
- C. review basic anatomy and physiology.
- D. recognize basic signs and symptoms of athletic injury trauma.
- E. apply basic first aid skills to mock athletic injuries.
- F. explain basic athletic injury recognition.
- G. demonstrate basic athletic injury recognition.
- H. discuss approaches to emergency care in other cultures.

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

**Matching course component(s):** Course content is entirely focused on the health and well-being of active people.

**Course Objectives -**

The student will be able to:

- A. demonstrate American Red Cross First Aid skills.
- B. demonstrate American Red Cross CPR skills.
- C. review basic anatomy and physiology.
- D. recognize basic signs and symptoms of athletic injury trauma.
- E. apply basic first aid skills to mock athletic injuries.
- F. explain basic athletic injury recognition.
- G. demonstrate basic athletic injury recognition.
- H. discuss approaches to emergency care in other cultures.

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

**Matching course component(s):** Employs multiple forms of communication, including verbal, written and digital formats. Extensive discussion on the Health Insurance Portability and Accountability Act (HIPAA), confidentiality and the legal implications of sharing medical information.

**Methods of Evaluation -**

- A. Quizzes
- B. First Aid/CPR Exam
- C. Written Project
- D. Oral/Practical Examination

**Method of Instruction -**

- A. Lecture and slide presentations concerning injury athletic prevention
- B. Periods of practical question-answer sessions concerning athletic injury prevention

**Lab Content -**

- A. Hands-on practice with CPR manicans
- B. Hands-on evaluation of musculo-skeletal injuries
- C. Hands-on practice of basic first aid skills



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AREA VII - LIFELONG LEARNING**

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

- A. Weekly reading assignments from texts
- B. Discussions/chat online

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

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

**Matching course component(s):**

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

**Matching course component(s):**

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

**Matching course component(s):** Course content is entirely focused on the health and well-being of active people.

**Course Content (Body of knowledge) -**

- A. Basic Emergency Injury Response
  - 1. Communication
  - 2. Scope and liability
  - 3. CPR
  - 4. Standard first aid
  - 5. Emergency procedures
- B. Acute Athletic Injury Trauma Recognition
  - 1. Primary/secondary evaluation
  - 2. History
  - 3. Inspection
  - 4. Palpation
  - 5. Functional tests
- C. Head and Neck Trauma
  - 1. Basic injury anatomy
  - 2. Specific subjective questions
  - 3. Vital inspections
  - 4. Cranial nerve functions and tests
  - 5. First aid
- D. Upper Extremity Trauma
  - 1. Review basic injury anatomy
  - 2. Specific subjective evaluation
  - 3. Bilateral inspections
  - 4. Palpation/functional tests
  - 5. First aid
- E. Spine Thoracic Abdominal Trauma
  - 1. Review basic injury anatomy
  - 2. Special subjective evaluation
  - 3. Vital signs and symptoms
  - 4. Palpation/functional tests
  - 5. First aid
- F. Lower Extremity Trauma
  - 1. Review basic injury anatomy

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2. Subjective evaluation
3. Bilateral inspection
4. Palpation/functional tests
5. First aid

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

**Matching course component(s):** A variety of modalities are used in the evaluation and emergency care of injuries, including automated external defibrillators and computerized injury software.

**Methods of Evaluation -**

- A. Quizzes
- B. First Aid/CPR Exam
- C. Written Project
- D. Oral/Practical Examination

**Method of Instruction -**

- A. Lecture and slide presentations concerning injury athletic prevention
- B. Periods of practical question-answer sessions concerning athletic injury prevention

**Lab Content -**

- A. Hands-on practice with CPR manicans
- B. Hands-on evaluation of musculo-skeletal injuries
- C. Hands-on practice of basic first aid skills

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

- A. Weekly reading assignments from texts
- B. Discussions/chat online

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

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

**Matching course component(s):** Online reading and research, written assignments, in-person lectures, group presentations.

**Methods of Evaluation -**

- A. Quizzes
- B. First Aid/CPR Exam
- C. Written Project
- D. Oral/Practical Examination

**Method of Instruction -**

- A. Lecture and slide presentations concerning injury athletic prevention
- B. Periods of practical question-answer sessions concerning athletic injury prevention

**Lab Content -**

- A. Hands-on practice with CPR manicans
- B. Hands-on evaluation of musculo-skeletal injuries
- C. Hands-on practice of basic first aid skills

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

- A. Weekly reading assignments from texts
- B. Discussions/chat online

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

**Matching course component(s):** Data collection and analysis regarding injury data, forces that cause injury, etc.

**Methods of Evaluation -**

- A. Quizzes
- B. First Aid/CPR Exam
- C. Written Project
- D. Oral/Practical Examination

**Method of Instruction -**

- A. Lecture and slide presentations concerning injury athletic prevention
- B. Periods of practical question-answer sessions concerning athletic injury prevention

**Lab Content -**

- A. Hands-on practice with CPR manicans
- B. Hands-on evaluation of musculo-skeletal injuries
- C. Hands-on practice of basic first aid skills

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

- A. Weekly reading assignments from texts
- B. Discussions/chat online

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

**Matching course component(s):**

**Methods of Evaluation -**

- A. Quizzes
- B. First Aid/CPR Exam
- C. Written Project
- D. Oral/Practical Examination

**Method of Instruction -**

- A. Lecture and slide presentations concerning injury athletic prevention
- B. Periods of practical question-answer sessions concerning athletic injury prevention

**Lab Content -**

- A. Hands-on practice with CPR manicans
- B. Hands-on evaluation of musculo-skeletal injuries
- C. Hands-on practice of basic first aid skills

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AREA VII - LIFELONG LEARNING**

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

- A. Weekly reading assignments from texts
- B. Discussions/chat online

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

**Matching course component(s):** Investigate the role of medical care givers in society.

**Course Objectives -**

The student will be able to:

- A. demonstrate American Red Cross First Aid skills.
- B. demonstrate American Red Cross CPR skills.
- C. review basic anatomy and physiology.
- D. recognize basic signs and symptoms of athletic injury trauma.
- E. apply basic first aid skills to mock athletic injuries.
- F. explain basic athletic injury recognition.
- G. demonstrate basic athletic injury recognition.
- H. discuss approaches to emergency care in other cultures.

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

**Matching course component(s):** Medical documentation in both written and digital formats. Use of technology in multiple teaching styles.

**Methods of Evaluation -**

- A. Quizzes
- B. First Aid/CPR Exam
- C. Written Project
- D. Oral/Practical Examination

**Method of Instruction -**

- A. Lecture and slide presentations concerning injury athletic prevention
- B. Periods of practical question-answer sessions concerning athletic injury prevention

**Lab Content -**

- A. Hands-on practice with CPR manicans
- B. Hands-on evaluation of musculo-skeletal injuries
- C. Hands-on practice of basic first aid skills

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

- A. Weekly reading assignments from texts
- B. Discussions/chat online

Requesting Faculty: Warren Voyce

Date: 1/14/20

Division Curriculum Rep: Matt Stanley

Date: 1/20/20

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

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**FOR USE BY GE SUBCOMMITTEE:**

Review Committee Members: Hilary Gomes, Carolyn Brown

Recommended for Approval:  Not Recommended for Approval:  Date: 3-10-20

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

No comments provided.

**FOR USE BY CURRICULUM OFFICE:**

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

# General Education Review Request

## AREA VII - LIFELONG LEARNING

Course Number & Title: KINS 16C Treatment & Rehabilitation of Athletic Injuries

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### Breadth Criteria:

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

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

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

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

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

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

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

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

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

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

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

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

## General Education Review Request AREA VII - LIFELONG LEARNING

**Course Number & Title:** KINS 16C Treatment & Rehabilitation of Athletic Injuries

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

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

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

**Matching course component(s):**

#### **Course Objectives -**

The student will be able to:

- A. review basic anatomy and physiology.
- B. discuss the components of a pre-participation physical examination.
- C. memorize the indications and contra-indications of different therapeutic treatments.
- D. demonstrate proper use of machine and free weight exercise equipment.
- E. formulate exercise protocols to strengthen different areas of the body.
- F. explain the phases of tissue healing.
- G. design treatment protocols for the different phases of healing.
- H. discuss cultural differences in treatment and rehabilitation.

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

**Matching course component(s):** Course content includes critical thinking and problem solving in identifying phases of healing and selecting treatment protocols to enhance that healing.

#### **Methods of Evaluation -**

- A. Quizzes
- B. Research project

#### **Method of Instruction -**

- A. Lecture and slide presentations concerning injury athletic prevention
- B. Periods of practical question-answer sessions concerning athletic injury prevention

#### **Lab Content -**

- A. Practical use of exercise equipment in wellness center
- B. Practical use of therapeutic modalities
- C. Application and practical use of exercise for rehabilitation, conditioning and athletic performance
- D. Online quizzes, assignments, discussions

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

- A. Weekly reading from text
- B. Discussion/chat online

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

**Matching course component(s):** Course content is entirely focused on the health and well-being of active people.

## General Education Review Request AREA VII - LIFELONG LEARNING

### Course Objectives -

The student will be able to:

- A. review basic anatomy and physiology.
- B. discuss the components of a pre-participation physical examination.
- C. memorize the indications and contra-indications of different therapeutic treatments.
- D. demonstrate proper use of machine and free weight exercise equipment.
- E. formulate exercise protocols to strengthen different areas of the body.
- F. explain the phases of tissue healing.
- G. design treatment protocols for the different phases of healing.
- H. discuss cultural differences in treatment and rehabilitation.

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

**Matching course component(s):** Course content is entirely focused on the health and well-being of active people.

### Course Objectives -

The student will be able to:

- A. review basic anatomy and physiology.
- B. discuss the components of a pre-participation physical examination.
- C. memorize the indications and contra-indications of different therapeutic treatments.
- D. demonstrate proper use of machine and free weight exercise equipment.
- E. formulate exercise protocols to strengthen different areas of the body.
- F. explain the phases of tissue healing.
- G. design treatment protocols for the different phases of healing.
- H. discuss cultural differences in treatment and rehabilitation.

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

**Matching course component(s):** Employs multiple forms of communication, including verbal, written and digital formats. Extensive discussion on the Health Insurance Portability and Accountability Act (HIPAA), confidentiality and the legal implications of sharing medical information.

### Methods of Evaluation -

- A. Quizzes
- B. Research project

### Method of Instruction -

- A. Lecture and slide presentations concerning injury athletic prevention
- B. Periods of practical question-answer sessions concerning athletic injury prevention

### Lab Content -

- A. Practical use of exercise equipment in wellness center
- B. Practical use of therapeutic modalities
- C. Application and practical use of exercise for rehabilitation, conditioning and athletic performance
- D. Online quizzes, assignments, discussions

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

- A. Weekly reading from text
- B. Discussion/chat online



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

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

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

**Matching course component(s):** Introduction to a number of sports medicine careers and investigation in creating pathways towards those careers. Implementation of a variety of teaching styles to match different learning styles in students.

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

**Matching course component(s):**

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

**Matching course component(s):** Course content is entirely focused on the health and well-being of active people.

**Course Content (Body of knowledge) -**

- A. Musculo-skeletal injury
  - 1. Upper extremities
  - 2. Lower extremities
  - 3. Bio-mechanics
- B. Basic exercise theory
  - 1. Strength, power, endurance
  - 2. Free weights
  - 3. Machine based weight equipment
  - 4. Nutritional considerations
- C. Treatment theory
  - 1. Ice
  - 2. Heat
  - 3. Ultra sound
  - 4. Electrical stimulation
  - 5. Traction
  - 6. Manual techniques
  - 7. Stages of rehabilitation
  - 8. Tissue healing
  - 9. Application of treatments

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

**Matching course component(s):** A variety of modalities are used in the evaluation and emergency care of injuries, computerized injury software and therapeutic modalities such as ultrasound and electrical stimulation.

**Course Content (Body of knowledge) -**

- A. Musculo-skeletal injury
  - 1. Upper extremities
  - 2. Lower extremities
  - 3. Bio-mechanics
- B. Basic exercise theory
  - 1. Strength, power, endurance
  - 2. Free weights
  - 3. Machine based weight equipment

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

- 4. Nutritional considerations
- C. Treatment theory
  - 1. Ice
  - 2. Heat
  - 3. Ultra sound
  - 4. Electrical stimulation
  - 5. Traction
  - 6. Manual techniques
  - 7. Stages of rehabilitation
  - 8. Tissue healing
  - 9. Application of treatments

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

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

**Matching course component(s):** Online reading and research, written assignments, in-person lectures, group presentations.

**Methods of Evaluation -**

- A. Quizzes
- B. Research project

**Method of Instruction -**

- A. Lecture and slide presentations concerning injury athletic prevention
- B. Periods of practical question-answer sessions concerning athletic injury prevention

**Lab Content -**

- A. Practical use of exercise equipment in wellness center
- B. Practical use of therapeutic modalities
- C. Application and practical use of exercise for rehabilitation, conditioning and athletic performance
- D. Online quizzes, assignments, discussions

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

- A. Weekly reading from text
- B. Discussion/chat online

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

**Matching course component(s):** Data collection and analysis regarding injury data, joint goniometry and calculating work loads.

**Methods of Evaluation -**

- A. Quizzes
- B. Research project

**Method of Instruction -**

- A. Lecture and slide presentations concerning injury athletic prevention
- B. Periods of practical question-answer sessions concerning athletic injury prevention

**Lab Content -**

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

- A. Practical use of exercise equipment in wellness center
- B. Practical use of therapeutic modalities
- C. Application and practical use of exercise for rehabilitation, conditioning and athletic performance
- D. Online quizzes, assignments, discussions

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

- A. Weekly reading from text
- B. Discussion/chat online

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

**Matching course component(s):** Hands-on laboratory skill learning and demonstration.

**Methods of Evaluation -**

- A. Quizzes
- B. Research project

**Method of Instruction -**

- A. Lecture and slide presentations concerning injury athletic prevention
- B. Periods of practical question-answer sessions concerning athletic injury prevention

**Lab Content -**

- A. Practical use of exercise equipment in wellness center
- B. Practical use of therapeutic modalities
- C. Application and practical use of exercise for rehabilitation, conditioning and athletic performance
- D. Online quizzes, assignments, discussions

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

- A. Weekly reading from text
- B. Discussion/chat online

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

**Matching course component(s):** Investigate the role of medical care givers in society.

**Course Objectives -**

The student will be able to:

- A. review basic anatomy and physiology.
- B. discuss the components of a pre-participation physical examination.
- C. memorize the indications and contra-indications of different therapeutic treatments.
- D. demonstrate proper use of machine and free weight exercise equipment.
- E. formulate exercise protocols to strengthen different areas of the body.
- F. explain the phases of tissue healing.
- G. design treatment protocols for the different phases of healing.
- H. discuss cultural differences in treatment and rehabilitation.



Courses not Taught in Four Years - 2020 list

Division	Course Number	Course Title	Extension granted in 2016/2017	Extension granted last time - 2019 (if applicable)	Notes
SRC	ALLD_F206.	PARAGRAPH REMEDIATION		Approved 3/19; will be offered fall 2020	
SRC	ALLD_F210.	UNDERSTAND LEARNING DIFFER		Approved 3/19; will be offered fall 2020	
BSS	ANTH_F067A	CULTURES OF THE WORLD: ECUADOR			
BSS	ANTH_F067B	CULTURES OF THE WORLD: BELIZE		Approved 3/19; will be offered summer 2020 or 2021	
BSS	ANTH_F067E	CULTURES OF WORLD: MEDITERRANE			
APPR	APPR_F166.	JOB SUPERVISION		Approved 3/19; will be offered spring 2020	
APPR	APPT_F123.	RESIDENTIAL GAS & WATER INSTAL	Yes - both years	Approved 3/19; will be offered fall 2019	
APPR	APPT_F124.	MATHEMATICS FOR RESIDENTIAL PL	Yes - both years	Approved 3/19; will be offered fall 2019	
APPR	APPT_F125.	RESIDENTIAL BLUEPRINT READING	Yes - both years	Approved 3/19; will be offered fall 2019	
APPR	APPT_F126.	RESID PIPING LAYOUT/INSTALL/FI	Yes - both years	Approved 3/19; will be offered fall 2019	
APPR	APPT_F127.	RESIDENTIAL PLUMBING CODE	Yes - both years	Approved 3/19; will be offered fall 2019	
APPR	APPT_F128.	RESIDENTIAL GAS INSTALL;SERV W	Yes - both years	Approved 3/19; will be offered fall 2019	
APPR	APSM_F130.	SMQ-30 ADVANCED WELDING		Approved 3/19; no timeline provided for offering	
APPR	APSM_F134.	SMQ-34 ADVANCED LAYOUT FABRICA		Approved 3/19; no timeline provided for offering	
FA	ART_F005C	SCULPTURE			
FA	ART_F014D	DIGITAL ART & GRAPHICS			
FA	ART_F072R	INDEPENDENT STUDY IN ART			<i>exempt from process</i>
KA	ATHL_F011E	INTRCLG BASKETBALL (MEN)		Approved 3/19; will be offered summer 2019	

Courses not Taught in Four Years - 2020 list

Division	Course Number	Course Title	Extension granted in 2016/2017	Extension granted last time - 2019 (if applicable)	Notes
KA	ATHL_F041.	PRE COND SANDVOLLEYBALL WMN			
KA	ATHL_F041C	SPORT TECH/COND WMN SAND VLLYB			
KA	ATHL_F041D	FUNC FITNS WMN SAND VOLLEYBALL			
KA	ATHL_F042A	PRESEASON COND WMN'S VOLLEYBAL		Approved 3/19; will be offered summer 2019	
KA	ATHL_F042E	INTERCOLLEGIATE VOLLEYBALL(WMN		Approved 3/19; will be offered summer 2019	
KA	ATHL_F071R	INDEPENDENT STUDY IN ATHLETICS			<i>exempt from process</i>
KA	ATHL_F073R	INDEPENDENT STUDY IN ATHLETICS			<i>exempt from process</i>
BSS	BUSI_F053A	BUSI COMMUNICATIONS & TECH			
PSME	C S_F02AH	HONORS OBJ ORIEN PROGM C++			
PSME	C S_F054A	STORAGE AREA NETWORKS			
PSME	C S_F060A	INSTALL/CONFIRG WINDOW SERV 1			
PSME	C S_F060B	ADMINISTER WINDOWS SERV 2012			
PSME	C S_F084A	DB-DRIVEN WEB APP DEVLPMNT		Approved 3/19; will be offered spring 2020	
BSS	CHLD_F072.	LANGUAGE, LITERACY/DEVL P CHILD			
KA	DANC_F005.	WORLD DANCE			
KA	DANC_F070R	INDEPENDENT STUDY IN DANCE			<i>exempt from process</i>
KA	DANC_F071R	INDEPENDENT STUDY IN DANCE			<i>exempt from process</i>
KA	DANC_F072R	INDEPENDENT STUDY IN DANCE			<i>exempt from process</i>
KA	DANC_F073R	INDEPENDENT STUDY IN DANCE			<i>exempt from process</i>
BHS	EMS_F120.	EMERGENCY MEDICAL SERV ACADEMY			Formerly EMT 309; EMT 120
BHS	EMS_F200.	PARAMEDIC ACADEMY			Formerly EMTP 200
PSME	ENGR_F046.	STRENGTH OF MATERIALS			
LA	ESLL_F246.	APPLIED GRAMMAR/EDIT SKILLS		Approved 3/19; will be offered fall 2019	
BSS	GEOG_F011.	INTRO MAPPING & SPATIAL REASON		Approved 3/19; will be offered fall 2019	

Courses not Taught in Four Years - 2020 list

Division	Course Number	Course Title	Extension granted in 2016/2017	Extension granted last time - 2019 (if applicable)	Notes
BSS	GEOG_F012.	INTRO GEOSPATIAL TECHNOLOGY			Approved 3/19; will be offered fall 2019
FA	GID_F038.	INTRODUCTION TO PRINTMAKING			
FA	GID_F092.	LETTERPRESS PRINTING			
FA	GID_F093.	LETTERPRESS PROJECTS			
BSS	HIST_F009.	HIST CONTEMPORARY EUROPE			
BSS	HIST_F009H	HONORS HISTORY OF CONTEMP EURO			
BSS	HIST_F019.	HISTORY OF ASIA:CHIN/JAP			Approved 3/19; will be offered spring 2020
BHS	HORT_F090E	HORT & LANDSCAPE PHOTOGRAPHY			Approved 3/19; will be offered during next 2 years
BHS	HORT_F090K	LANDSCAPING WITH EDIBLES			Approved 3/19; will be offered during next 2 years
BHS	HORT_F090L	PLANT PROPAGATION:BASIC SKILLS			Approved 3/19; will be offered during next 2 years
APPR	JRYM_F171A	SPEC CAD SM JOURNEYPerson I			
APPR	JRYQ_F100.	APPLICANT INTRO TO SHEET METAL			
APPR	JRYQ_F113.	JOURNEY-LEVEL INTRO TO WELDING			
APPR	JRYQ_F114.	JOURNEY WELDING II:GMAW & OTHE			
APPR	JRYQ_F123.	JOURNEY RESIDENT SHEET METAL			
APPR	JRYQ_F125.	JOURNEY DETAILING INTRODUCTION			
APPR	JRYQ_F126.	JOURNEY FOREMAN TRAINING			
APPR	JRYQ_F127.	JOURNEY BASIC AUTOCAD			
APPR	JRYQ_F128.	JOURNEY HVAC ENERGY CONSERV/EN			
APPR	JRYQ_F130.	JOURNEY-LEVEL ADVANCED WELDING			
APPR	JRYQ_F131.	CAD DETAIL W/3RD PARTY SOFTWARE			
APPR	JRYQ_F132.	INT CAD DETAIL 3RD PARTY			
APPR	JRYQ_F133.	JOURNEY-LEVEL ADV ARCHITECTURA			
APPR	JRYQ_F134.	JOURNEY-LEVEL ADVANCED LAYOUT			
APPR	JRYQ_F135.	PROJECT MGMT JOURNEY LEVEL			
APPR	JRYQ_F136.	SERV BASICS SM WORKER JOURNEY			

Courses not Taught in Four Years - 2020 list

Division	Course Number	Course Title	Extension granted in 2016/2017	Extension granted last time - 2019 (if applicable)	Notes
APPR	JRYQ_F137.	JOURNEY-LEVEL HVAC PROJECT			
APPR	JRYQ_F138.	JOURNEY ARCHTEC/INDUSTR PROJEC			
APPR	JRYQ_F139.	INT AUTOCAD FOR JOURNEY LEVEL			
KA	KINS_F072R	INDEPENDENT STUDY KINESIOLOGY			<i>exempt from process</i>
KA	KINS_F073R	INDEPENDENT STUDY KINESIOLOGY			<i>exempt from process</i>
KA	KINS_F082.	APPLIED PRINC ADAPTIVE FITNESS		Approved 3/19; no timeline provided for offering	
KA	KINS_F084.	FUNCTION FITNESS & ADAPT MOVEM		Approved 3/19; no timeline provided for offering	
BSS	LINC_F066A	INTRO TO THE INTERNET I			
BSS	LINC_F073A	ADOBE PHOTOSHOP I			
BSS	LINC_F076A	CREATING EDUCATNL WEBSITES I			
BSS	LINC_F096C	HANDHELD DIGITAL MEDIA DEV II			
PSME	MATH_F042.	MATH FOR ELEMENTARY TEACH		Approved 3/19; will be offered winter 2020	
FA	MTEC_F070E	PRO TOOLS 210P-AVID CERTIF			Formerly MUS 82E
FA	MTEC_F072C	PRODUCING MUSIC W/LOGIC PRO X			Formerly MUS 66F
FA	MUS_F072R	INDEPENDENT STUDY MUS/MUS TECH			<i>exempt from process</i>
LA	NCEL_F403B	TRANSTN TO COLLEGE ESL PART II		Approved 4/23; will be offered summer 2019	
SRC	PHDA_F019.	BACK HEALTH & FITNESS			
KA	PHED_F020C	ADVANCED PILATES			
KA	PHED_F032C	SOCCER: GAME SKILLS			
KA	PHED_F071R	INDEPENDENT STUDY PHYSICAL EDU			<i>exempt from process</i>
KA	PHED_F072R	INDEPENDENT STUDY PHYSICAL EDU			<i>exempt from process</i>
KA	PHED_F073R	INDEPENDENT STUDY PHYSICAL EDU			<i>exempt from process</i>
BSS	PHIL_F030.	INTRO TO CRITICAL THINKING			
FA	PHOT_F078A	LANDSCAPE FIELD STUDY IN PHOTO		Approved 3/19; will be offered summer 2020	
PSME	PHYS_F054H	HONOR INST SEMINAR IN PHYSICS			



Courses not Taught in Four Years - 2020 list

<b>Division</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Extension granted in 2016/2017</b>	<b>Extension granted last time - 2019 (if applicable)</b>	<b>Notes</b>
BSS	POLI_F054H	HONORS INSTITUTE SEMINAR POLI	Yes - 2017	Approved 3/19; will be offered winter 2020	
BHS	R T_F071.	ADV CLINICAL EXPER:MRI	Yes - both years	Approved 3/19; will be offered in 2019-20	
BSS	SOSC_F070R	INDEPENDENT STUDY SOCIAL SCIEN			<i>exempt from process</i>
BSS	SOSC_F071R	INDEPENDENT STUDY SOCIAL SCIEN			<i>exempt from process</i>
BSS	SOSC_F072R	INDEPENDENT STUDY SOCIAL SCIEN			<i>exempt from process</i>
BSS	SOSC_F073R	INDEPENDENT STUDY SOCIAL SCIEN			<i>exempt from process</i>
FA	THTR_F012A	STAGE & SCREEN			
FA	THTR_F032.	CAD DRAFTING FOR THTR/FILM/TV			
FA	THTR_F071R	INDEPENDENT STUDY THEATRE ARTS			<i>exempt from process</i>
BSS	WMN_F070R	INDEPENDENT STUDY WMN'S STUDIE			<i>exempt from process</i>
BSS	WMN_F071R	INDEPENDENT STUDY WMN'S STUDIE			<i>exempt from process</i>
BSS	WMN_F072R	INDEPENDENT STUDY WMN'S STUDIE			<i>exempt from process</i>
BSS	WMN_F073R	INDEPENDENT STUDY WMN'S STUDIE			<i>exempt from process</i>

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

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

**Division:** Apprenticeship

**Course Number:** APPT 123

**Course Title:** Residential Gas & Water Installations

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

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

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

Fall 2021

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

We anticipate running this course every fall semester over the next 4 years.

**Comments & other relevant information for discussion:**

None

Division Dean: Chris Allen

Date: 3/5/20

Division Curriculum Representative: Brian Murphy

Date: 3/3/2020

Date of Approval by Division Curriculum Committee: 3/6/20

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

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

**Division:** Apprenticeship

**Course Number:** APPT 124

**Course Title:** Mathematics for Residential Plumbing

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

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

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

Fall 2020

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

We anticipate running this course every fall semester over the next 4 years.

**Comments & other relevant information for discussion:**

None

Division Dean: Chris Allen

Date: 3/5/20

Division Curriculum Representative: Brian Murphy

Date: 3/3/2020

Date of Approval by Division Curriculum Committee: 3/6/20

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

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**Division:** Apprenticeship

**Course Number:** APPT 125

**Course Title:** Residential Blueprint Reading

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

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

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

Spring 2022

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

We anticipate running this course every fall semester over the next 4 years.

**Comments & other relevant information for discussion:**

None

Division Dean: Chris Allen

Date: 3/5/20

Division Curriculum Representative: Brian Murphy

Date: 3/3/2020

Date of Approval by Division Curriculum Committee: 3/6/20

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

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**Division:** Apprenticeship

**Course Number:** APPT 126

**Course Title:** Residential Fixtures

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

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

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

Fall 2022

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

We anticipate running this course every fall semester over the next 4 years.

**Comments & other relevant information for discussion:**

None

Division Dean: Chris Allen

Date: 3/5/20

Division Curriculum Representative: Brian Murphy

Date: 3/3/2020

Date of Approval by Division Curriculum Committee: 3/6/20

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

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**Division:** Apprenticeship

**Course Number:** APPT 127

**Course Title:** Residential Plumbing Code

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

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

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

Spring 2021

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

We anticipate running this course every fall semester over the next 4 years.

**Comments & other relevant information for discussion:**

None

Division Dean: Chris Allen

Date: 3/5/20

Division Curriculum Representative: Brian Murphy

Date: 3/3/2020

Date of Approval by Division Curriculum Committee: 3/6/20

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

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**Division:** Apprenticeship

**Course Number:** APPT 128

**Course Title:** Residential Gas Installations; Service Work

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

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

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

Spring 2023

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

We anticipate running this course every fall semester over the next 4 years.

**Comments & other relevant information for discussion:**

None

Division Dean: Chris Allen

Date: 3/5/20

Division Curriculum Representative: Brian Murphy

Date: 3/3/2020

Date of Approval by Division Curriculum Committee: 3/6/20

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

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**Division:** Apprenticeship

**Course Number:** APSM 130

**Course Title:** SMQ30 Advanced Welding

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

The course will begin being offered as a support course for the BT Sheet Metal program.

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

Winter 2021

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

The course will be offered twice a year.

**Comments & other relevant information for discussion:**

Division Dean: Chris Allen

Date: 3/5/20

Division Curriculum Representative: Brian Murphy

Date: 3/5/2020

Date of Approval by Division Curriculum Committee: 3/6/20



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

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**Division:** Apprenticeship

**Course Number:** APSM 134

**Course Title:** SMQ30 Advanced Layout Fabrication

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

The course will begin being offered as a support course for the BT Sheet Metal program.

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

Winter 2020

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

The course will be offered twice a year.

**Comments & other relevant information for discussion:**

Division Dean: Chris Allen

Date: 3/5/20

Division Curriculum Representative: Brian Murphy

Date: 3/6/2020

Date of Approval by Division Curriculum Committee: 3/6/20

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

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**Division:** Fine Arts and Communication

**Course Number:** ART 5C

**Course Title:** Sculpture

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

This course was revised in Fall 2019. The COR will not be active till Summer 2021. This course needs to be offered under the restricted courses on our ADT Studio Art for Transfer degree. The COR needed an update for facilities and materials for sculpture. At this point we have a C-ID for this course.

**Next quarter(s) in which the course will be scheduled:** Spring 2022

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

We plan to stack this class with ART 5B 3-D Foundations in the Spring quarter to increase enrollment.

**Comments & other relevant information for discussion:**

Division Dean: Debbie Lee

Date: 2/18/20

Division Curriculum Representative: Hilary Gomes & Ché Meneses

Date: 2-7-20

Date of Approval by Division Curriculum Committee: 2/13/20

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

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**Division:** Business and Social Sciences

**Course Number:** CHLD 72

**Course Title:** Language, Literacy & the Developing Child

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

The Child Development program has been undergoing a change in the method in which students prefer to take classes. While face to face evening and weekend classes used to be popular choices, they are no longer. The department's move to Sunnyvale might also have affected in-person attendance. Due to these shifts we've held off on offering this course.

We've also experienced a shift as our Transfer degrees have gained popularity, while our AA numbers have decreased, thus less people have needed this course.

We'd like to keep this class. We have an instructor who is adapting it to be an online course, and we see it also being an option for students who are coming to us for our new Elementary Teaching and (future) Nanny programs.

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

Fall 2020

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

We'll try offering it once a year in the Fall online, and may increase this if it becomes a popular choice.

**Comments & other relevant information for discussion:**

Division Dean: Sara Seyedin

Date: 2/28/2020

Division Curriculum Representative: K. Allison Lenkeit Meezan

Date: 3/27/2020

Date of Approval by Division Curriculum Committee: 3/27/2020

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

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**Division:** BHS

**Course Number:** EMS 120

**Course Title:** EMERGENCY MEDICAL SERVICES ACADEMY

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

This course needs to remain active to allow the program to meet the dynamic needs of our field affiliates as well as our graduates. Multi-modality expertise is becoming a requirement for employment. This course allows graduates of the program to go through an academy that will create an employed environment. Students will have employers involved to discuss, the application process, interview process, and field orientation. As well, students will improve their field skills and knowledge through the use of high fidelity manikins in scenario application. This will increase their potential for employment.

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

We would like to offer this course immediately. Due to the recent staffing changes and a higher demand on the Program Director it has been a challenge to complete the development of the course We are working toward offering this course in the 2022-2023 school year. The program is need of additional full time staff, as of now, the Program Director is the only full time person.

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

This course needs to remain active as the program had been actively working with several of our clinical and field affiliates to help build this course. As of right now the continuation of any further development is on hold for the unforeseeable future.

**Comments & other relevant information for discussion:**

Division Dean: Ram Subramaniam

Date: 3/09/20

Division Curriculum Representative: Lisa Schultheis

Date: 3/11/2020

Date of Approval by Division Curriculum Committee: 3/09/2020

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

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**Division:** BHS

**Course Number:** EMS 200

**Course Title:** PARAMEDIC ACADEMY

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

This course needs to remain active to allow the program the ability to choose students that will be better prepared for the 18 month paramedic program. This course will prepare student for a higher level of success prior to entering program, and ultimately provide higher opportunity for students to be employed.

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

We would like to offer this course immediately. Due to the recent staffing changes and a higher demand on the Program Director it has been a challenge to complete the development of the course We are working toward offering this course in the 2021-2022 school year. The program is need of additional full time staff, as of now, the Program Director is the only full time person.

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

This course needs to remain active as the program had been actively working with several of our clinical and field affiliates to help build this course. As of right now the continuation of any further development is on hold for the unforeseeable future.

**Comments & other relevant information for discussion:**

Division Dean: Ram Subramaniam

Date: 3/09/20

Division Curriculum Representative: Lisa Schultheis

Date: 3/11/2020

Date of Approval by Division Curriculum Committee: 3/09/2020

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

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**Division:** Language Arts

**Course Number:** ESLL 246

**Course Title:** APPLIED GRAMMAR & EDITING SKILLS

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

With all the moving pieces surrounding AB705, meta-majors, and guided pathways, it makes the most sense to keep and retain this course. It will offer flexibility in educational planning for both instructors and students. As we map out new sequences, we can build it into noncredit certificates of competency, meta-major sequences, and educational programs for credit certificates.

Additionally, with the onset of AB705 and self-placement, many students have begun taking transfer-level credit courses while bypassing former pre-requisite courses. Keeping this course would better equip students to complete a certificate or degree program within a period of time consistent with established expectations since these students will still be responsible for demonstrating basic skills, grammar skills, and editing skills. In order to better assist both faculty and students, this course could be built into a noncredit sequence or offered in a mirrored section.

With regard to why these courses haven't been taught in four years, many courses in our department haven't been scheduled due to low international student enrollment. Our assumption is that, with implementation of creative sequencing, we can build pathways that make these courses visible to students, relevant to their educational programs, and accessible to both credit and noncredit programming.

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

Fall 2020

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

To ensure the regularity of this course offering and the future success of this course, our division is creating a Non-Credit ESLL Certificate, in which this course could be a core course or an elective course. As part of this noncredit certificate of competency, the class

would become accessible to a larger range of students –those who are interested in taking nondegree-applicable credit course work and those who are interested in taking degree-applicable credit coursework.

**Comments & other relevant information for discussion:**

Division Dean: Valerie Fong

Date: 3/5/20

Division Curriculum Representative: Allison Herman

Date: 3/5/20

Date of Approval by Division Curriculum Committee: 3/5/20

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

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**Division:** BSS

**Course Number:** GEOG 11 and GEOG 12

**Course Title:** Introduction to Mapping & Spatial Reasoning; Introduction to Geospatial Technology

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

These courses are cross listed with GIST 11 and GIST 12. They have been taught annually as GIST. The faculty requested to have the courses offered along with GIST versions in Fall 2019, but after discussion with the Dean and VP, a decision was made to only offer the GIST versions (for enrollment management/department productivity reasons). These courses are entirely equivalent, but the GEOG versions are required for transfer, while the GIST are required for CTE courses. Currently it has not been an issue for students to petition to substitute the GIST version for the GEOG version.

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

Courses are offered every Fall and Winter in the GIST cross listed format.

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

The college has put an enormous emphasis on department productivity with the threat of cutting programs for departments that do not meet productivity standards. Offering a mixed section of these courses (with part of the seats designated for GIST and part for GEOG), one of the departments will (inaccurately) show very poor productivity. It was the decision of the dean and faculty to place all the enrollment in a single department, and not offer the cross listed versions of these courses to preserve department numbers for program review.

**Comments & other relevant information for discussion:**

In the case of cross listed courses, please consider the offerings of the cross listed version as counting toward course frequency offering.

Division Dean: Sara Seyedin

Date: 03/05/2020

Division Curriculum Representative: K. Allison Lenkeit Meezan

Date: 3/5/2020

Date of Approval by Division Curriculum Committee: 3/5/2020



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

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**Division:** PSME

**Course Number:** MATH 42

**Course Title:** Math for Elementary School Teachers

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

This course has never been offered nor taught at Foothill College. It was created in conjunction with the elementary teacher education ADT and is the required math class needed to earn this degree. This ADT has recently been finalized and, up until now, there has been no need to offer the course since the ADT did not exist in its final form. Now that it has been finalized, the MATH 42 class will need to be taught in order for the students pursuing this ADT to gain their required math course.

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

Winter 2021.

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

Depending on the demand of students pursuing the ADT stated above, this class will be scheduled to be offered every 2 years.

**Comments & other relevant information for discussion:**

Division Dean: Ram Subramaniam

Date: 02/27/2020

Division Curriculum Representative: Ron Painter

Date: 02/27/2020

Date of Approval by Division Curriculum Committee: 02/27/2020

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

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**Division:** Fine Arts & Communication

**Course Number:** MTEC 70E

**Course Title:** Pro Tools 210P Avid Certification

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

This course is included in several MTEC certificates, and is important for industry certification as well.

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

Fall 2020

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

We plan to offer this course every two years.

**Comments & other relevant information for discussion:**

Division Dean: Debbie Lee Date: 3/3/20

Division Curriculum Representative: Ché Meneses & Hillary Gomes Date: 3.3.20

Date of Approval by Division Curriculum Committee: 3.3.20

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

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**Division:** Fine Arts & Communication

**Course Number:** MTEC 72C

**Course Title:** Producing Music with Logic Pro X

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

This course is included in several MTEC certificates, and is important for industry certification as well. We're planning to adopt a new Logic industry certification in 2020, which should increase demand for this course.

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

Fall 2020

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

We plan to offer this course at least once per year.

**Comments & other relevant information for discussion:**

Division Dean: Debbie Lee Date: 3/3/20

Division Curriculum Representative: Ché Meneses & Hillary Gomes Date: 3.3.20

Date of Approval by Division Curriculum Committee: 3.3.20

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

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**Division:** Language Arts

**Course Number:** NCEL 403B

**Course Title:** TRANSITIONING TO COLLEGE ESL PART II

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

As we consider innovate strategies for implementing AB705, meta-majors, and guided pathways, it makes the most sense to keep and retain this course. It will offer flexibility in educational planning for both instructors and students. As we map out new sequences, we can build it into noncredit certificates of competency, meta-major sequences, and educational programs for credit certificates.

Additionally, with the onset of AB705 and self-placement, many students have begun taking transfer-level credit courses while bypassing former pre-requisite courses. This course would equip students, especially English language learners, with academic skills that they would need for college success and that they wouldn't necessarily intuit at the same speed that mainstream students would. These skills include some of the following items: using a dictionary, deconstruct words for the purposes of building new words, record keeping, and notetaking skills. Keeping this course would better equip students to complete a certificate or degree program within a period of time consistent with established expectations since these students will still be responsible for not only demonstrating basic skills and advanced language skills but also keeping up with the pace of content-based instruction. In order to better assist both faculty and students, this course could be built into a noncredit sequence or offered in a mirrored section.

With regard to why these courses haven't been taught in four years, many courses in our department haven't been scheduled due to low international student enrollment. Our assumption is that, with implementation of creative sequencing, we can build pathways that make these courses visible to students, relevant to their educational programs, and accessible to both credit and noncredit programming.

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

Fall 2020

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

To ensure the regularity of this course offering and the future success of this course, the ESLL department is working to design pathways to meet the needs of a range of populations, including under-served and under-represented groups, and the 403B Bridge course is designed to transition these populations to college by providing foundational skills for college success. For that purpose, the Language Arts division has added this course to the Bridge to College-Level English certificate, where it will be offered as an elective course. As part of this noncredit certificate of competency, the class would become accessible to a large range of students—namely, those who are interested in taking nondegree-applicable credit course work.

**Comments & other relevant information for discussion:**

Division Dean: Valerie Fong

Date: 3/5/20

Division Curriculum Representative: Allison Herman

Date: 3/5/20

Date of Approval by Division Curriculum Committee: 3/5/20

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

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**Division:** Fine Arts and Communication

**Course Number:** THTR 12A

**Course Title:** Stage & Screen

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

New campus licensing arrangements may renew the viability of this course to be offered in a distance learning format. Something unavailable until a new licensing agreement because of copyright restrictions for specific works targeted in the class.

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

Uncertain. Further research needs to be applied to determine whether the streaming services can cover the course's needs for full viability. We do not want to automatically deactivate it without first determining if the online platform can be fully supported.

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

We feel this course can have broad, general appeal given that it is GE Humanities approved with multi-cultural applications.

**Comments & other relevant information for discussion:**

The course has been offered live and hybrid four times, including at the Sunnyvale campus and only been fully offered once because of low enrollment. Licensing restrictions made it unable to be offered fully online. With the recent development of new contractual agreements with certain streaming services through the library. It may be worth looking at the viability of being offered in an online format.

Division Dean: Debbie Lee

Date: 2/18/20

Division Curriculum Representative: Ché Meneses

Date: 2.13.20

Date of Approval by Division Curriculum Committee: 2.13.20

**Foothill College**  
**Program Application**  
**Associate in Science in Environmental Science for Transfer Degree**

**Item 1. Statement of Program Goals and Objectives**

The Associate in Science in Environmental Science for Transfer Degree is intended for students who plan to transfer and complete a bachelor's degree in Environmental Science at a CSU campus. Students completing this program are guaranteed admission to the CSU system but not necessarily to a particular campus or major of choice. Students should consult with a counselor for more information on admission to specific universities and their transfer requirements as individual schools may require different or additional coursework to that listed for the Associate in Science in Environmental Science for Transfer Degree.

**Program Learning Outcomes**

- Demonstrate a general understanding of the breadth and interdisciplinary nature of environmental issues.
- Demonstrate an understanding of the core concepts and methods from ecological and physical sciences in their application in solving environmental problems.

**Item 2. Catalog Description**

The Associate in Science in Environmental Science for Transfer Degree is intended for students who plan to transfer and complete a bachelor's degree in Environmental Science at a CSU campus. Students completing this program are guaranteed admission to the CSU system but not necessarily to a particular campus or major of choice. Students should consult with a counselor for more information on admission to specific universities and their transfer requirements as individual schools may require different or additional coursework to that listed for the Associate in Science in Environmental Science for Transfer Degree.

In addition, the student must complete the following:

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

**Transfer Model Curriculum (TMC) Template for Environmental Science**

**CCC Major or Area of Emphasis:** Environmental Science

**TOP Code:** 0301.00

**CSU Major(s):** Environmental Science

**Total Units:** 37-39 (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

or the ASSIST website:

[http://web1.assist.org/web-assist/help/help-csu\\_ge.html](http://web1.assist.org/web-assist/help/help-csu_ge.html).

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

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

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

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

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

Associate in Science in Environmental Science for Transfer Degree						
College Name: Foothill College						
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
<b>REQUIRED CORE:</b> (13-14 units) <b>Select 1 of 2 options</b>						
<b>Option 1</b>						
Biology Sequence for Majors (8)	BIOL 135S					
General Chemistry for Science Majors I, with Lab (5)	CHEM 110					
<b>OR</b>						
<b>Option 2</b>						
Cell and Molecular Biology (4)	BIOL 190	BIOL 1A	Principles of Cell Biology	6	B2, B3	5B/ 5C
General Chemistry for Science Majors Sequence A (10)	CHEM 120S	CHEM 1A	General Chemistry	5	B1, B3	5A/ 5C
		OR				
		CHEM 1AH	Honors General Chemistry	5	B1, B3	5A/ 5C
		AND				
		CHEM 1B	General Chemistry	5	B1, B3	5A/ 5C
		OR				
		CHEM 1BH	Honors General Chemistry	5	B1/	5A/



		AND CHEM 1C	General Chemistry & Qualitative Analysis	5	B3 B1/ B3	5C 5A/ 5C
<b>LIST A: (13-14 units)</b>						
Intro to Environmental Science (3)	ENVS 100	BIOL 9	Environmental Biology	4	B2	5B
Physical Geology (3) <b>AND</b> Physical Geology Laboratory (1)	GEOL 100 <b>AND</b> GEOL 100L					
<b>OR</b> Physical Geology with Lab (4)	<b>OR</b> GEOL 101					
<b>OR</b> Introduction to Physical Geography (3)	GEOG 110 <b>AND</b>					
Physical Geography, Laboratory (1)	GEOG 111 <b>OR</b>					
Introduction to Physical Geography, with Lab (4)	GEOG 115	GEOG 1	Physical Geography	5	B1, B3	5A/ 5C
Introduction to Statistics (3)	MATH 110	MATH 10	Elementary Statistics	5	B4	2
<b>AND</b> Single Variable Calculus I – Early Transcendentals (4)	<b>AND</b> MATH 210	OR MATH 17	Integrated Statistics II	5	B4	2
<b>OR</b>	<b>OR</b>	OR PSYC 7	Statistics for the Behavioral Sciences	5	B4	2
Single Variable Calculus I – Late Transcendentals (4)	MATH 211	OR SOC 7	Statistics for the Behavioral Sciences	5	B4	2
<b>OR</b>	<b>OR</b>	AND MATH 1A	Calculus	5	B4	2
Business Calculus (3)	MATH 140	AND MATH 1B	Calculus	5	B4	2
		OR MATH 12	Calculus for Business & Economics	5	B4	2
<b>LIST B: Select two or three (11 units)</b>						
Principals of Microeconomics (3)	ECON 201	ECON 1B	Principles of Microeconomics	5	D	4
Calculus-Based Physics for Scientists and Engineers: A (4)	PHYS 205	PHYS 4A	General Physics (Calculus)	6	B1, B3	5A/ 5C,
<b>AND</b>	<b>AND</b>	AND PHYS 4B	General Physics (Calculus)	6	B1, B3	5A/ 5C
Calculus-Based Physics for Scientists and Engineers: B (4)	PHYS 210	OR	General Physics	5	B1, B3	5A/ 5C
<b>OR</b>	<b>OR</b>	PHYS 2A	General Physics	5	B1, B3	5A/ 5C
Algebra/Trigonometry-Based Physics: AB (8)	PHYS 100S	AND PHYS 2B	General Physics	5	B1, B3	5A/ 5C
		AND PHYS 2C	General Physics	5	B1, B3	5A/ 5C
<b>Total Units for the Major:</b>	<b>37-39</b>	<b>Total Units for the Major:</b>		<b>57- 65</b>		
				<b>Total Double-counted Units</b>		
				<i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>		20 20

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<b>*General Education (CSU-GE or IGETC for STEM) Units</b>	<b>33</b>	<b>31</b>
<b>Elective (CSU Transferable) Units</b>	1-9	4-12
<b>Total Degree Units (maximum)</b>	<b>60</b>	

**NOTES:**

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):** Gillian Schultz  
**Division:** BHS

**Program Title:** Environmental Science AS-T  
**Program Units:** 90 (incl. 57-65 major units)

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

**Type of Award:**  
 Non-transcriptable credit certificate                       AA/AS Degree (local)  
 Certificate of Achievement                                       AA-T/AS-T Degree (ADT)  
 Noncredit certificate

<b>EQUITY &amp; EDUCATION</b> <a href="https://foothill.edu/gov/equity-and-education/">https://foothill.edu/gov/equity-and-education/</a>
<b>Date of meeting:</b> 10/25/2019
<i>The E&amp;E committee is charged with taking on issues from an equity perspective. Within this framework, what feedback do you have?</i>
<b>Comments:</b> There is no feedback from E & E. It was evaluated at the October 25 2019 meeting.

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:** 6/21/2019

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

**Comments:**

**ADVISORY COUNCIL**

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

**Date of meeting:** June 21, 2019

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

**Comments:**

Some thought that there could be more courses that could adequately round out the environmental science degree. There is a CTE component of Environmental Science which is Environmental Resource Management; the hard, technical skills get our students hired. A suggestion was made to think about including these classes in the degree.

**Division Curriculum Committee Approval Date:** 6/11/19

**Division CC Representative:** Lisa Schultheis

**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**Temporary Process to Streamline Certificates of Achievement**

Background

In August, the California Community Colleges Chancellor's Office (CCCCO) approved changes to the total units allowed for credit certificates (certificates of achievement). Whereas these certificates used to require 27 quarter units, now they have a minimum of 24 quarter units.

A second type of certificate of achievement, sometimes referred to as a "low unit certificate," previously had a range of 18-26 quarter units—this has been lowered to a range of 12-23 quarter units. Although the college is not required to submit to the CCCCCO these low unit certificates, it has the option of doing so, which also enables the college to list these certificates on students' transcripts.

As a result of these changes, 13 of Foothill's existing certificates (either non-transcriptable certificates or low unit certificates of achievement) must be submitted to the CCCCCO for approval, if the college wishes to continue to offer them. Additionally, 34 existing non-transcriptable certificates fall within the low unit range of 12-23 and may be submitted to the CCCCCO. Therefore, the CCC has created the following process to help streamline the local program approval process for these certificates. Additionally, if a Division wishes to increase the units on an existing non-transcriptable certificate that currently falls under the 12-unit minimum, to bring it within the range of a certificate of achievement, the process may be used. All documentation and local approvals required by the CCCCCO are included in the process.

**Two deadlines will apply, for Divisions to submit certificate proposals for CCC review:**

- **Friday, December 14, 2018: deadline for certificates to be considered for inclusion in the 2019-20 college catalog**
- **TBD: deadline for certificates to be considered for inclusion in the 2020-21 college catalog (this deadline will be established once the CCCCCO has released their guidelines and deadline)**

**Note that this process shall be used only to streamline local approval of existing (i.e., listed in the 2018-19 college catalog) non-transcriptable certificates and low unit certificates of achievement. Any certificate being modified past the second deadline, as well as any new certificate being developed, shall follow the normal program creation process.**

**At its meeting on [date], CCC approved sunsetting this process, with a final deadline of Friday, June 19, 2020, for Divisions to submit certificate proposals for CCC review. Following this date, if a Division wishes to convert an existing non-transcriptable certificate or low unit certificate of achievement, the college's normal program creation process will be used.**

Process

- A. The Instruction Office will send each Division a report, listing their existing non-transcriptable certificates and low unit certificates of achievement. The Division will complete the report for submission to the CCC (see step F).

- B. Prepare the Narrative document, based on the type of program (Workforce or Local [non-workforce]), determined by program TOP Code), that includes the following:
- a. Workforce Certificate:
    - i. Program Goals and Objectives
    - ii. Catalog Description
    - iii. Program Requirements (list of courses)
    - iv. Master Planning
    - v. Enrollment and Completer Projections
    - vi. Place of Program in Curriculum/Similar Programs
    - vii. Similar Programs at Other Colleges in Service Area
    - viii. Labor Market Information and Analysis (in a separate document)—*refer to pp. 86-89 of the PCAH 6<sup>th</sup> Edition*
    - ix. Apprenticeship only: approval letter from the California DAS
  - b. Local Certificate:
    - i. Program Goals and Objectives
    - ii. Catalog Description
    - iii. Program Requirements (list of courses)
    - iv. Master Planning
    - v. Enrollment and Completer Projections
    - vi. Place of Program in Curriculum/Similar Programs
    - vii. Similar Programs at Other Colleges in Service Area
    - viii. At least one piece of additional documentation (in a separate document), for example:
      1. Programmatic articulation agreements
      2. ASSIST documentation*For further information, refer to pp. 85-86 of the PCAH 6<sup>th</sup> Edition*
- C. The certificate is forwarded to the Vice Presidents to determine if adequate resources are available.
- D. The certificate is forwarded to the Division Curriculum Committee for approval.
- E. Upon Division Curriculum Committee approval, the certificate is forwarded to the Instruction Office.
- F. Once the Division Curriculum Committee has approved all certificates involved in this streamlining process, the Division will send their completed report (see step A) to the Instruction Office. The Division's report will be included on the Consent Calendar for the next available meeting of the CCC, with the Narrative for each submitted certificate included in the attachments to the CCC agenda. The CCC will have the option of pulling an individual certificate for additional discussion or to exclude it from approval.
- G. Upon College Curriculum Committee approval, the Instruction Office will prepare a FHDA Board Agenda Item, attach all appropriate documentation and ensure that it is agendized at the next available Board meeting.
- H. Upon FHDA Board approval:
- a. Workforce applications will be sent to the appropriate Regional Consortium and the BACCC (Bay Area Community College Consortium) for approval. After their approval, the Instruction Office will submit the application and all attachments to the CCCCCO. *Note: Apprenticeship applications do not require Regional Consortium or BACCC approval and will be submitted to the CCCCCO immediately following FHDA Board approval.*

- b. Local applications and all attachments will be submitted by the Instruction Office to the CCCC.

Draft

**FOOTHILL COLLEGE**  
**Noncredit Program Narrative**  
**Certificate of Competency in Bridge to College Level English**

**Item 1. Program Goals and Objectives**

Students will demonstrate writing and reading English proficiency towards a level of college ready competency.

This program provides practical skills and knowledge for students progressing out of high school classes, adult education classes, and noncredit courses in English (NCEN) and ESL (NCEL), as well as students returning to school after a significant break due to work or family demands, or those seeking some English reading and writing proficiency for career advancement. This student group often includes more non-traditional, basic skills students who have been traditionally underserved by the institutions.

Moreover, this program awards students who start in the core course and move through the sequence organically. As a noncredit series, this program provides a unique opportunity for students who are placed into these courses requiring additional time and support, to be recognized and rewarded for their tenacity, and their efforts to develop, elevate, and apply their skills while also avoiding the burden of additional costs (be it time completing coursework, or money for additional classes). This burden continues to be disproportionately carried by those less prepared to bear it. In order to create equitable standards and opportunities, we must provide additional support, with no additional cost.

Taking these transfer-level English courses with the corequisites within the first year of college will also substantially improve student retention and success rates in college overall as they learn to apply and further develop their skills with each quarter within the noncredit courses, while concurrently completing their required credit courses for transfer, completion of certificates and/or degrees. Essentially, the program enables students to take their work in these courses and extend that learning into all other aspects of their college/academic career, excelling at the same pace as their peers.

Furthermore, students taking these courses independently, apart from the English credit sequence, as part of their academic enrichment, will be acknowledged for their pursuit of excellence and their desire to further develop themselves as learners within the institute and beyond, as they become prepared to extend their learning in the noncredit courses into their own classes across the disciplines. When taken independently, students will benefit from the connection with other students and other course materials, expanding their understanding of the interconnection between reading, writing, and critical thinking, and recognizing the diverse and varied application of these skill sets.

Program Learning Outcomes:

- As a result of this program students will be prepared to take degree-applicable credit coursework in pursuit of an associate degree or transfer.



- As a result of this program students will build college readiness skills in reading, writing, and critical thinking necessary to be successful in courses across the disciplines.
- As a result of this program students will develop metacognitive awareness of student success strategies for reading, writing, critical thinking and academic progress.
- As a result of this program students will feel confident to seek assistance in and out of class as needed to self-advocate.
- As a result of this program students will be able to identify campus resources to promote their academic success.
- As a result of this program students will gain equal access to degree-applicable courses without barriers resulting from economic, national, or cultural status.

**Item 2. Catalog Description**

The Certificate of Competency in Bridge to College Level English prepares students to be successful within the English discipline as well as in courses across the disciplines that demand critical reading, writing and thinking. The core course provides a foundation upon which students build as they transition into their transfer-level English courses, and the ongoing corequisite support courses encourage students to more readily complete the first-year requirements supported by the state’s funding formula. Students will be exposed to college readiness skills courses for reading and writing at a college level, with significant focus on developing self-advocacy, agency, metacognitive awareness, and study skills, as well as reading and writing strategies to successfully complete assignments required in transfer-level courses.

**Item 3. Program Requirements**

<b>Requirement</b>	<b>Course #</b>	<b>Title</b>	<b>Hours</b>	<b>Sequence</b>
Required Core (60 hours)	NCEN 400	ENGLISH BRIDGE	60	Year 1, Summer
	OR NCEL 400	BRIDGE TO COLLEGE	60	
Restricted Electives (24-72 hours)	NCEN 401A	BRIDGE TO TRANSFER ENGLISH	24	Year 1, Fall/ Winter/Spring
	OR BOTH NCEN 442A	CRITICAL THINKING: STUDENT-MANAGED PORTFOLIO DEVELOPMENT	24	Year 1, Fall/ Winter/Spring
	AND NCEN 442B	CRITICAL THINKING: PORTFOLIO MANAGEMENT & PUBLICATION	24	
	OR BOTH NCEL 403A	TRANSITIONING TO COLLEGE ESL PART I	36	Year 1, Fall/ Winter/Spring
AND NCEL 403B	TRANSITIONING TO COLLEGE ESL PART II	36		

**TOTAL HOURS: 84-132 hours**

#### **Item 4. Master Planning**

##### ***History of the program proposal origins and curriculum offerings***

Because the majority of the courses in the Certificate of Competency in Bridge to College Level English were originally written as credit courses to introduce students to college English composition classes and to provide concurrent corequisite support for transfer-level English to comply with AB 705 requirements, these courses will better serve students as noncredit classes, particularly for students who are transitioning from local high schools and adult schools to community college.

This program prepares students to advance to higher levels of English, both credit and noncredit, and provides the foundations for students to meet the requirements of an associate degree.

##### ***College Mission***

The Foothill College mission statement articulates: “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.”

This program is in keeping with the Foothill College mission statement in that students who complete the certificate are “empowered to achieve their” educational goals. Whether students are advancing into credit instruction, or refining their language skills for work, this program will provide students with the reading, writing and metacognitive preparation they need to succeed.

The program is also in keeping with the college’s basic skills mission and provides opportunities for students to enhance all of their English and critical thinking skills including reading and writing. Since the courses in this program have no prerequisites, students completing the certificate may continue their pathway in this institution and beyond.

##### ***College/District Master Plan***

According to the Foothill Educational Master Plan, “the college seeks to fulfill its education mission by supporting student achievement of certain learning outcomes, which emphasize knowledge and skills development beyond those of a specific discipline. Regardless of their educational goal or the number of courses and quarters completed successfully, Foothill college students should demonstrate equitable outcomes and

student success in areas that include written and oral communication in English, mathematics, critical and analytical thinking, creativity, teamwork, responsibility, and other proficiencies.”

Furthermore, to address the achievement gap displayed among student population groups, the college prioritized success course completion rates and basic skills completion rates, with a specific equity goal to “collaborate with K-12, adult education, and four-year institutions in ways that serve students and society.” As stated in the Master Plan, “Strengthening the pathway to transfer by collaborating with K-12, adult education, and four-year institutions can also contribute to developing a quality workforce who participates in higher-wage, higher-skill positions.” The faculty who developed these courses worked with their colleagues in the high schools and adult schools in our service area to ensure that the courses in the program created a ladder from high school and adult school curriculum to the college’s English curriculum.

Finally, the Foothill Educational Master Plan indicates that “increases in the senior population may affect course offerings, perhaps increasing emphasis on noncredit, community education, skills building, or advanced technical training.” This program would be part of an overall endeavor in which the college has increased offerings in noncredit, with noncredit enrollment increasing from 1,566 to 4,389 students (+180%).

***Objectives and conditions of higher education and community college education in California - statewide master planning***

The report, “Preparing Students for Careers and College through Noncredit Enhanced Funding: Fiscal Year 2016-17,” highlights the role of the California Community Colleges in advancing students’ basic education and employment skills through the use of noncredit enhanced funding, stating, “Students who attain this education and training are better equipped to succeed in the world.”

According to the report, “There are still opportunities to develop Career Development and College Preparation certificates in the future,” and advises that “more colleges may develop certificates of competency or certificates of completion ***in basic skills*** and English as a second language.” The report also suggests that “alternatively, colleges may decide to transition credit basic skills and credit English as a second language programs to noncredit,” as has been done for the courses in this program. The report states, “Students will benefit from the reduced costs and preservation of their federal financial aid status. Currently students are capped at 30 credit units of basic skills under federal regulations. This change can create a more even distribution of noncredit use throughout the system.”

**Additional Information Required for State Submission:**

**TOP Code:** 4930.60 - Elementary Education (Grades 1-8) or 1501.00 - English

**Program Review Date:** March, 2022

**Distance Education: 0%**

**CDCP Eligibility Criteria: Elementary or Secondary Basic Skills**

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**

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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):** Kimberly Escamilla, Allison Herman, Stephanie Chan  
**Division:** Language Arts

**Program Title:** Certificate of Competency in Bridge to College Level English  
**Program Units:** 84 Hours

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

**Type of Award:**  
 Non-transcriptable credit certificate                       AA/AS Degree (local)  
 Certificate of Achievement     AA-T/AS-T Degree (ADT)  
 Noncredit Certificate of Competency

<b>EQUITY &amp; EDUCATION</b> <a href="https://foothill.edu/gov/equity-and-education/">https://foothill.edu/gov/equity-and-education/</a>
<p><b>Date of meeting:</b></p> <p><i>The E&amp;E committee is charged with taking on issues from an equity perspective. Within this framework, what feedback do you have?</i></p> <p><b>Comments:</b></p> <p>Program was forwarded to E&amp;E on 5/24/19. No reply received.</p>

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<b>REVENUE &amp; RESOURCES</b> <a href="https://foothill.edu/gov/revenue-and-resources/">https://foothill.edu/gov/revenue-and-resources/</a>
<b>Date of meeting:</b> 6/21/19  <i>The R&amp;R committee is charged with taking on issues from a budget perspective. Within this framework, what feedback do you have?</i> <b>Comments:</b>  See attached

<b>ADVISORY COUNCIL</b> <a href="https://foothill.edu/gov/council/">https://foothill.edu/gov/council/</a>
<b>Date of meeting:</b>  <i>The Advisory Council is charged with taking on issues from a college-wide planning perspective. Within this framework, what feedback do you have?</i> <b>Comments:</b>  Program was forwarded to Advisory Council on 5/24/19. No reply received.

**Division Curriculum Committee Approval Date:** 3/10/20

**Division CC Representative:** Allison Herman

## New Program Creation: Questions for Consideration

Are there any new resources needed for this program?

*Are there equipment/maintenance needs involved?*

*Does the resources needed built on existing programs?*

*Do faculty with specialized knowledge need to be hired?*

*Does the program need to access any specific labs or classrooms?*

This program does not require new resources, but will need to be part of the automatic notification of awards for certificates, which may have additional college-wide costs.

This builds on the following existing programs: Summer Bridge; Supplemental Instruction; NCEN; NCEL and ESLL.

The faculty and classroom needs are built in to the regular scheduling process at the division level.

What is the anticipated student interest?

*How was the decision to create program determined?*

The program was created as a response to AB 705's dissolving of basic skills courses, as a way to provide an additional support structure for students in English 1A and English 1S/T and those seeking additional support and enhancement in writing-intensive courses across the curriculum.

Are there any resources needed to help students learn about this new program?

*Would these resources be needed at the program level?*

*Would resources be needed from other areas of campus?*

Students should learn about this program through counselors, assessment, and orientations in which they learn which English classes they will take.

SOAR and SOAR-on-the-Go will provide outreach to incoming high school students and Middle College students.

Does De Anza offer a similar program?

*Does it compete? Does it matter?*

This program does not compete with De Anza.

For CTE programs only: What are the current wage outcomes for completers?

*What is the job demand?*

*What is the median wage?*

**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**Proposal to Create New Ad Hoc Committee: Curriculum Best Practices**

Name of Committee

Curriculum Best Practices (CBP) Ad Hoc Committee

Process

- A. The committee shall document best practices for curriculum development and management within a decentralized curriculum model.
- B.
- C.
- D.

Structure

- A. The committee shall have a chairperson.
- B. The committee membership shall be open to all college faculty.
- C.
- D.

Time Frame

- A. The start date for the committee shall be the date of approval of this proposal.
- B.
- C.
- D. The committee chairperson shall present the committee's findings and recommendation in fall of 2020.

DRAFT



**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**Proposal to Create New Ad Hoc Committee: Foothill General Education Process**

Name of Committee

Foothill General Education (GE) Process Ad Hoc Committee

Process

- A. The committee shall review the current General Education Subcommittee structure to determine if modifications to that structure are necessary.
- B.
- C.
- D.

Structure

- A. The committee shall have a chairperson.
- B. The committee membership shall be open to all college faculty.
- C.
- D.

Time Frame

- A. The start date for the committee shall be the date of approval of this proposal.
- B. The end date for the committee shall be no later than June 16, 2020.
- C.
- D. The committee chairperson shall present the committee's findings and recommendation at the CCC meeting on June 16, 2020.

**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**Proposal to Create New Ad Hoc Committee: Honors Institute Course Prerequisite**

Name of Committee

Honors Institute Course Prerequisite Ad Hoc Committee

Process

- A. The committee shall investigate the impact of removing the “Honors Institute participant” prerequisite from honors courses.
- B. The committee shall make a recommendation which ensures Title V compliance—specifically, focusing on the language of the COR to show significant differences between honors and non-honors courses.
  - a. The current prerequisite of “Honors Institute participant,” on its own, does not exactly align with the language of Title V, which stipulates that a student “has the skills, concepts, and/or information” to succeed in the honors courses for which they register.
- C.
- D.

Structure

- A. The committee shall have a chairperson.
- B. The committee membership shall include the college Articulation Officer.
- C. The committee membership shall be open to all college faculty currently teaching honors courses.
- D.
- E.

Time Frame

- A. The start date for the committee shall be the date of approval of this proposal.
- B. The end date for the committee shall be no later than June 16, 2020.
- C.
- D.
- E. The committee chairperson shall present the committee’s findings and recommendation at the CCC meeting on June 16, 2020.