College Curriculum Committee Meeting Agenda
Tuesday, May 4, 2021
2:00 p.m. – 3:30 p.m.
Meeting will be held virtually via ConferZoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: April 20, 2021	2 min.	Action	#5/4/21-1	Kuehnl
2. Report Out from Division Reps	5 min.	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	5 min.	Information		
4. Announcements a. New Course Proposal b. CCC Priorities for Remainder of Year c. ASCCC Spring Plenary Update	5 min.	Information	 #5/4/21-2 #5/4/21-3	CCC Team
5. Addition to Course Family: Sculpture (Fine Arts & Communication)	3 min.	Action	#5/4/21-4	Kuehnl
6. Stand Alone Approval Request: D A 65	3 min.	2nd Read/ Action	#5/4/21-5	Kuehnl
7. Stand Alone Approval Request: D A 66		2nd Read/ Action	#5/4/21-6	Kuehnl
8. Stand Alone Approval Request: D A 200L		2nd Read/ Action	#5/4/21-7	Kuehnl
9. Program Deactivation: Instructional Design and Technology CA	5 min.	1st Read	#5/4/21-8	Kuehnl
10. Program Creation Process Ad Hoc Group	5 min.	2nd Read/ Action	#5/4/21-9	Kuehnl
11. Guided Pathways Mapping Approval Process	15 min.	Discussion		Kuehnl
12. Program Mapper Demo	15 min.	Information		Kuehnl
13. Local Apprenticeship AS Degree	15 min.	Discussion		Kuehnl
14. Good of the Order	5 min.			Kuehnl
15. Adjournment				Kuehnl

**Times listed are approximate*

Attachments:

#5/4/21-1 Draft Minutes: April 20, 2021
#5/4/21-2 New Course Proposal: CHEM 70R series
#5/4/21-3 ASCCC Spring 2021 Adopted Resolutions
#5/4/21-4 Proposal to Add New Course to Course Family in Fine Arts and Communication
#5/4/21-5 Stand Alone Course Approval Request: D A 65—or view in CourseLeaf
#5/4/21-6 Stand Alone Course Approval Request: D A 66—or view in CourseLeaf
#5/4/21-7 Stand Alone Course Approval Request: D A 200L—or view in CourseLeaf
#5/4/21-8 Program Deactivation: Instructional Design and Technology CA
#5/4/21-9 Proposal to Create New Ad Hoc Committee: Instructional Program Creation Process (draft)

2020-2021 Curriculum Committee Meetings:

Fall 2020 Quarter	Winter 2021 Quarter	Spring 2021 Quarter
~~10/6/20~~	~~1/19/21~~	~~4/20/21~~
~~10/20/20~~	~~2/2/21~~	5/4/21
~~11/3/20~~	~~2/16/21~~	5/18/21
~~11/17/20~~	~~3/2/21~~	6/1/21
~~12/1/20~~	~~3/16/21~~	6/15/21

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

2020-2021 Curriculum Deadlines:

~~*12/1/20*~~	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
~~*12/1/20*~~	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
~~*2/16/21*~~	Deadline to submit local GE applications for 2021-22 catalog (Faculty/Divisions).
~~*4/23/21*~~	Curriculum Sheet updates for 2021-22 catalog (Faculty/Divisions).
6/1/21	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
6/18/21	Deadline to submit all new courses and certain types of course updates for 2022-23 catalog—see PDF for details (Faculty/Divisions).
11/5/21	Deadline to submit certain types of course updates for 2022-23 catalog—see PDF for details (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), Chris Allen (Dean, APPR), Ben Armerding (LA), Rachelle Campbell (BH), Zachary Cembellin (PSME), Anthony Cervantes (Dean, Enrollment Services), Mark Ferrer (SRC), Owen Flannery (KA), Valerie Fong (Interim Dean—LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Debbie Lee (Acting Dean—FA & KA), Laurence Lew (BSS), Kristy Lisle (VP Instruction), Don Mac Neil (KA), Kathryn Maurer (AS President), Kent McGee (Evaluations), Michelle McNeary (LA), Ché Meneses (FA), Brian Murphy (APPR), Teresa Ong (AVP Workforce), Ron Painter (PSME), Kas Pereira (BSS), Katy Ripp (KA), Lisa Schultheis (BH), Ram Subramaniam (Dean—BH & PSME), Kella Svetich (LA), Mary Vanatta (Curriculum Coordinator), Priya Vasu (ASFC), Anand Venkataraman (PSME)

Updated 5/4/21

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2020-21

Meeting Date: 5/4/21

Co-Chairs (2)

✔	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)	kuehnleric@fhda.edu
✔	Kurt Hueg	7179	Associate Vice-President of Instruction	huegkurt@fhda.edu

Voting Membership (1 vote per division)

✔	Micaela Agyare	7086	Library	agyaremicaela@fhda.edu
	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
✔	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
	Mark Ferrer		SRC	ferrermark@fhda.edu
	Owen Flannery	7213	KA	flanneryowen@fhda.edu
✔	Valerie Fong	7135	Interim Dean—LA	fongvalerie@fhda.edu
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✔	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
✔	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
✔	Allison Herman	7460	LA	hermanallison@fhda.edu
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✔	Brian Murphy		APPR	brian@pttc.edu
✔	Ron Painter		PSME	painterron@fhda.edu
✔	Kas Pereira	7319	BSS	pereiracassandra@fhda.edu
✔	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
✔	Kella Svetich	7924	LA	svetichkella@fhda.edu
✔	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

Non-Voting Membership (4)

	Priya Vasu		ASFC Rep.	asfc.priyav@gmail.com
✔	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
			SLO Coordinator	

Visitors

Chris Allen, Natalie Latteri, Teresa Ong

College Curriculum Committee
Meeting Minutes
Tuesday, April 20, 2021
2:00 p.m. – 3:30 p.m.
Meeting held virtually via ConferZoom

Item	Discussion
1. Minutes: March 16, 2021	**Approved by consensus.**
2. Report Out from Division Reps	**Speaker: All** Apprenticeship: Working on curriculum sheets. Recently met w/ Academic Senate President Kathryn Maurer to discuss moving forward with Cooperative Work Experience (CWE) plan. Bio Health: Working on curriculum sheets and next batch of Distance Learning Addendum forms. Working on Guided Pathways for four ADTs. BSS: Working on curriculum sheets. Counseling: Working on Title 5 updates. Fine Arts: Division CC met yesterday, incl. seat count discussion—plan to continue discussion of large seat counts (50) at division level. Working on curriculum sheets. Kinesiology: No updates to report. Language Arts: Working on curriculum sheets, Title 5 updates, Guided Pathways. Kella Svetich replacing Ben Armerding as CCC rep for spring. Library: No updates to report. PSME: Working on Title 5 updates; finished curriculum sheets. Chemistry dept. working with Biology dept. on new AS degree. D. Lee reported Kinesiology working on new certificates in sports medicine. Gilstrap reported still waiting on new CSU GE and IGETC approvals and news of any updates to IGETC standards. Vanatta mentioned next batch of new Distance Learning Addendum submissions (for remaining courses)—refer to her email from Wednesday for details.
3. Public Comment on Items Not on Agenda	No comments.
4. Announcements a. New Course Proposals b. Notification of Proposed Requisites c. CORs for Update 2022-23 (Title 5 list)	**Speakers: CCC Team** The following proposals were presented: D A 67; ENGL 12A; KINS 49; MTEC 57C, 90A; NCBS 448A. Please share with your constituents. No comments. New prerequisite for R T 70B (being reactivated for 2021-22). No comments. Vanatta compiled list of courses that need to be reviewed/updated for the 2022-23 catalog; list was emailed to reps and deans on March 18th. The deadline for Title 5 updates will be Nov. 5th, unless major changes are being made (those have June 18th deadline).

d. Foothill GE List for 2021-22	Foothill General Education requirements for 2021-22. Newly approved GE courses have been added, and deactivated courses have been removed. Please share with your constituents. Vanatta pointed out notations on GE changes attachment.
e. Pharmacy Technician & Sheet Metal Apprenticeship CA Approvals	Vanatta shared that the CCCCO has approved the following new Certificates of Achievement: Basic Pharmacy Technician; Pharmacy Assistant (Aide/Clerk); Air Conditioning Mechanic; Test, Adjust and Balancing (TAB) Technician.
5. Consent Calendar a. GE Applications	**Speaker: Eric Kuehnl** The following GE applications were presented: Area I—BUSI 70; Area VII—Plumbing Technology Apprenticeship Program. Area VII application would approve this GE area for students who complete the full program, not just one individual course, similar to previous approvals for Foothill GE for this program. Motion to approve **M/S** (Venkataraman, Murphy). **Approved.**
6. New Program Application: Cybersecurity CA	**Speaker: Eric Kuehnl** Second read of new Cybersecurity Certificate of Achievement. Vanatta noted TOP Code has been updated since first read, and LMI replaced with newer version. D. Lee pointed out no new faculty positions indicated on narrative for this cert. or IT Support cert., but believes new course is included. Expressed concern about being able to properly determine costs of new programs. PSME rep believes that, in the past, division was overestimating this figure, and not considering that existing faculty may teach new courses. Believes that if existing faculty will be teaching new courses, should not indicate new faculty positions needed. D. Lee clarified need to ensure costs for a new program are fully understood. Kuehnl suggested perhaps modifying narrative form to clarify how this question should be answered. Hueg believes that if program includes only existing courses, there's an argument for listing zero; noted that new program creation process being discussed right now. Other PSME rep mentioned that, especially in Computer Science dept., new courses don't necessarily mean new faculty, and that, sometimes, existing courses are deactivated to make room for new ones; question may be more complicated than it appears. Hueg believes incumbent upon the dean to discuss and determine new budget and resource needs for new programs. *See item 9 for motion/approval details.*
7. New Program Application: IT Support CA	**Speaker: Eric Kuehnl** Second read of new IT Support Certificate of Achievement. Vanatta noted that TOP Code has been updated since first read. *See item 6 for comments.* *See item 9 for motion/approval details.*
8. New Program Application: English as a Second Language for College and Careers (High-Intermediate) Noncredit Certificate	**Speaker: Eric Kuehnl** Second read of new English as a Second Language for College and Careers (High-Intermediate) Noncredit Certificate. No comments. *See item 9 for motion/approval details.*
9. New Program Application: English as a Second Language for College and Careers (Advanced) Noncredit Certificate	**Speaker: Eric Kuehnl** Second read of new English as a Second Language for College and Careers (Advanced) Noncredit Certificate. No comments. Group agreed to vote on items 6-9 as one motion. Motion to approve items 6-9 **M/S** (Venkataraman, Herman). **Approved.**
10. Stand Alone Approval Request: R T 70B	**Speaker: Eric Kuehnl** Second read of Stand Alone Approval Request for R T 70B. No comments.

	Motion to approve **M/S** (Cembellin, Venkataraman). **Approved.**
11. Stand Alone Approval Request: D A 65	**Speaker: Eric Kuehnl** First read of Stand Alone Approval Request for D A 65. Will be temporarily Stand Alone and included in upcoming certificate of achievement in Dental Assisting Apprenticeship. No comments. Second read and possible action will occur at next meeting.
12. Stand Alone Approval Request: D A 66	**Speaker: Eric Kuehnl** First read of Stand Alone Approval Request for D A 66. Will be temporarily Stand Alone and included in upcoming certificate of achievement in Dental Assisting Apprenticeship. No comments. Second read and possible action will occur at next meeting.
13. Stand Alone Approval Request: D A 200L	**Speaker: Eric Kuehnl** First read of Stand Alone Approval Request for D A 200L. Will be permanently Stand Alone. No comments. Second read and possible action will occur at next meeting.
14. Program Creation Process Ad Hoc Group	**Speaker: Eric Kuehnl** First read of Proposal to Create New Ad Hoc Committee: Instructional Program Creation Process. Intent is to create permanent process to replace current temporary process. Maurer drafted proposal and is present for discussion; noted information came from larger group that recently met to discuss concerns and issues that have arisen from temporary process, and the history of program creation processes at Foothill. Hope is that CCC will take leadership of ad hoc group. Would like to ensure group has representation from all appropriate parties. Language Arts rep mentioned difficulties of moving through temporary process in an effective way, especially re: feedback form process. Many times, forms are returned without feedback. Believes new process should ensure feedback is requested from groups/people who have appropriate expertise to provide feedback. D. Lee asked if group should include a person with expertise related to resource requests. Maurer noted group's work should include documenting questions and following up with experts for their input; doesn't see a direct role for such a person in actual group. D. Lee concerned group might not know which aspects to consider or questions to ask if such a person is not present—Maurer again responded unsure if this person needs to be member of group but should certainly be consulted on related issues. Maurer mentioned time frame listed on proposal, noting that in other similar situations, people interested in kicking off group get started and gather information before group formally approved. There is a desire to get process refined before end of academic year. Hueg noted CTE component to new programs and suggested group include person with CTE expertise. Second read and possible action will occur at next meeting.
15. Guided Pathways Mapping Approval Process	**Speaker: Eric Kuehnl** Continuing discussion of operational aspect of approving Guided Pathways (GP) Program Maps. Hope is for CCC to decide process for approving Maps. Kuehnl believes discussion at previous meeting leaned toward divisions serving as approving bodies for Maps, but acknowledged concerns regarding programs that overlap multiple divisions. Fine Arts rep shared experience in creating GP for their dept., and agreed that division CC should be involved in creation/approval of Maps. Also

	expressed concern that Maps currently being created reflect program listings for current year, even if dept. making extensive changes for upcoming year; believes that next year's listings should be used to create Maps. Library rep mentioned seeing LIBR 10 listed on some Maps, and potential impact on division, since course usually has just one section scheduled at a time; believes important for divisions to share Maps with other divisions whose courses are included. Kuehnl mentioned that in his experience with GP, GP team provided expertise re: frequency of courses being scheduled. Fong agreed with Library rep, re: sharing of Maps, not just due to potential impact but also to align sequencing/scheduling of courses which appear on multiple Maps. Maurer noted GP is currently grant-funded, for implementation, but grant will go away soon; need to determine how process fits in to our local processes. Believes CCC makes most sense, due to curriculum aspect and because CCC has representation from all divisions—especially considering upcoming plan to create meta-majors. Gilstrap mentioned our decentralized curriculum approval structure, suggesting perhaps formal approval should be at division CC level, with an FYI announcement at CCC to ensure sharing across all divisions. Kuehnl wondered if division CCs should consult with other divisions whose courses listed on Maps, during review/approval. Language Arts rep wondered at which stage of process CCC would become involved, and what specifics of the role would be. Kuehnl believes thought is for GP team to work with dept. to create Map, which would then go to division CC for approval; unsure when Map would come to CCC. Asked reps if it would be too much of a bottleneck for division CC to have to reach out to other divisions. PSME rep believes would be a bit of a challenge, based on their experience creating a Map. Noted that curriculum sheets aren't sent to CCC. Suggested, instead, that Maps come to CCC as info items, to allow reps from other divisions to review and pose questions. Fine Arts rep suggested need for periodic review of Maps, to address potential changes, such as course units. PSME rep asked if Maps could be managed in CourseLeaf—Vanatta unsure; implementation of Programs module will kick-off this summer, and she can then find out if including GP is an option. Gilstrap believes Maps will need to be reviewed every year, due to curriculum changes, which should be considered when we determine approval process. Language Arts rep believes that if Maps shared at CCC after division CC approval, good for transparency but won't provide an easy way for feedback to be incorporated, since Maps will have already been approved. Maurer noted GP Steering Committee assessing technology options for sharing of Maps; believes CCC will get a demo of one soon. Agreed with Gilstrap that review of Maps will be a yearly process, perhaps in tandem with reviewing curriculum sheets. Would love to see a centralized discussion of Maps, above the division CC level.
16. Local Apprenticeship AS Degree	**Speaker: Eric Kuehnl** Continuing general discussion of creating an Apprenticeship AS degree using GE mapping; topic most recently discussed at Feb. 2nd meeting. Apprenticeship rep mentioned Area VII GE app on today's agenda, noting that lifelong learning is "the essence" of the program. Kuehnl asked where program stands, in terms of Foothill GE, in general—Gilstrap believes Areas II-VII have been approved for the program, in general, plus Area I for BUSI 70. Gilstrap noted concerns discussed at previous meetings, regarding messaging to students; for example, students who complete this degree and later return to college for another associate degree—concerned that if they go to a different college, their GE will not be accepted, as there won't be any GE listed on their transcript. Also wondered how Foothill will handle situation if student returns here for an additional degree. Wants to ensure messaging to students is very clear, so they're not surprised to find

	out that their GE is not accepted by another college, or even at Foothill for a different degree. PSME rep recalled concerns from previous Articulation Officer, re: GE reciprocity agreements with other colleges, and requested this be discussed. Gilstrap agreed with this concern and the possibility that we could lose GE reciprocity—unsure if it would be across the board or in some other way. Recalled that during previous discussions some have conceded that we cannot control what other colleges will do, but Gilstrap believes this could be a real issue. Apprenticeship rep asked for more details re: reciprocity, noting that the intent is for this degree to be recognized only by Foothill. Offered to draft language, perhaps working with Gilstrap, to ensure clarity to students and around GE reciprocity. Gilstrap agreed with suggestion, and explained concept of GE reciprocity. PSME rep believes good idea to include such language in our catalog, and wondered what accrediting bodies might think about it. Hueg does not believe such language necessary, and believes the state and nation are moving to recognize pathways for credit for prior learning. Believes this degree is a prime example of such a pathway. Noted that if a student came to Foothill from another college with this type of degree, it would be up to us to review the courses/credits and assess how/whether they would be accepted. PSME responded with concern that just because we feel this way doesn't mean other colleges will; wants to ensure students are not at a disadvantage due to miscommunication. Believes Gilstrap's concerns should be considered and clear language drafted, for the benefit of students and other colleges. Hueg agreed with importance of communication for students and value of discussing potential scenarios for students. Apprenticeship rep appreciates that CCC would like to discuss all of the realities for this situation, in a big-picture way, but noted that these students are almost always focused on finishing program and entering career. Believes it very unlikely that a student would complete five-year program, enter career with the pay and benefits that come with it, and then decide to go back to school for something different. At the same time, happy to continue conversation and draft language to add to student handbook, to ensure clear communication to students.
17. Good of the Order	Kuehnl asked reps to let him know if interested in participating in program creation ad hoc group.
18. Adjournment	**3:31 PM**

Attendees: Micaela Agyare (LIBR), Chris Allen (Dean, APPR), Zach Cembellin (PSME), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Debbie Lee (Acting Dean, FA & KA), Don Mac Neal (KA), Kathryn Maurer (AS President), Ché Meneses (FA), Brian Murphy (APPR), Ron Painter (PSME), Kas Pereira (BSS), Lisa Schultheis (BH), Paul Starer (LA), Ram Subramaniam (Dean, BH & PSME), Kella Svetich (LA), Mary Vanatta (Curriculum Coordinator), Priya Vasu (ASFC), Anand Venkataraman (PSME)

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 04/26/21 1:19 pm

Viewing: CHEM F070R : INDEPENDENT STUDY IN CHEMISTRY

Last edit: 04/28/21 9:25 am

Changes proposed by: Ron Painter (11269826)

In Workflow

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

Approval Path

1. 04/27/21 2:11 pm Ron Painter (painterron): Approved for 1PS Curriculum Rep
2. 04/28/21 10:04 am Mary Vanatta (vanattamary): Approved for Curriculum Coordinator

Course Proposal Form

Faculty Author	Ron Painter		
Effective Term	Summer 2022		
Subject	Chemistry (CHEM)	Course Number	F070R
Department	Chemistry (CHEM)		
Division	Physical Sciences, Mathematics & Engineering (1PS)		
Units	1		
Hours	3 hours laboratory		
Course Title	INDEPENDENT STUDY IN CHEMISTRY		
Short Title			

Proposed Transferability	CSU Only
Proposed Description and Requisites:	Provides an opportunity for the student to expand their studies in chemistry by completing a project or an assignment arranged by agreement between the student and instructor. The student is required to contract with the instructor to determine the scope of assignment and the unit value assigned for successful completion. Students may take a maximum of six (6) units of independent study courses per department.
Proposed Discipline	Chemistry

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

none

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

No

Comments & Other Relevant Information for Discussion:

This is the first course in a series of four independent study courses. The other three courses are CHEM 71R [2 units], CHEM 72R [3 units], and CHEM 73R [4 units], and will also be created as a result of this course proposal.

Reviewer Comments

Key: 8725

Preview Bridge
Why Did This Not Sync?

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

56th SESSION RESOLUTIONS
Spring Plenary

Adopted Resolutions

Resolutions Committee 2020-2021
Stephanie Curry, ASCCC North Representative (Chair), Area A
Sam Foster, ASCCC South Representative, Area D
Amber Gillis, Compton Community College, Area C
Annie Corbett, Skyline College, Area B
David Morse, Long Beach City College, Area D

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3.0 DIVERSITY AND EQUITY

3.01 S21 Include Cultural Competence in Faculty Evaluations

Whereas, The California Community Colleges Chancellor's Office *EEO & Diversity Best Practices Handbook* calls for the incorporation of diversity considerations in the criteria for employee evaluation and tenure review, and other voices, such as the 2020 Student Senate for California Community Colleges' *DEI/Anti-Racism Plan* and the California Community Colleges *Vision for Success Diversity, Equity, and Inclusion Integration Plan*, echo this call by proposing the inclusion of cultural competency and diversity-focused criteria in faculty evaluations;

Whereas, While processes and criteria for faculty evaluations are normally included in local bargaining agreements and thus fall directly under the purview of faculty unions, evaluations are also connected to professional development policies and therefore fall under the purview of academic senates under Title 5 §53200, and this connection is further established by Education Code §§87610.1(a) and 87663 (f), which require that faculty bargaining agents consult with their academic senates regarding the negotiation of evaluation processes;

Whereas, Because of the diverse nature of communities, student populations, and local needs throughout the California Community Colleges system, any guidance or requirement regarding the inclusion of cultural competence and diversity-focused criteria in faculty evaluations should be broad enough to allow for local implementation and respect for local processes while still remaining meaningful and effective; and

Whereas, Because faculty evaluations are an aspect of academic senate purview, and because the Academic Senate for California Community Colleges has expressed its commitment to cultivating and promoting cultural competence in all aspects of faculty work, faculty should be leaders in any discussion and development of guidance or potential regulatory or statutory requirements regarding the inclusion of cultural competence and diversity-focused criteria in faculty evaluations;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to collaborate with their union partners to explore the negotiation of cultural competence and diversity-focused criteria into faculty evaluation processes; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, state-level faculty union leaders, and other system partners to explore the development of Title 5 regulatory language that would address the inclusion of cultural competence and diversity-focused criteria in faculty evaluation processes in ways that are meaningful yet respectful of local governance and negotiation processes.

Contact: Sharon Sampson, Standards and Practices Committee

MSC

3.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison

Whereas, The California Community Colleges system has prioritized inclusion, diversity, equity and anti-racism (IDEA) work—including through the CCCCO Call to Action, the DEI Task Force Recommendations, and the Vision for Success goals—to eliminate equity gaps;

Whereas, Local academic senates have an integral role in advancing inclusion, diversity, equity, and anti-racism through academic and professional matters; and

Whereas, Information related to inclusion, diversity, equity, and anti-racism may not always be disseminated to all faculty at local colleges and districts and therefore all faculty would benefit from the creation of a local inclusion, diversity, equity, and anti-racism liaison to act as a conduit between the Academic Senate for Community Colleges and local faculty;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a faculty member to act as an inclusion, diversity, equity, and anti-racism (IDEA) liaison to facilitate communication among local faculty, the local senate, and the Academic Senate for California Community Colleges.

Contact: Howard Eskew, Relations with Local Senates Committee

MSA

3.03 S21 Denounce Anti-Asian American Pacific Islander (AAPI) Racism

Whereas, The Academic Senate for California Community Colleges' Inclusivity Statement

> *recognizes the benefits to students, faculty, and the community college system gained from the variety of personal experiences, values, and views of a diverse group of individuals with different backgrounds. This diversity includes but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, discipline or field, and experience. We also understand that the California Community College System itself is diverse in terms of the size, location, and student population of its colleges and districts, and we seek participation from faculty across the system. The Academic Senate respects and is committed to promoting equal opportunity and inclusion of diverse voices and opinions. We endeavor to have a diversity of talented faculty participate in Academic Senate activities and support local senates in recruiting and encouraging faculty with different backgrounds to serve on Academic Senate standing committees and task forces. In particular, the Academic Senate acknowledges*

the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in society;[1]

Whereas, The Academic Senate for California Community Colleges has previously affirmed its commitment to systemic equity in numerous resolutions, including Resolution 03.01 "Adopt the "Student Equity: From Dialog and Access to Action" Paper" (2010), Resolution 03.04 "Adopt the Paper Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges" (2019), Resolution 3.01 "Support the Antiracism Pledge" (2020), and Resolution 3.03 "Adopt Antiracism Education Paper" (2020);

Whereas, Several community colleges in the state of California have identified the following core goals:

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

Whereas**,** Higher education at colleges within California should establish places where all faculty and staff members, administrators, and students have the right to study and work in a safe environment free of racism, discrimination, intolerance, and violence, but the outbreak of COVID-19 has given rise to racist and inflammatory rhetoric in public discourse meant to stigmatize members of the AAPI communities, exacerbating the microaggressions and violence toward persons of AAPI ancestry and increasing the number of hate crimes and incidents – physical assault, vandalism, coughing and spitting, verbal harassment, shunning or avoidance, and refusal of service – against AAPI persons nationwide[3], and the model minority myth by which AAPI persons are deemed self-sufficient and as such requiring neither assistance nor attention, along with the resultant

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[1] https://asccc.org/resources/resolutions?field_resolution_number_value=&title=Equity&field_year_tid=All&field_status_code_tid=All&title_1

[2] Grossmont College Academic Senate's "A RESOLUTION of the Grossmont College Academic Senate to denounce Anti-Asian American Pacific Islander (AAPI) racism" (attached PDF), approved on March 1, 2021
And De Anza College's "A RESOLUTION of the De Anza College Academic Senate to Denounce Anti-Asian American Pacific Islander (AAPI) Racism," approved on March 15, 2021

[3] https://stopaapihate.org/reportsreleases/

widespread gaslighting of anti-AAPI racism ranging from incidents to violent hate crimes that is occurring nationally is a real threat to students and employees at all California community colleges;

Resolved, That the Academic Senate for California Community Colleges condemn the oppressive forces of anti-AAPI racism, denounce xenophobia and anti-AAPI sentiment, and urge the documentation and investigation of all reported incidents in order to promote respect and protection of the AAPI community;

Resolved, That the Academic Senate for California Community Colleges create opportunities for faculty to engage in ongoing critical reflections, conversations, and intentional efforts – such as educating from culturally appropriate curriculum – in addressing racial, social, and economic injustices and inequities, within AAPI communities, thereby further humanizing AAPI students, faculty, staff members, and administrative colleagues; and

Resolved, That the Academic Senate for California Community Colleges engage in advocacy and collaborative efforts to protect AAPI students, employees, communities, and victims of discrimination and commit to working with campus groups, administration, students, and classified professional colleagues across the system to organize and present local campus and district anti-racism advocacy and education events and efforts.

Contact: Denise Schulmeyer, Grossmont College, Area D

MSA

5.0 BUDGET AND FINANCE

5.01 S21 Support for Additional Guided Pathways Funding and Extension of Current Funding Deadlines Due to COVID-19

Whereas, The California Community Colleges system in 2018 took a systemic approach to institutional redesign through the implementation of a guided pathways framework that was supported by a $150 Million California Community Colleges Guided Pathways Grant Program;

Whereas, California community colleges have locally implemented guided pathways elements such as success teams, program maps, curricular redesign, and holistic student support that require structural and policy augmentation to make available the resources and personnel needed to focus on the whole student, meeting the students "where they are";

Whereas, The Academic Senate for California Community Colleges has been integral in supporting guided pathways efforts around the areas of academic and professional matters, including curriculum, professional development, educational programs, program review, and student preparation and success; and

Whereas, The development and implementation of a guided pathways framework was interrupted by COVID 19 campus closures and necessitates systemic change that requires at least ten years for full sustainability, which allows for inquiry, implementation, assessment, and evaluation;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for continuing funding for colleges to support the guided pathways framework for an additional five years in order to allow colleges to continue to implement the framework and time to plan for long term sustainability; and

Resolved, That the Academic Senate for California Community Colleges continue to take a strong role in supporting local colleges and academic senates in the design, implementation, and evaluation of guided pathways frameworks and advocate for identified funding to continue its leadership role.

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for a one-year extension due to COVID-19 disruptions to spend Guided Pathways funding in order to allow colleges to continue to implement the framework and time to plan for long-term sustainability.

Contact: Jeffrey Hernandez, Guided Pathways Task Force

MSC

6.0 STATE AND LEGISLATIVE ISSUES

6.01 S21 Revisiting the 50% Law and the Faculty Obligation Number

Whereas, California Education Code §84362, also known as the 50% Law, designates a minimum of 50% of a college's general fund budget for direct instruction, but the current definition of instruction under the 50% law does not include support faculty such as counselors, librarians, tutorial coordinators, and any other faculty not actively in a classroom, and thus the 50% law becomes a fiscal and structural barrier to student support;

Whereas, The faculty obligation number, colloquially called the FON, sets a minimum number of full-time faculty to be employed by each college, but the FON is based on an antiquated formula and does not recognize some essential faculty groups such as noncredit faculty;

Whereas, In 2016 a workgroup of stakeholders[4], consisting of both faculty and administrators, commissioned by the California Community Colleges Chancellor's Office came together to explore issues with the 50% Law and the FON and presented recommendations for revisions titled "The 50% Law and the Faculty Obligation Number: A Proposal," finding that instructional practices have changed and have become a shared

[4] https://www.asccc.org/content/50-law-and-faculty-obligation-number-proposal

activity between instruction and support with an increasing focus on services that actively support student success, and that proposal was updated in 2019 with "The 50% Law and the Faculty Obligation Number: An Updated Proposal"[5]; and

Whereas, The workgroup affirmed the essential role of the 50% Law but called for a redefinition of the expenses considered to be instructional in nature to include costs that directly impact "instruction and learning," including the following:

- faculty working outside of the classroom but playing a directive role in the education of students;
- faculty who provide educational services directly to students;
- governance activities that directly impact the education of students; and
- professional activities that pertain to curriculum;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revisit the recommendations from the 2016 "The 50% Law and the Faculty Obligation Number: A Proposal" and the 2019 update and advocate for revisions of Education Code §84362, also called the 50% Law, and the faculty obligation number while ensuring that all relevant faculty voices are included in the revision efforts.

Contact: David Morse, Resolutions Committee

MSC

6.02 S21 Support AB 417 (McCarty, 2021) as of March 8, 2021

Whereas, Current and formerly incarcerated students face significant barriers in pursuing their educational goals, especially in higher education, due to restricted access to educational opportunities, instruction, materials, and services stemming from legal policies and financial limitations; and

Whereas, The Academic Senate for California Community Colleges has numerous positions supporting the provision of equitable educational opportunities and support services for current and formerly incarcerated students[6]; and

Whereas, The Academic Senate for California Community Colleges has long supported providing educational opportunities and services to current and formerly incarcerated students, as demonstrated by Resolutions F19 3.06, S17 5.01, S17 7.02, S17 17.02 as well as numerous *Rostrum* articles and presentations at ASCCC events;

Resolved, That the Academic Senate for California Community Colleges support AB 417 (McCarty, 2021) – *Rising Scholars Network: justice-involved students*[7] as of March 8, 2021.

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[5] The 50% law and the Faculty Obligation Number: An Updated Proposal

[6] Resolutions F19 3.06, S17 5.01, S17 7.02, S17 17.02

[7] AB 417 (McCarty, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB417

Contact: Adrienne C. Brown, Legislative and Advocacy Committee

MSC

6.03 S21 Support AB 421 (Ward, 2021) as of March 8, 2021

Whereas, The Academic Senate for California Community Colleges recommends in the position paper *Noncredit Instruction: Opportunity and Challenge*[8] that the ASCCC should work with the California Community Colleges Chancellor's Office to revise regulations and *the Student Attendance Accounting Manual* to provide noncredit attendance accounting options in addition to positive attendance in a manner similar to those available for credit courses;

Whereas, AB 1727 (Weber, 2019), which was vetoed on October 19, 2019 due to funding concerns and reintroduced as AB 421 (Ward, 2021) on March 8, 2021, would create parity between the funding methods for credit and noncredit courses that already have parity in enrollment and scheduling[9]; and

Whereas, The ASCCC has numerous positions supporting the equalization of noncredit funding and curriculum with that of credit curriculum[10];

Resolved, That the Academic Senate for California Community Colleges support AB 421 Career Development and College Preparation Courses (Ward, 2021)[11] as of February 16, 2021.

Contact: Christopher Howerton, Legislative and Advocacy Committee

MSC

6.04 S21 Flexibility in Remote Attendance at Local Academic Senates

Whereas, Meetings of local academic senates and their associated committees are subject to the requirements of the Ralph M. Brown Act (Government Code sections 54950-54963);

Whereas, The governor's Executive Order N-29-20 (17 March 2020) states that "All requirements in the Brown Act expressly or impliedly requiring the physical presence of members, the clerk or other personnel of the body, or of the public as a condition of participation in or quorum for a public meeting are hereby waived"; and

Whereas, Attendance at and participation in meetings of many local academic senates and their associated committees has increased thanks to the waiver of the requirement for

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[8] See Recommendations to the Board of Governors: https://www.asccc.org/papers/noncredit-instruction-opportunity-and-challenge-0

[9] See the April 2019 ASCCC *Rostrum* article "Changes Ahead for Noncredit?" by Craig Rutan

[10] Resolutions F20 13.02, S19 9.02, F18 9.02

[11] AB 421 (Ward, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB421

physical presence of members or of the pubic, allowing senates to continue asserting their purview over academic and professional matters despite the ongoing covid-19 pandemic;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for continued flexibility in allowing remote attendance and participation at meetings of local academic senates and their associated committees by members and the public.

Contact: Gregory Beyrer, Cosumnes River College, Area A

MSC

6.05 S21 Aligning Attendance Accounting for Asynchronous Credit Distance Education Courses with Synchronous Credit Distance Education Courses

Whereas, During the last decade the legislature has provided significant support for online and distance education to improve access to California community colleges, and during the COVID-19 pandemic online course offerings at California community colleges have increased exponentially in both asynchronous and synchronous modalities to support remote student learning while the global public health crisis excludes or limits face-to-face teaching;

Whereas, Title 5 §58003.1(f)(1) attendance accounting requires that the weekly student contact hours for asynchronous credit distance education courses be determined by the credit units awarded for the course, not the actual student contact hours used for attendance accounting for the equivalent synchronous or on-site credit courses;

Whereas, The Academic Senate for California Community Colleges' Resolution 13.03 SP13 "Aligning Attendance Accounting for Credit Distance Education Courses with Credit Onsite Courses" resolved that the ASCCC "support regulatory changes that allow attendance accounting for all credit distance education courses to be based on the student contact hours stipulated in the course outline of record rather than on the credit units, in alignment with the attendance accounting methods for the equivalent onsite credit courses," but no revisions in Title 5 have yet addressed the inequity identified in 2013; and

Whereas, The funding model in Title 5 §58003.1(f)(1) fiscally privileges synchronous distance education courses over asynchronous distance education courses despite the following:

1. No evidence to support inequitable funding levels;
2. Guidance from experts in distance education, such as the faculty of the California Virtual Campus – Online Education Initiative (CVC-OEI), who have focused their standards and training around asynchronous course design and teaching methods; and
3. The fact that student enrollment fees and faculty compensation obligations remain the same regardless of a given course's modality;

Resolved, That the Academic Senate for California Community Colleges support regulatory changes to equate attendance accounting models for synchronous and asynchronous credit distance education courses to fully fund all hours of instruction equally by working with the California Community Colleges Chancellor's Office and other system partners to identify and eliminate regulatory and fiscal barriers that unfairly privilege synchronous credit distance education over asynchronous credit distance education.

Contact: Kelly Rivera, Mt. San Antonio College, Area C

MSC

6.06 S21 Support AB 927 (Medina, 2021) as of April 9, 2021
Whereas, The Academic Senate for California Community Colleges passed Resolution 6.01 F19 Reversal of Position Regarding Baccalaureate Degrees and Removal of Pilot Designation to remove its opposition to the creation of baccalaureate degrees in the California Community Colleges system and to urge the removal of the designation of "pilot" from the baccalaureate degree programs; and

Whereas, The Academic Senate for California Community Colleges passed resolution 6.02 F19 Expansion of the Baccalaureate Degree Programs in Allied Health to expand the baccalaureate program in disciplines and communities that best serve students and prioritize expansion of baccalaureate programs in allied health fields;

Resolved, That the Academic Senate for California Community Colleges support AB 927 (Medina, 2021) Public postsecondary education: community colleges: statewide baccalaureate degree pilot program as of April 9, 2021.

Contact: Geoffrey Dyer, Taft College

MSC

6.07 S21 Oppose AB 928 (Berman, 2021) as of April 9, 2021
Whereas, AB 928 (Berman, 2021) proposes an Associate Degree for Transfer Intersegmental Implementation Committee, a body of 16 to 24 members including only one faculty representative from the California Community Colleges system, to serve as the primary entity charged with the oversight of the associate degrees for transfer (ADTs):

Whereas, Existing faculty-led intersegmental oversight bodies and workgroups such as the Intersegmental Committee of Academic Senates, the Intersegmental Curriculum Workgroup, and the C-ID Advisory Committee already exist and continue to develop, align, modify, and improve transfer pathways and processes for ADTs and other transfer opportunities;

Whereas, Automatically placing a student on an associate degree for transfer pathway with the clause that "a student may opt out for a terminal local associate degree or a University of California equivalent transfer pathway" (AB 928, Berman, 2021) inhibits and obscures other viable and valuable options for students, especially place-bound or first-generation students, such as local transfer degrees, baccalaureate degrees, and, moreover, the self-agency that is afforded to students entering as freshmen in the California State University, University of California, and other four-year institutions, essentially setting up a tracking system for students that enter the community college pathway; and

Whereas, Although AB 928's consideration of a change regarding unit limits for associate degrees for transfer in STEM pathways is welcomed and needed, elements of the bill such as a single general education pathway for both the California State University and University of California will reduce valuable course options for CSU-bound students and ultimately eliminate community college faculty purview in regard to academic and curricular requirements;

Resolved, That the Academic Senate for California Community Colleges oppose AB 928 (Berman, 2021) Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee as of April 9, 2021.

Contact: Eric Wada, Folsom Lake College

MSC

6.08 S21 Oppose AB 1111 (Berman, 2021) as of April 9, 2021

Whereas, AB 1111 (Berman, 2021)[12] would require that all California community colleges incorporate common course numbers in their catalogs even though the Academic Senate for California Community Colleges has previously endorsed, through resolution 9.02 F19, that local colleges include the C-ID alphanumeric code in college catalogs and transcripts and on local course outlines of record, and AB 1111 would further require that for every general education and transfer pathway course for which an intersegmental developed and approved C-ID descriptor does not exist, a new C-ID descriptor, subject code, and course number be developed through the C-ID process and subsequently adopted at all CCCs even though C-ID supports major preparation articulation, which is separate from the general education approval process;

Whereas, The provisions in AB 1111 proposing changes to §66725.5 of the California Education Code are in direct conflict with the existing and unaltered authority of local governing boards and academic senates as set forth in Education Code §70902, which authorizes local governing boards to establish policies for and approve courses of instruction, including individual courses, and ensures the rights of local academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards;

[12] AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111

Whereas, C-ID descriptors, including subject codes and numbering, were developed to describe minimum conditions for local course alignment but do not limit local colleges from developing courses that go beyond those minimum standards and adapting their curriculum to meet local student needs and do not require local colleges to change course subject codes or numbering systems to be deemed comparable to the C-ID descriptor and other courses aligned with the same descriptor; and

Whereas, The mandates of AB 1111 would create undue and unnecessary difficulties for colleges regarding educational planning, student information systems, curriculum management systems, institutional data analysis and reporting, program review, college publications, articulation databases, student transcripts, and other areas and would potentially increase confusion for disproportionately impacted students who may have gaps in their education when courses are renumbered or when deleted courses are replaced with renumbered active courses in college catalogs;

Resolved, That the Academic Senate for California Community Colleges oppose AB 1111 (Berman, 2021) Postsecondary Education: Common Course Numbering System as of April 9, 2021.

Contact: Eric Wada, Folsom Lake College

MSC

8.0 COUNSELING

8.01 S21 Counseling Faculty, Student Success, and Transfer

Whereas, Counseling faculty play an integral role in facilitating student preparation and success by providing appropriate and necessary support programs and services that not only help students find their educational pathways but also stay on their educational pathways, helping to fulfill two of the four pillars of the guided pathways frameworks as referenced in the California Community Colleges Chancellor's Office *Vision for Success*[13], which is vital to ensuring that students are able to meet their goals;

Whereas, Librarians, faculty coordinators, and other faculty who work outside of classroom instruction likewise play essential roles in promoting student success and helping students to achieve their goals;

Whereas, During times of economic recession, programs such as counseling and support services often experience heavy decreases in funding because they are not considered instructional programs under California Education Code §84362, also known as the 50% Law: and

[13] https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

Whereas, Goal 2 in the California Community Colleges Chancellor's Office *Vision for Success*[14] is to "Over 5 years, increase by 35 percent the number of CCC student's system-wide transferring annually to a UC or CSU," and counselors and other non-classroom faculty are fundamental to supporting student transfer;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for necessary funding to support the hiring of full-time counselors and other student support faculty to meet recommended educational standards for student to counselor ratios[15]; and

Resolved, That the Academic Senate for California Community Colleges advocate and provide support for local academic senates to sustain and increase faculty counseling positions to meet student needs.

Contact: David Morse, Resolutions Committee

MSC

9.0 CURRICULUM

9.01 S21 Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs in Alignment with California State University Requirements

Whereas, The passage of AB1460 (Weber 2019), which has driven the California State University to create an Area F in ethnic studies that can be fulfilled with the completion of a lower-level course, will have a significant impact on all 116 California community colleges in that students may fulfill this requirement through transferable courses from ethnic studies disciplines;

Whereas, The California State University has made clear that courses used to fulfill this requirement must align with the core competencies for ethnic studies as delineated by the CSU system, and for the California community colleges this alignment is best achieved by offering courses through established ethnic studies programs with ethnic studies prefixes;

Whereas, Less than half of the 116 colleges in the California Community Colleges system currently have ethnic studies programs or offer courses with ethnic studies prefixes, leading to an overall sense of unpreparedness and confusion over which and how courses from the CCCs will serve to fulfill this new requirement; and

Whereas, Because of the Academic Senate for California Community Colleges' leadership position as a statewide voice for faculty and academic senates and its focus on

[14] https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

[15] https://www.google.com/url?q=https://asccc.org/sites/default/files/publications/ConsultationCouncil_0.pdf&sa=D&source=editors&ust=1616883612361000&usg=AOvVaw1A_31LDXK8VorfcBUOE02X

representing the faculty voice and making recommendations on statewide matters, the ASCCC can help to provide direction as colleges prepare for this new requirement;

Resolved, That the Academic Senate for California Community Colleges work with stakeholder groups to develop and make available a set of resources for local academic senates to assist in establishing ethnic studies-based programs—including African-American, Latinx/Chicanx, Asian-American, Pacific Islander, and Native American studies—and prefixes at their respective colleges in order to facilitate the transfer and articulation process between the California community colleges and California State University in regard to the new ethnic studies requirements; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to plan for creation, implementation, expansion, and long-term sustainability of ethnic studies programs by advocating for additional funding for colleges and districts.

Contact: Ted Blake, Transfer, Articulation, and Student Services Committee

MSC

9.02 S21 Develop a Rubric for Ethnic Studies Courses and Ethnic Studies Competencies

Whereas, California community colleges are modifying and developing curriculum to address AB 1460 (Weber 2019) in accordance with the California State University definition of ethnic studies and to maximize and frame curriculum for student success through an equity-minded lens in support of the Chancellor's *Vision for Success* and Call to Action;

Whereas, California community colleges have developed different local approaches to ethnic studies and cultural awareness curriculum that include elements found in the CSU definition of ethnic studies as well as elements intended to keep the fidelity and integrity of the well-established ethnic studies discipline in community colleges; and

Whereas, California community colleges need further guidance to develop local ethnic studies courses in such a way as to support students to meet both transfer and local degree requirements and to matriculate students who demonstrate awareness of and appreciation for the diversity of cultural works, practices, and beliefs leading to ethical, responsible, and equity-minded participation in society;

Resolved, That the Academic Senate for California Community Colleges work with ethnic studies faculty to develop a rubric and other professional development materials that help colleges ensure proper course requirements and alignment for California community college courses proposed to meet the CSU General Education Breadth Area F Ethnic Studies; and

Resolved, That the Academic Senate for California Community Colleges work with ethnic studies faculty to develop a rubric and other professional development materials to provide guidance regarding curriculum elements, such as core competencies and learning outcomes, for community colleges that wish to establish a local ethnic studies competency for their local associate degree that aligns student educational outcomes with legislation and regulation.

Contact: Randy Beach, Curriculum Committee

MSC

9.03 S21 Asserting Faculty Primacy in Teaching Modality

Whereas, The Academic Senate for California Community Colleges is empowered by Title 5 §53206 with regard to representing local academic senates from California community colleges statewide in the formation of state policies on academic and professional matters;

Whereas, Local academic senates at California community colleges are organizations whose primary function is to make recommendations with respect to academic and professional matters (Title 5, §53200);

Whereas, Historically, faculty at California community colleges have determined when development of online versions of curriculum meets the pedagogical standards of course content and is supportive of student success; and,

Whereas, Modality of content delivery, whether face-to-face, partially online, synchronous online, or asynchronous online, is directly connected to the faculty purview established under Title 5 §53200, particularly curriculum and instruction development, pedagogical and andragogical preparation, and student success;

Resolved, The Academic Senate for California Community Colleges assert that, under Title 5 §53200, the modality in which a course is offered is firmly within faculty purview.

Contact: Kelly Rivera, Mt. San Antonio College, Area C

MSC

9.04 S21 Update Title 5 Language for Section 55070 Credit Certificates

Whereas, AB 705 (Irwin, 2017) and Title 5 §55522.5 recognize that "Instruction in English as a second language (ESL) is distinct from remediation in English";

Whereas, Numerous advanced ESL courses satisfy transfer patterns established by the University of California and California State University for elective units or direct fulfillment of general education areas;

Whereas, Title 5 §55070 allows for colleges to develop and propose a certificate of achievement that includes coursework taken to satisfy transfer patterns established by the UC, CSU, or accredited public postsecondary institutions in adjacent states; and

Whereas, Title 5 §55070(a) states that "no sequence or grouping of courses may be approved as a certificate of achievement pursuant to this section if it consists solely of basic skills and/or ESL courses";

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to recommend changes that eliminate language conflating ESL coursework with remedial instruction; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office through the consultation process to amend Title 5 §55070(a) by deleting "and/or ESL courses" such that the amended excerpt will read as follows:

> … provided however, that no sequence or grouping of courses may be approved as a certificate of achievement pursuant to this section if it consists solely of basic skills courses.

Contact: Kathryn Wada, Cypress College, Area D

MSC

9.05 S21 Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process

Whereas, The Academic Senate for California Community Colleges paper *Anti-Racism Education in California Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development* recommends that local academic senates "enact culturally responsive curricular redesign within disciplines, courses, and programs and with curriculum committees";

Whereas, Resolution 03.02 F19 calls for the ASCCC, in order "to eliminate institutional discrimination, take steps to not only strive for a greater knowledge about and the celebration of diversity but also to support deeper training that reveals the inherent racism embedded in societal institutions in the United States, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism";

Whereas, Open educational resources (OER) should be created as an integral part of culturally responsive and anti-racist curriculum, and existing OER should be revised to be more to be more equitable, diverse, and inclusive to represent all groups, such as people from various races and ethnicities, LGBTQIA, people with disabilities, students from low-income backgrounds, and any other historically underrepresented group; and

Whereas, Audit processes can be used to identify practices, policies, and curriculum that are inconsistent with established anti-racism, diversity, equity, and inclusion goals;

Resolved, That the Academic Senate for California Community Colleges, through the Open Educational Resource Initiative (OERI), develop an audit process and review framework to review and revise as necessary existing open educational resources to ensure that ASCCC OERI-supported open educational resources are equitable, inclusive, diverse, and anti-racist.

Resolved, That the Academic Senate for California Community Colleges, through the Open Educational Resource Initiative, develop a curriculum audit process and review framework to assess instructional materials for equity, inclusiveness, diversity, and anti-racism and make the process and framework available for local consideration, modification, and implementation; and

Resolved, That the Academic Senate for California Community Colleges encourage local senates to provide guidance to faculty in developing and selecting equitable, inclusive, diverse and anti-racist instructional materials.

Contact: Michelle Pilati, ASCCC OERI, Area C

MSC

9.06 S21 Develop a Rubric for Ethnic Studies Courses for CSU General Education Area F

Whereas, California community colleges are modifying and developing curriculum to address AB 1460 (Weber 2019) in accordance with the California State University definition of ethnic studies and to maximize and frame curriculum for student success through an equity-minded lens in support of the Chancellor's Vision for Success and Call to Action;

Whereas, California community colleges have developed different local approaches to ethnic studies curriculum that includes elements found in the CSU definition of ethnic studies as well as elements intended to keep the fidelity and integrity of the well-established ethnic studies discipline in community colleges; and

Whereas, California community colleges need further guidance to develop local ethnic studies courses in such a way as to support students to demonstrate awareness of and appreciation for the diversity of cultural works, practices, and beliefs leading to ethical, responsible, and equity-minded participation in society;

Resolved, That the Academic Senate for California Community Colleges develop a rubric and other professional development materials to help colleges ensure proper course

requirements and alignment for community college courses proposed to meet the CSU General Education Area F Ethnic Studies.

Contact: Randy Beach, Southwestern College

MSC

9.07 S21 Defining Ethnic Studies and its Four Core Disciplines
Whereas, The completion of an ethnic studies course—i.e., African American Studies, Asian American Studies, Latina/o American Studies, or Native American Studies—becomes a graduation requirement for all California State University baccalaureate degrees starting in Fall 2021 due to the passage of AB1460 (Weber 2019);

Whereas, Ethnic studies departments were autonomously established in 1968, becoming part of the curriculum of the University of California, California State University, and California Community Colleges systems, as evidenced by the establishment of departments, programs, and curriculum in course catalogs, schedules, and offerings, with faculty requirements officially listed in the California Community Colleges Chancellor's Office *Minimum Qualifications for Faculty and Administrators in California Community Colleges* handbook;

Whereas, With the recent passage of AB 1460, misunderstanding and infringement by non-ethnic studies faculty have arisen in the California Community Colleges system about the definition of ethnic studies, attempting to reduce it to a concept and confusing it with a social justice concept, and such confusion has allowed for attempts at encroachment upon ethnic studies by disciplines whose theoretical foundations and competencies lie in other disciplines with different foundational histories, frameworks, and epistemologies; and

Whereas, The recognition of ethnic studies as clearly defined and valid disciplines allows for the growth of ethnic studies disciplines within the California Community Colleges system in ways that align with current graduation requirements being established by the CSUs that recognize the autonomy of ethnic studies departments, programs, or combined administrative units with multiple departments as distinct disciplines and departments or programs conceived and referred to as a shared initiative;

Resolved, That the Academic Senate for California Community Colleges recognize, for the purposes of graduation and general education requirements, that ethnic studies is defined as an interdisciplinary and comparative study of race, ethnicity, and culture in the United States, with specific emphasis on four historically defined racialized core groups—Native Americans, African Americans, Asian Americans and Pacific Islanders, and Latina and Latino Americans—and that ethnic studies is offered through ethnic studies departments and programs, with disciplines focusing on the four autonomous core groups—including Chicana/o Studies, Latina/o Studies, La Raza Studies, African American Studies, Black Studies, Africana Studies, Native American Studies, American Indian Studies, Asian American Studies, Pacific Islander Studies, Filipino American

Studies, and Central American Studies[16]—each having distinct epistemologies, theories, and methodologies that center a critical ethnic studies lens and present this definition through a position paper by the Spring 2023 Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges advocate that the definition of ethnic studies be written into the Program and Course Approval Handbook to support ASCCC Resolution 9.03 F20.

Contact: Thekima Mayasa, San Diego Mesa College

MSC

9.08 S21 Support Independent Course Alignment for California Virtual Campus Badging

Whereas, The process of aligning individual courses with the California Virtual Campus Course Design Rubric through the @One Course Design Academy[17] or a certified local peer online course review[18] requires time and resources and is duplicative in instances in which faculty use the same Canvas shell and have already undergone the extensive professional development required to align at least one of their courses with the rubric and attain a quality-reviewed badge on CVC.edu;

Whereas, In response to requests from California Community Colleges Chief Instructional Officers and with input from the broad constituencies represented on the California Virtual Campus – Online Education Initiative Advisory Committee[19], the California Virtual Campus (CVC) has developed a proposal for independent course alignment[20], which would allow faculty who have attained a quality reviewed badge on CVC Course Design Rubric-aligned courses to elect a creative-commons attribution-non-commercial license if desired and which would allow faculty who have already earned a separate quality-reviewed badge for another course through the @One Course Design Academy or a certified local peer online course review process as well as faculty who have completed the @One Teaching and Design Certificate to adopt the course, making minor changes, with the result of the adopted course being badged as quality reviewed on CVC.edu without needing to undergo an additional review;

Whereas, At the January 8, 2021 Academic Senate for California Community Colleges Executive Committee meeting, members of the Executive Committee expressed concern about the potential that the proposal might create pressure for faculty to adopt the independently aligned courses, thereby threatening academic freedom, but took action to

[16] Central American Studies in the context Ethnic Studies focuses on the experience of Central Americans in the United States. Students can earn a BA in Central American Studies that grew out of Chicana/o Studies at California State University, Northridge. East Los Angeles College houses Central American Studies in the Chicana and Chicano Studies. The Cesar Chavez Chicana/o and Central American Studies Department is housed at UCLA. Be it clear, that in this context, Central American Studies is not Latin American Studies

[17] https://onlinenetworkofeducators.org/course-design-academy/

[18] https://onlinenetworkofeducators.org/course-design-academy/pocr-resources/

[19] https://cvc.edu/about-the-oei/governance/advisory-committee/

[20] https://asccc.org/sites/default/files/Download%20Agenda_49.pdf (see pp 58-59, 65)

"to support the principles within the CVC-OEI Independent Course Alignment proposal and request that CVC-OEI bring forward a revised proposal that addresses the Executive Committee's feedback to a future meeting"[21]; and

Whereas, At the February, 2021 CVC-OEIAC meeting[22], ASCCC concerns were shared, leading to the creation of a workgroup including past and present members of the ASCCC Executive Committee who have revised the proposal[23] to clarify that designating a course for independent course alignment is solely at the discretion of the authoring faculty, that multiple courses aligned with the same C-ID descriptor authored by different faculty could be independently aligned and shared, and that the proposed independent course alignment process should not be used to limit academic freedom;

Resolved, That the Academic Senate for California Community Colleges support the concept of independent course alignment;

Resolved, That the Academic Senate for California Community Colleges reiterate to the California Virtual Campus and the California Community Colleges Chief Instructional Officers that independent course alignment should not be used to limit academic freedom; and

Resolved; That the Academic Senate for California Community Colleges convey to the California Virtual Campus and the California Community Colleges Chief Instructional Officers that the ASCCC's ongoing support of independent course alignment is contingent on individual faculty being able to elect whether they want to share or adopt such courses.

Contact: Geoffrey Dyer, Taft College

MSC

9.09 S21 Reinstatement of Non-substantive Revision Category for the Program and Course Approval Handbook

Whereas, The 7th Edition of the Program and Course Approval Handbook eliminated the category of non-substantive revisions to programs, thus treating any revision, no matter how minor, as a substantive revision;

Whereas, Minor changes to a single course—e.g., title change or unit count—or program may trigger changes to dozens of programs, each program's re-application consisting of three to five documents, including the following:

- The proposed revision itself, previously the only required document for non-substantive revisions
- Program application narrative

[21] https://asccc.org/sites/default/files/Final%20January%208-9%2C%202021%20Executive%20Committee%20Minutes.pdf (p. 6)

[22] https://cvc.edu/wp-content/uploads/2021/03/February-2021-Advisory-Key-Messages.pdf

[23] https://docs.google.com/document/d/1r-32LlAiR1vBOvOsZbwy7833lmpicGgO/edit# (working document)

- Articulation documentation for transfer programs
- Minutes of approval from industry advisory committees for CTE programs
- Labor market data studies for CTE programs
- Regional Consortium recommendations for CTE programs;

Whereas, Minor changes to a single course may result in required documents to be produced and vetted by organizations external to a college, thus often adding several months to the approval process; and,

Whereas, The extended time and administrative burden associated with generating these documents effectively prevents or strongly dissuades faculty from updating curriculum to assist equity efforts and meet the needs of students, industry, and transfer institutions;

Resolved, That the Academic Senate for California Community Colleges work through existing processes to reinstate the non-substantive revisions category and incorporate that change into the Program and Course Approval Handbook.

Contact: Masahiro Omae, San Diego City College

MSC

10.0 DISCIPLINES LIST

10.01 S21 Disciplines List—Film and Media Studies
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 revision of the film and media studies discipline:

> Master's degree in Film/Cinema and Media Studies, Film, Television, and Media Studies, Drama/Theater, Mass Communication
>
> OR
>
> Bachelor's degree in any of the above
>
> AND
>
> Master's degree in Visual Studies, Media Studies, English, or Communication
>
> OR
>
> the equivalent; 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 film and media studies.

Contact: Sharon Sampson, Standards & Practices Committee

MSC

10.02 S21 Disciplines List—Digital Fabrication Technology

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 digital fabrication technology discipline:

2 years professional experience

AND

Any bachelor's degree or higher

OR

6 years of professional experience

AND

Any associate's degree*;* 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 digital fabrication technology.

Contact: Angela Echeverri, Standards & Practices Committee

MSC

11.0 TECHNOLOGY

11.01 S21 Urge the Release of Distance Education Guidelines and Related Compendium of Effective Distance Education Practices

Whereas, The version of the Distance Education Guidelines currently in use was approved in 2008, and for at least the last four years the Chancellor's Office Distance Education and Educational Technology Advisory Committee (DEETAC), composed of stakeholders including representatives of the Academic Senate for California Community Colleges, California Community Colleges Distance Education Coordinators, Chief Instructional Officers, and Chief Executive Officers, has updated the guidelines with the intent of releasing these updates to the field, and, as evidenced by Resolution 9.06 S19 calling on the ASCCC to endorse draft distance education definitions in the Distance Education Guidelines and partner with the California Community Colleges Chancellor's Office and partner organizations to disseminate the definitions, expected a timely release of the guidelines;

Whereas, In fall of 2019 DEETAC was charged by the Chancellor's Office with updating the Distance Education Guidelines by removing any effective practices that were not mandated in Title 5, and this update, along with the creation of a compendium of effective practices, was completed by a DEETAC workgroup composed of multiple constituencies in September 2020;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) relies only on the federal definitions of distance education for their standards and policies, and while California community colleges may be in compliance with the Title 5 requirements, they may not be in compliance with the federal regulations and ACCJC requirements, necessitating that the Distance Education Guidelines be a document providing guidance on state- and federal-related distance education statutes; and

Whereas, The Academic Senate for California Community Colleges provides assistance to local academic senates and curriculum committees to support colleges in maintaining compliance with all state, accreditation, and federal distance education requirements;

Resolved, That Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to release the Distance Education Guidelines and related Compendium of Effective Distance Education Practices and, if necessary, pursue other opportunities to release the compendium to colleges if a timely release will not happen in any other way.

Contact: ASCCC Executive Committee

MSC

11.02 S21 Advocate for Development of a ZTC Data Element

Whereas, California Education Code §66406.9 requires that each of the California community colleges "(1) (A) Clearly highlight, by means that may include a symbol or

logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions," a legislated mandate for which little guidance has been provided;

Whereas, Resolution 9.01 F20 established that the Academic Senate for California Community Colleges recommends that the no-cost designation required by Education Code §66406.9 be used to recognize sections that use digital resources and sections that require a textbook yet are no-cost due to something other than a digital alternative, effectively aligning the requirements of the legislation and with those established by the California Community Colleges Chancellor's Office for courses that are zero textbook cost;

Whereas, California Code of Regulations Title 5 §59404 mandates that districts that require students to "provide instructional materials for a course shall adopt policies or regulations" that "shall direct instructors to take reasonable steps to minimize the cost and ensure the necessity of instructional materials"; and

Whereas, No mechanisms presently exist for gathering data regarding local efforts to reduce the cost of instructional materials, confirming or encouraging compliance with Education Code 66406.9, or assessing compliance with Title 5 §59404;

Resolved, That the Academic Senate for California Community Colleges collaborate with appropriate constituent groups and the California Community Colleges Chancellor's Office to implement a management information system course section data element that, at a minimum, is used to identify course sections that have no associated instructional materials costs;

Resolved, That the Academic Senate for California Community Colleges support the establishment of a course section data element that, at a minimum, differentiates between sections requiring purchase of a textbook or other instructional materials including those requiring purchase of an access code and all instances when a printed resource is required and not provided, those sections that are zero textbook cost (ZTC) due to the use of no-cost open educational resources, those that are ZTC but the resources have a cost that is not passed on to students, those that use no textbook, and those that are low-cost as defined locally;

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office to make a proposed course section data element field regarding zero textbook cost materials available as soon as possible and include an appropriate timeline for its required use; and

Resolved, That the Academic Senate for California Community Colleges support actions by the California Community Colleges Chancellor's Office to encourage early adoption of a proposed data element regarding zero textbook cost materials, such as requiring its use in order to access zero textbook cost funding.

Contact: Michelle Pilati, ASCCC OERI, Area C

MSC

11.03 S21 Advocate for On-Going Funding for the ASCCC Open Educational Resources Initiative

Whereas, The Academic Senate for California Community Colleges Open Educational Resources Initiative (OERI) was formally launched in early 2019 with funds allocated to the ASCCC in Assembly Bill 1809 (Higher Education Trailer Bill, 2017-2018) "to support the development of, and the expansion of the use of, open educational resources for the California Community Colleges" and has established a faculty-led infrastructure to support local open educational resources (OER) implementation efforts;

Whereas, The OERI has provided professional development regarding OER to over 1400 faculty and funded the development or revision of over twenty-five OER textbooks that require maintenance and updates, but the funding for the ASCCC OERI will end in 2023, thereby dramatically curtailing or ending the ASCCC's statewide development, curation, and implementation efforts as well as coordinated maintenance and updating of resources developed under the OERI; and

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to develop mechanisms to encourage faculty to consider open educational resources when developing or revising courses and to document the use of OER on the course outline of record (Resolution 09.05 SP 19) and recommends that faculty consider OER adoption, including customizable teaching materials, as a measure toward achieving equity and facilitating student success (Resolution 09.05 SP 19), linking the OERI's work directly and effectively to the ASCCC and system goals regarding equity, diversity, inclusivity, and antiracism;

Resolved, That the Academic Senate for California Community Colleges collaborate with system partners, including the Community College League of California, Student Senate for California Community Colleges, the California Community Colleges Chancellor's Office, and other appropriate entities, to safeguard the work of the Open Educational Resources Initiative by assisting the ASCCC in securing future funding for the OERI; and

Resolved, That the Academic Senate for California Community Colleges advocate for sustainable funding for the Open Educational Resources Initiative from the legislature and Governor's Office to ensure that the OERI has the funds necessary to continue its work in support of the development, expansion, and use of open educational resources for the California community colleges.

Contact: Julie Bruno, Sierra College

MSC

11.04 S21 Title: Ensure Compliance with Required Instructional Materials Regulations

Whereas, The Academic Senate for California Community Colleges has urged local academic senates to recommend to faculty that they consider the cost of books as one of the criteria in book selection (Resolution 09.07 SP 93), and California Code of Regulations Title 5 §59404 mandates that districts that require students to "provide instructional materials for a course shall adopt policies or regulations" that "shall direct instructors to take reasonable steps to minimize the cost and ensure the necessity of instructional materials";

Whereas, The Academic Senate for California Community Colleges has urged local academic senates to review any existing policies regarding the use of e-instructional materials or develop policies regarding e-instructional materials as necessary to encourage instructors to carefully consider their responsibilities in assessing, communicating about, and grading student work effectively before adopting electronic systems that claim to easily replace or replicate this crucial work of faculty (Resolution 19.02 F 11);

Whereas, Modifications in 2012 to Title 5 §59404 District Policies and Regulations for Instructional Materials were intended to permit faculty to require students to purchase instructional materials that were not "tangible" under specified circumstances; and

Whereas, Efforts to reduce the costs of instructional materials have increased the availability of electronic alternatives to textbooks, including automatic billing options, that may not comply with existing regulations and have other negative consequences for students;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to review, revise, and implement their district policies or practices that "shall direct instructors to take reasonable steps to minimize the cost and ensure the necessity of instructional materials" to ensure that they are effective and take steps to ensure that all faculty are informed of the requirements[24] established in California Code of Regulations Title 5 §59400; and

Resolved, That the Academic Senate for California Community Colleges collaborate with system partners to provide local academic senates and colleges with guidance for ensuring that they are compliant with the following element of California Code of Regulations Title 5 §59400:

> (c)Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the

[24] Guidelines for Required Instructional Materials in the California Community Colleges January 2013

license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

Contact: Suzanne Wakim, Butte College

MSC

12.0 FACULTY DEVELOPMENT

12.01 S21 Approve the Paper Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success[25]

Whereas, Resolution 19.02 F12 directed the Academic Senate for California Community Colleges to update the 2000 paper *Faculty Development: A Senate Issue* in order to support local senates and help faculty respond to an ever-changing educational and economic climate;

Resolved, That the Academic Senate for California Community colleges adopt and disseminate broadly the paper *Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success*.

Contact: Darcie McClelland, Educational Policies Committee

MSC

13.0 GENERAL CONCERNS

13.01 S21 Institutionalizing Open Educational Resources

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to develop mechanisms to encourage faculty to consider open educational resources (OER) when developing or revising courses and to document the use of OER on the course outline of record (Resolution 09.05 SP 19);

Whereas, The Academic Senate for California Community Colleges recommends that faculty consider OER adoption, including customizable teaching materials, as a measure toward achieving equity and facilitating student success (Resolution 09.05 SP 19);

Whereas, The Academic Senate for California Community Colleges encourages local senates and bargaining units to work with their administrations to allow the use of sabbaticals and other professional development opportunities for the development of accessible open educational resources (Resolution 12.02 SP 17); and

[25] https://drive.google.com/file/d/1m2rKseUazTtx4sRn9QGzSyvtO4X5O9NG/view?usp=sharing

Whereas, The Academic Senate for California Community Colleges recommends that local senates work with their administrators to incorporate equity as a foundational value into college educational master plans and strategic plans (Resolution 19.03 SP 16);

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to collaborate with other constituencies to integrate open educational resources into their colleges' guiding resources, including institutional goals, educational master plan, equity plan, accreditation institutional self-evaluation report, board policies, and administrative procedures or regulations; and

Resolved, That the Academic Senate for California Community Colleges curate a collection of resources to assist local senates in pursuing the institutionalization of open educational resources at the local level no later than Spring 2022.

Contact: Michelle Pilati, ASCCC OERI, Area C

MSC

13.02 S21 Enabling Display and Use of Faculty Chosen Name and Pronoun Across Campus and all Digital Environments

Whereas, The Academic Senate for California Community Colleges has advocated for inclusive college campuses through resolutions, rostrum articles, and presentations;

Whereas, The Academic Senate for California Community Colleges approved Resolution 3.07 S19, which urges "local academic senates to request that their colleges and districts enable the Canvas Name Preference Option and encourage their faculty to use the preferred name option with their students," but the resolution does not cover faculty chosen name and pronoun in Canvas or other digital environments;

Whereas, The ability for faculty to feel safe and comfortable communicating with students and coworkers electronically is essential to their job function; and

Whereas, The use or display of any name other than chosen name in electronic communication and interaction presents potential harm for faculty just as it does for students;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their colleges and districts to enable faculty chosen first and last names and pronouns in all campus and digital environments, especially within Content Management System (CMS) and email systems.

Contact: Brandi Bailes, Crafton Hills College

MSC

18.0 MATRICULATION

18.01 S21 Ensuring Transparency and Input in Improvements to CCC Apply

Whereas, In 2011-2012, as a means of improving the application process for California's community colleges, the California Community Colleges Chancellor's Office, in conjunction with the CCC Tech Centers, launched CCC Apply in order to establish a common online application;

Whereas, Since its launch, CCC Apply has helped over ten million students apply for admission to one of California's 116 community colleges, showing that this software has a strong demand and can help prospective students overcome challenges in completing the application process;

Whereas, Various issues have arisen since the launch of CCC Apply that have led to changes as well as legislation in AB3101(Carrillo, 2018) to improve CCC Apply; and

Whereas, Faculty often work with students to help them complete their online applications through CCC Apply and thus have a wealth of experience that can be utilized to improve the system:

Resolved, That the Academic Senate for California Community Colleges request consistent updates from the California Community Colleges Chancellor's Office as technical changes are made to CCC Apply and communicate those updates during Area Meetings; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to collect and consider data and information from faculty regarding issues related to CCC Apply while the process of improvement is ongoing.

Contact: Ted Blake, Transfer, Articulation, and Student Services Committee

MSC

19.0 PROFESSIONAL STANDARDS

19.01 S21 Create a Paper on Part-Time Faculty Equity

Whereas, In Spring 2002 the Academic Senate for California Community Colleges adopted the paper *Part-Time Faculty: A Principled Perspective*, and in Spring 2013 Resolution 19.07 asked that the 2002 paper be updated;

Whereas, Due to an evolution of the ASCCC relationship with union colleagues and a desire to allow some parts of the 2002 paper to stand as written, the ASCCC Executive Committee made the decision, based on a recommendation by the ASCCC Part-time Task Force, to publish a series of *Rostrum* articles regarding part-time issues rather than complete a full revision of the 2002 paper;

Whereas, the ASCCC has a long history of supporting the rights of and equity for part-time faculty, including Resolution 19.01 SP01 Part-Time Faculty, Resolution 1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership, Resolution 1.02 F12 Part-Time Faculty Award, Resolution 19.04 SP13 Part-Time Faculty Nomenclature, Resolution 1.02 F98 Part-time Faculty Participation on the Executive Committee, numerous additional resolutions, presentations of part-time faculty institutes, and many *Rostrum* articles as well as the 2002 paper; and

Whereas, Inequitable treatment is contrary to the mission of the California Community Colleges and undermines the equitable educational opportunities and experiences of students, yet part-time faculty experience profoundly inequitable treatment in the workplace across the full range of academic and professional matters, and the challenges faced by part-time faculty have continued, changed, and in some cases increased since the publication of the 2002 paper;

Resolved, That the Academic Senate for California Community Colleges develop a new paper addressing part-time faculty equity, rights, and roles in governance and present it to the delegates no later than 2022 Fall Plenary Session.

Contact: Anastasia Zavodny, Palomar College

MSC

20.0 STUDENTS

20.01 S21 Enabling Chosen Name and Pronoun across Campus and all Digital Environments

Whereas, The Academic Senate for California Community Colleges has advocated for inclusive college campuses through resolutions, rostrum articles,[26] and presentations;

Whereas, A 2019 report by the Gay and Lesbian Straight Education Network (GLSEN), a nationally recognized resource for collecting data on school climate for LGBTQ+ students, revealed that 6 out of 10 LGBTQ+ students felt unsafe at school because of their sexual orientation and 4 out of 10 because of their gender expression[27];

Whereas, The GLSEN survey further stated that students were less likely to experience anti-LGBTQ+ discrimination in their schools if they were allowed to use the name and pronoun of their choice[28]; and

Whereas, The Academic Senate for California Community Colleges approved Resolution 3.07 F19, urging local academic senates to request their colleges enable the Canvas name

[26] https://www.asccc.org/content/lgbt-campus-climate-survey-%E2%80%93-eye-opening-experience

[27] https://www.glsen.org/sites/default/files/2020-11/NSCS19-111820.pdf

[28] https://www.glsen.org/sites/default/files/2020-11/NSCS19-111820.pdf

preferred option for students, but the resolution does not cover classroom rosters or other digital environments;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their colleges and districts to enable chosen first and last names and pronouns in all campus and digital environments; and

Resolved, That the Academic Senate for California Community Colleges support local academic senates with resources and professional development opportunities on creating inclusive and supportive campuses for all students.

Contact: ASCCC Executive Committee

MSA

20.02 S21 Student Participation in Hiring Processes

Whereas, Student voice is critical to the hiring process, and California Education Code's equal employment opportunity provision implies support for the participation of students to ensure the community college work force is "continually responsive to the needs of a diverse student population by ensuring that all persons receive an equal opportunity to compete for employment and promotion" (Ed. Code §87100 (a) (3));

Whereas, Chancellor's Office General Counsel's Legal Opinion 2020-08: Student Participation in Community College Recruitment (September 2020)[29], states, "Nothing in state law prohibits students from participating in community college recruitment and selection processes";

Whereas, Legal Opinion 2020-08 further states that students are adults and therefore are "capable of understanding the sensitivity of employment-related information, being trained in the proper treatment of confidential information, and being expected to adhere to confidentiality requirements"; and

Whereas, The California Community Colleges Board of Governors Diversity, Equity, and Inclusion Implementation Plan calls for diversifying hiring committees and includes student representation on screening and hiring committees as a best practice[30];

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to review their hiring processes, discuss the role of students in hiring processes, and include local student governments and human resource offices in those discussions; and

[29] https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/Legal-Opinion-2020-08-Student-Participation-in-Community-College-Recruitment.pdf?la=en&hash=539E87369FCA38C1F12B0201CB404774AA81477B

[30] https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/5-dei-integration-plan.pdf?la=en&hash=2402789D82435E8C3E70D3E9E3A8F30F5AB13F1D

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities and resources to support local academic senates in including students in hiring processes.

Contact: Richell Swallow, Reedley College, Area A

MSC

20.03 S21 Support for Students Affected by the Military Coup in Myanmar
Whereas, The ongoing military coup in Myanmar has wreaked untold violence and devastation and has caused enormous psychological, emotional, and physical distress for citizens or born nationals of Myanmar, many of whom study within the California Community Colleges system;

Whereas, The military coup has caused personal and economic hardship for these students due to the shutdown of many Myanmar businesses, freezing of bank transactions, looting and destruction of citizens' homes, and kidnapping, imprisoning, and murder of Myanmar citizens; and

Whereas, Access to the internet in Myanmar has been largely cut off, the use of educational apps and other technology is under threat of ban or restriction, and normal communication flowing out of Myanmar has been curtailed, threatened, and punished, greatly impacting students' ability to meaningfully engage with their classes or to communicate with their colleges, professors, grant programs, classmates, and student services;

Resolved, That the Academic Senate for California Community Colleges urge all colleges throughout the California Community Colleges system to demonstrate support for students from Myanmar, which may include but not be limited to such measures as the following:

- issuing a public statement of support for students affected by the coup in Myanmar;
- alerting faculty and programs to the need for sensitivity to students' academic progress as a result of emotional distress;
- providing emotional and psychological support unique to the needs of students affected by the coup in Myanmar;
- providing reasonable accommodations for course material acquisition as well as flexible grading and providing options including the excused withdrawal (EW) or incomplete (INC) grades;
- providing reasonable accommodations and support for student fiscal obligations; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellors Office to commit to learning more about Asian-American and Pacific Islander populations by disaggregating demographic data.

Contact: Leigh Anne Shaw, Skyline College, Area B

MSC

21.0 CAREER TECHNICAL EDUCATION

21.01 S21 Collaborate with Regional Consortia

Whereas, The California community colleges' career technical education mission and programs are monitored and supported by seven macro regional consortia whose members are comprised of representatives from every college within each of these regions, and each of these regional consortia exists as a separate entity operating under a separate grant with its own operating bylaws and practices;

Whereas, The California community colleges' career technical education mission and programs are closely connected to industry and are supported by the sector and regional directors; and

Whereas, The regional consortia and the sector and regional directors also provide a significant variety of regional leadership activities and regional community building among key stakeholders, including faculty, other public agency representatives and business and industry representatives, but the consistency of faculty representative consultation and input varies across the regions;

Resolved, That the Academic Senate for California Community Colleges collaborate with the regional consortia and the state and regional directors to empower and engage regional faculty leaders by working with the faculty leaders on regional boards, providing professional learning for career technical education faculty, sharing and developing new and emerging curriculum, and discussing how to streamline curriculum processes to move at the speed of industry and business so that students can be prepared for the jobs of tomorrow.

Contact: Christy Coobatis, Career and Technical Education Leadership Committee

MSC

21.02 S21 Prioritizing System Support for the ECE/EDU Education and Human Development Sector

Whereas, The California Governor's Master Plan for Early Learning and Care: California for All Kids[31], released on December 1, 2020, contained sweeping recommendations related to the broad expansion of childcare and expanded learning and the provision of Transitional Kindergarten (TK) services for all of California's four-year-olds, resulting in significant impacts on early childhood education and education (ECE/EDU) courses and the pivotal role California community college programs hold in recruiting, preparing,

[31] https://chhs-data-prod.s3.us-west-2.amazonaws.com/uploads/2020/12/01104743/Master-Plan-for-Early-Learning-and-Care-Making-California-For-All-Kids-FINAL.pdf

graduating, transferring, and supporting over 85% of the ECE center workforce[32] and the 54%[33] of credentialed TK-grade 12 teachers in California who complete ECE/EDU classes[34];

Whereas, The Education and Human Development (EHDS) Sector enrolled 146,716 students at California community colleges in 2018-2019, ranking fifth in enrollment and degree and certificate completion among the ten priority CTE career sectors, and is a sector that directly addresses issues of equity by providing college pathways leading to employment for the highest percentage of female students at 83%, with 67% of students being non-white, and has the second highest percentage of economically disadvantaged students, at 78%, of all 10 sectors listed[35];

Whereas, The COVID crisis has destabilized the EHDS sector, disrupted ECE and TK-12 teacher preparation pipelines, and resulted in significant impacts on working and single parents—especially essential, low to moderate wage displaced workers and families who have suffered from the loss of ECE and after-school child care[36]—such that the state of California will not experience economic recovery without supporting the replacement of teachers at all levels; and

Whereas, Serious teacher shortages[37] over the next five years are projected to create over 124,000 openings annually in California for a cluster of twenty teacher occupations including preschool, elementary, secondary, and special education, and related occupations such as infant care, after-school care, and family childcare are experiencing acceleration of retirements[38] and job loss;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the California Commission on Teacher Credentialing, the Governor, and the Governor's Early Childhood Policy Committee to advocate for support and funding for increased community college pipelines, student pathways, and transfer support for the Education and Human Development Sector, including early childhood education and education programs, to meet the twin labor demands of the expansion of programs outlined in the governor's plan and recovery from the pandemic;

Resolved, That the Academic Senate for California Community Colleges support the prioritization of the Education and Human Development Sector as one of the Strong Workforce Program-identified Priority Industry Sectors to guide career technical education priorities and address the statewide labor crisis in early childhood education,

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[32] https://www.issuelab.org/resources/12288/12288.pdf

[33] http://teacherprepprogram.org/

[34] http://teacherprepprogram.org/wp-content/uploads/2020/01/COE-report-TeacherOccupations-BayRegion-web-August2019.pdf

[35] https://www.calpassplus.org

[36] https://cscce.berkeley.edu/california-child-care-at-the-brink-covid-19/

[37] https://learningpolicyinstitute.org/product/teacher-shortages-ca-solutions-brief

[38] https://www.calstrs.com/blog-entry/understanding-increase-teacher-retirements

transitional kindergarten, K-12, after school, and community college teacher preparation; and

Resolved, That the Academic Senate for the California Community Colleges provide the critical Education and Human Development Sector with relevant, timely professional support—such as website hosting, sector specific meetings, conferences, data sharing, and training— utilizing the collective expertise of state leadership and discipline faculty actively involved in teacher preparation and capitalizing on the dozens of faculty-led, volunteer regional and statewide education and early childhood education communities of practice.

Contact: Kathleen White, City College of San Francisco, Area B

MSC

FAILED RESOLUTIONS

3.01.01 S21 Amend 3.01

Amend the Title

3.01 S21 Include Cultural ~~Competence~~ Humility in Faculty Evaluations

Amend the 3rd Whereas

Whereas, Because of the diverse nature of communities, student populations, and local needs throughout the California Community Colleges system, any guidance or requirement regarding the inclusion of cultural humility ~~competence~~, bias awareness, and diversity-focused criteria in faculty evaluations should be broad enough to allow for local implementation and respect for local processes while still remaining meaningful and effective; and

Amend the 4th Whereas

Whereas, Because faculty evaluations are an aspect of academic senate purview, and because the Academic Senate for California Community Colleges has expressed its commitment to cultivating and promoting cultural humility ~~competence~~ in all aspects of faculty work, faculty should be leaders in any discussion and development of guidance or potential regulatory or statutory requirements regarding the inclusion of cultural humility ~~competence~~, bias awareness, and diversity-focused criteria in faculty evaluations;

Amend the 1st Resolved

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to collaborate with their union partners to explore the negotiation of

cultural humility ~~competence~~, bias awareness, and diversity-focused criteria into faculty evaluation processes; and

Amend the 2nd Resolved

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, state-level faculty union leaders, and other system partners to explore the development of Title 5 regulatory language that would address the inclusion of cultural humility ~~competence~~, bias awareness, and diversity-focused criteria in faculty evaluation processes in ways that are meaningful yet respectful of local governance and negotiation processes.

Contact: Deborah Henry, Coastline College

MSF

DELEGATES

College	FirstName	LastName
Alameda, College of	Jeffery	Sanceri
Allan Hancock College	Hector	Alvarez
American River College	Alisa	Shubb
Antelope Valley College	Van	Rider
Bakersfield College	Lisa	Harding
Barstow College	Rodolfo	Duque Jr
Berkeley City College	Joseph	Bielanski
Butte College	Kenneth	Bearden
Cabrillo College	Anna	Zagorska
Canada College	Diana	Tedone
Canyons, College of	David	Andrus
Cerritos College	Dennis	Falcon
Cerro Coso College	Ben	Beshwate
Chaffey College	Nicole	DeRose
Citrus College	Gino	Munoz
Clovis College	Cynthia	Elliott
Coastline College	Deborah	Henry
College of Marin	Maria	Coulson
Columbia College	Pamela	Guerra-Schmidt
Contra Costa CCD	Aprill	Nogarr
Contra Costa College	Katherine	Krolikowski
Copper Mountain College	LeeAnn	Christensen
Cosumnes River College	Gregory	Beyrer
Crafton Hills College	Brandi	Bailes
Cuesta College	Roland	Finger
Cuyamaca College	Manuel	Mancillas-Gomez

Cypress College	Craig	Goralski
De Anza College	Mary	Pape
Desert, College of	Kim	Dozier
Diablo Valley College	John	Freytag
East Los Angeles College	Jeffrey	Hernandez
El Camino College	Darcie	McClelland
Evergreen Valley College	Randy	Pratt
Folsom Lake College	Paula	Haug
Foothill College	Kathryn	Maurer
Foothill DeAnza CCD	Isaac	Escoto
Fresno City College	Karla	Kirk
Fullerton College	Kimberly	Orlijan
Gavilan College	Nikki	Dequin Bena
Glendale College	Roger	Dickes
Golden West College	Pete	Bouzar
Grossmont College	Denise	Schulmeyer
Hartnell College	Cheryl	O'Donnell
Imperial Valley College	Ric	Epps
Laney College	Eleni	Economides Gastis
Lassen College	Adam	Runyan
Long Beach City College	Shauna	Hagemann
Los Angeles CCD	Angela	Eccheverri
Los Angeles City College	Mike	Kalustian
Los Angeles Harbor College	William	Hernandez
Los Angeles Mission College	Carole	Akl
Los Angeles Pierce College	Barbara	Anderson
Los Angeles Southwest College	Naja	El-Khoury
Los Angeles Trade Tech College	Eboni	McDuffie
Los Angeles Valley College	Chauncey	Maddren
Los Medanos College	James	Noel
Los Rios CCD	Dan	Crump
Madera College	Brad	Millar
Mendocino College	Catherine	Indermill
Merced College	Caroline	Dawson
Merritt College	Thomas	Renbarger
MiraCosta College	Luke	Lara
Mission College	Aram	Shepherd
Modesto Junior College	Aishah	Saleh
Monterey Peninsula College	Frank	Rivera
Moorpark College	Erik	Reese
Moreno Valley College	Jennifer	Floerke

Mt. San Antonio College	Kelly	Rivera
Mt. San Jacinto College	Ryan	Sullivan
Napa Valley College	Eileen	Tejada
Norco College	Quentin	Bemiller
North Orange Continuing Education	Jennifer	Oo
Ohlone College	Susan	Myers
Oxnard College	Amy	Fara Edwards
Palo Verde College	Sarah	Frid
Palomar College	Rocco	Versaci
Pasadena City College	Gina	Lopez
Peralta CCD	Donald	Saotome Moore
Porterville College	Miles	Vega
Rancho Santiago CCD	Maria	Aguilar Beltran
Redwoods, College of the	Erin	Wall
Reedley College	Richell	Swallow
Rio Hondo College	Sheila	Lynch
Riverside CCD	Ann	Pfeifle
Sacramento City College	Lori	Petite
San Bernardino Valley College	Davena	Burns-Peter
San Diego City College	Masahiro	Omae
San Diego Continuing Ed	John	Bromma
San Diego Mesa College	John	Crocitti
San Diego Miramar College	Laura	Murphy
San Francisco, City College of	Edward Simon	Hanson
San Joaquin Delta College	Lisa	Stoddart
San Jose City College	Alejandro	Lopez
San Jose-Evergreen CCD	Frank	Espinoza
San Mateo CCD	Jeramy	Wallace
Santa Ana College	Stephanie	Clark
Santa Barbara City College	Ruth	Morales
Santa Monica College	Jamar	London
Santa Rosa Junior College	Julie	Thompson
Santiago Canyon College	Craig	Rutan
Sequoias, College of the	Landon	Spencer
Shasta College	Kari	Arunbul
Sierra College	Soni	Verma
Siskiyous, College of the	Ron	Slabbinck
Skyline College	Leigh Ann	Shaw
Solano College	Lanae	Jaimez
Southwestern College	Caree	Lesh
Taft College	Amar	Abbott
Ventura College	Dan	Clark

Victor Valley College	Henry	Young
West Hills College - Lemoore	Rene	Paredes
West Los Angeles College	Patricia	Zuk
West Valley College	Gretchen	Ehlers
Woodland College	Christopher	Howerton
Yuba College	Christopher	Noffsinger
Executive Committee	**FirstName**	**LastName**
President	Dolores	Davison
Vice President	Virginia "Ginni"	May
Secretary	Cheryl	Aschenbach
Treasurer	Mayra	Cruz
Area A Representative	Julie	Oliver
Area B Representative	Karen	Chow
Area C Representative	Robert L.	Stewart
Area D Representative	LaTonya	Parker
North Representative	Stephanie	Curry
North Representative	Carrie	Roberson
South Representative	Sam	Foster
South Representative	Manuel	Velez
At Large Representative	Michelle	Bean
At Large Representative	Silvester	Henderson

Proposal to Add New Course to Course Family in Fine Arts and Communication

Fine Arts and Communication is making the following addition to an existing course family:

Sculpture
ART 4J FIGURE MODELING

This addition will go into effect for 2021-22.

Please note: the extensive revisions to the Art course families which were approved by CCC on 3/16/21 are being delayed until the 2022-23 catalog.

Approved by the Fine Arts and Communication division curriculum committee: 12/3/20

New Course Proposal

D A F065. : DENTAL ASSISTING APPRENTICESHIP CLINICAL SKILLS I

Effective Term
Fall 2021

Subject
Dental Assisting (D A)
Course Number
F065.

Department
Dental Assisting (D A)

Division
Biological and Health Sciences (1BH)

Units
2

Course Title
DENTAL ASSISTING APPRENTICESHIP CLINICAL SKILLS I

Former ID

Cross Listed

Related Courses

Maximum Units
2

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
1

Weekly Lab Hours
4

Weekly Out of Class Hours
2

Special Hourly Notation

Total Contact Hours
60

Total Student Learning Hours
84

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade Only

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

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

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

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

Please select
Temporary

In this case, identify the degree/certificate to which the course will be added:

Dental Assisting Apprenticeship Certificate of Achievement

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

June 2021

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Workforce/CTE

Criteria B. Need

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

Evidence

Labor market data reports there is a shortage of dental assistants in California. In the Bay Area there is approximately 1 dental assistant per every 3 dentists.

Attach evidence

Foothill RDA Apprenticeship Program Support Letter CDA 2021.pdf

Need/Justification
This course teaches basic chairside assisting skills to dental assisting apprenticeship students and will be included in an upcoming certificate of achievement.

Course Description
Preparation for apprenticeship in a dental environment. Includes sexual harassment and diversity training. Introduction to chairside assisting skills; use and care of dental equipment, instrument identification; overview of common dental procedures such as patient intake, patient assessments, examination and prophylaxis appointments. Intended for students in the Dental Assisting Apprenticeship Program; enrollment is limited to students accepted in the program.

Course Prerequisites

Course Corequisites

Course Advisories

Content Review

Content Review Attachments

Baccalaureate Institution Attachments

Statute and/or Regulation Attachments

Course Objectives

The student will be able to:

1. Identify and react appropriately to sexual harassment situations in the workplace
2. Demonstrate an understanding of cultural diversity and the importance of cultural competence
3. Identify all parts and functions of a standard dental treatment room
4. Don and doff appropriate personal protective equipment when performing dental assisting duties
5. Perform set-up and breakdown of the dental unit using recommended infection control standards
6. Demonstrate proper positioning of the patient, the operator, and the assistant
7. Define a medical/dental history and identify contradictions or precautions for elective dental treatment
8. Accurately take and record an adult patient's vital signs without assistance
9. Describe and chart G.V. Black's classification for cavities and restorations

10. Identify and describe common dental restorations
11. Describe findings other than dental restorations found in the oral cavity
12. Describe a restorative dental chart form
13. Describe common periodontal assessments which are performed by the dental hygienist or dentist
14. Describe basic/exam, local anesthesia, rubber dam, matrix band and wedge, and dental prophylaxis procedures
15. Prepare tray set-ups for basic/exam, local anesthesia, rubber dam, matrix band and wedge, and dental prophylaxis procedures
16. Transfer instruments using the 4-handed technique to an operator
17. Apply and remove a rubber dam, in any specific region
18. Place the matrix band on the tooth and place necessary wedges to assure confinement of the filling material and adaptation to marginal areas
19. Perform high volume evacuation on a manikin and patient-partner to effectively remove oral fluids during dental procedures

Course Content

1. Identify and react appropriately to sexual harassment situations in the workplace
    1. Overview of the laws and policies at the state and federal level
    2. Meaning of sexual harassment
    3. Proactive approach to respond and mange sexual harassment
    4. Manage reactions and behaviors
    5. Employees rights and manager's responsibilities
2. Demonstrate an understanding of cultural diversity and the importance of cultural competence
    1. Characteristics of cultural competency
    2. Assess biases, stereotypes, and levels of cultural competence
    3. Health disparities of diverse populations
    4. Cultural communication
    5. Cultural competency strategies
3. Identify all parts and functions of a standard dental treatment room
    1. Dental equipment and maintenance
    2. Operation and identification of equipment
4. Don and doff appropriate personal protective equipment when performing dental assisting duties
    1. Order of donning and doffing
        1. Protective clothing
        2. Mask or respirator
        3. Gloves
            1. Handwashing and hand sanitizer use
        4. Protective eyewear and/or face shield
        5. Headcover

5. Perform set-up and breakdown of the dental unit using recommended infection control standards
    1. Beginning of day procedures
        1. Turn on vacuum system
    2. Set-up of treatment room
        1. Flush water and suction lines
        2. Place barriers and disposable items
        3. Prepare unit for patient arrival
        4. Escorting patient to and from dental unit
            1. Preparing unit for safe seating and dismissal of patient
    3. Break-down
        1. Transferring contaminated instruments to sterilization area
        2. Sharps and hazardous waste disposal
        3. Disposal of barriers
        4. Avoiding cross contamination
    4. End of day procedures
        1. Turn off vacuum system
6. Demonstrate proper positioning of the patient, the operator, and the assistant
    1. Ergonomics
    2. Right and left handed operators
    3. Zones using clock concept
7. Define a medical/dental history and identify contradictions or precautions for elective dental treatment
    1. Contradictions and precautions
    2. Prophylactic antibiotic premedication
        1. Indications
        2. Preferred antibiotic, dosage, and timing
        3. Alternatives for antibiotic allergies or complications
8. Accurately take and record an adult patient's vital signs without assistance
    1. Types of vital signs
    2. Armamentarium
    3. Respiration
        1. Procedure
        2. Blood pressure
            1. Procedure
9. Describe and chart G.V. Black's classification for cavities and restorations
    1. Classifications
        1. Caries
        2. Restorations
    2. Line angle and point angles
10. Identify and describe common dental restorations
11. Describe findings other than dental restorations found in the oral cavity
    1. Common abbreviations
12. Describe a restorative dental chart form

13. Describe common periodontal assessments which are performed by the dental hygienist or dentist
    1. Periodontal charting conditions
    2. Common abbreviations
14. Describe common dental procedures
    1. Basic/exam tray
    2. Local anesthesia
    3. Rubber dam, matrix band, and wedge
    4. Dental prophylaxis
15. Prepare tray set-ups for common dental procedures
    1. Basic/exam tray
        1. Armamentarium and disposable products
    2. Local anesthesia set-up
        1. Topical anesthetic
            1. Types of topical anesthetics
            2. Armamentarium and disposable products
        2. Local anesthesia
            1. Types of local anesthetic solutions
                1. Contraindications
            2. Armamentarium and disposable products
            3. Set-up and break-down of local anesthetic syringe
            4. Safety precautions
                1. Sharps container
                2. Recapping techniques
                3. Needlestick protocol
            5. Types of injections
                1. Injection sites
        3. Rubber dam, matrix band, and wedge
            1. Armamentarium and disposable products
        4. Dental prophylaxis
            1. Deposits on the teeth
            2. Gingivitis and periodontal disease
            3. Types of non-surgical periodontal procedures
            4. Armamentarium and disposable products for routine prophylaxis
16. Transfer instruments using the 4-handed technique to an operator
    1. Instrument grasp
    2. One-handed and two-handed transfer
    3. Exam/basic tray
    4. Prophylaxis tray
    5. Rubber dam tray
17. Apply and remove a rubber dam, in any specific region
    1. Types of rubber dam and frames
    2. Placement and removal

18. Place the matrix band on the tooth and place necessary wedges to assure confinement of the filling material and adaptation to marginal areas
    1. Types of mataricies
    2. Placement and removal
19. Perform high volume evacuation on a manikin and patient-partner to effectively remove oral fluids during dental procedures
    1. Types of high volume evacuator tips
    2. Evacuator tip placement

Lab Content

1. Clinic equipment identification
2. Handwashing and PPE
3. Infection control set-up and break-down in clinic
4. Patient/operator positioning in clinic
5. Take and record vital signs
6. Basic tray set-up
7. Instrument transfer in clinic
8. Local anesthesia syringe set-up
9. Rubber dam on typodont
10. Rubber dam in clinic
11. Prophylaxis tray set-up
12. Matrix band and wedge(s)
13. Oral evacuation

Special Facilities and/or Equipment

1. Dental clinic
2. Patient dental chair with bracket table
3. Operator and assistant stools
4. Sinks
5. Steam autoclave
6. Miele dishwasher/disinfector
7. Dental vibrator
8. Dental manikin

Methods of Evaluation

Methods of Evaluation
Exams
Lab competencies
Lab quizzes
Assignments
Projects

Method(s) of Instruction

Method(s) of Instruction
Lecture
Discussion
Cooperative learning exercises
Laboratory
Demonstration
Internship/preceptorship

Representative Text(s)

Author(s)	Title	Publication Date
Bird, DL, and DS Robinson	Modern Dental Assisting	2021

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

Other Required Materials

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

This course requires reading of textbook chapters and completing short answers for worksheets related to the required reading.

Authorized Discipline(s):
Dental Technology

Faculty Service Area (FSA Code)
HEALTH CARE SERVICES

Taxonomy of Program Code (TOP Code)
*1240.10 - Dental Assistant

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU

Validation Date
3/9/2021

Division Dean Only

Seat Count
30

Load
.085

FOAP Codes:

Fund Code
115000 - Apprenticeship-Foothill

Org Code
141041 - Dental Assisting

Account Code
1320

Program Code
124010 - Dental Assistant

Ram Subramaniam
Dean, BioHealth & STEM
Foothill College
12345 El Monte Rd.
Los Altos Hills, CA 94022

Submitted Electronically

RE: Foothill College Registered Dental Assistant Apprenticeship Program Support

January 15, 2021

Dear Mr. Subramaniam:

On behalf of our 27,000 member dentists across the state, California Dental Association (CDA) supports the Foothill College Registered Dental Assisting (RDA) Apprenticeship Program and strongly supports the college's efforts and continued financial investment in all of its dental assisting course offerings, including the expeditious approval of apprenticeship courses and the erection of a separate dental assisting training facility to help accommodate scheduling labs, pre clinic/clinic session for both dental hygiene and assisting students.

Millions of Californians face barriers to access the dental care they need, and ensuring a properly trained workforce is crucial to expanding access to care. For many parts of the state, there is only one RDA for every licensed dentist, and in many parts of the Bay Area, there is only one RDA for every three licensed dentists. RDAs are the essential extra hands, eyes and ears of the dentist, significantly expanding the care a dental office or clinic can provide. The lack of educational programs for dental assistants and the resulting insufficiency of trained staff has become a real problem in many parts of the state. This issue is so significant that CDA has recently developed a taskforce focused on addressing workforce shortage issues.

Dentists have consistently found graduates of the Foothill College RDA educational program to be of very high quality, as evidenced by the consistently high passage rates of students on RDA licensure examinations. What's more, students often have secured employment upon graduation and successful licensure, contributing significantly to the wellbeing of their families and communities.

California Dental Association
1201 K Street, 14th Floor
Sacramento, CA 95814

916.443.0505
800.232.7645
916.443.2943 fax
cda.org

For these reasons, CDA strongly supports Foothill College's continued support and investment in its dental assisting program offerings.

Sincerely,

Mary McCune
Community Programs & Regulatory Affairs Director

Cc: Teresa Ong, Associate Vice President, Workforce Development & CTE
Cara Miyasaki, RDA, RDHEF, MS, Department Chair, Dental Assisting Program

New Course Proposal

D A F066. : DENTAL ASSISTING APPRENTICESHIP CLINICAL SKILLS II

Effective Term
Fall 2021

Subject
Dental Assisting (D A)
Course Number
F066.

Department
Dental Assisting (D A)

Division
Biological and Health Sciences (1BH)

Units
2

Course Title
DENTAL ASSISTING APPRENTICESHIP CLINICAL SKILLS II

Former ID

Cross Listed

Related Courses

Maximum Units
2

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
1

Weekly Lab Hours
4

Weekly Out of Class Hours
2

Special Hourly Notation

Total Contact Hours
60

Total Student Learning Hours
84

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade Only

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

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

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

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

Please select
Temporary

In this case, identify the degree/certificate to which the course will be added:

Dental Assisting Apprenticeship Certificate of Achievement

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

June 2021

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Workforce/CTE

Criteria B. Need

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

Evidence

Labor market data reports there is a shortage of dental assistants in California. In the Bay Area there is approximately 1 dental assistant per every 3 dentists.

Attach evidence

Foothill RDA Apprenticeship Program Support Letter CDA 2021.pdf

Need/Justification
This course is needed for the dental assisting apprenticeship pathway to teach clinical skills, and it will be included in an upcoming certificate of achievement.

Course Description
Overview of common dental procedures, such as composite, amalgam, partials, dentures, root canals, dental implants, crown and bridge appointments; manipulation of dental materials commonly prepared or used by the dental assistant, including impression materials, cement bases and liners, composites, and amalgams. Intended for students in the Dental Assisting Apprenticeship Program; enrollment is limited to students accepted in the program.

Course Prerequisites

Course Corequisites

Course Advisories

Content Review

Content Review Attachments

Baccalaureate Institution Attachments

Statute and/or Regulation Attachments

Course Objectives

The student will be able to:

1. Prepare on an adult patient without assistance an acceptable alginate and scanned impressions of the upper and lower arches, including all teeth, retromolar and vestibular areas
2. Select, collect the materials and armamentarium, and prepare, mix and pour a dental cast with no large irregularities or faults
3. Trim a plaster/stone model for bleaching splints or nightguard
4. Describe composite, amalgam, partials, dentures, root canals, dental implants, crown and bridge dental procedures
5. Prepare tray set-ups for composite, amalgam, and crown and bridge dental procedures
6. Describe the common dental cements and restorative materials and describe their uses and limitations

7. Prepare and mix without assistance at a satisfactory level any of the commonly used dental cements or materials, as allowed and specified by legally defined duties
8. Select, collect the materials and armamentarium, and prepare and/or mix without assistance final impression materials so that a satisfactory impression could be obtained

Course Content

1. Prepare on an adult patient without assistance an acceptable alginate and scanned impressions of the upper and lower arches, including all teeth, retromolar and vestibular areas
    1. Types of preliminary impressions
        1. Alginate
            1. Indications
            2. Composition
            3. Appropriate handling
            4. Infection control considerations
            5. Types of impression trays
                1. Selection and fitting of impression tray
            6. Safety precautions
                1. Risk of aspiration or swallowing
                2. Avoiding injury to the patient
            7. Procedure
                1. Armamentarium
                2. Dispensing and mixing
                3. Loading tray and insertion of tray
                4. Removal of tray
                5. Evaluation of impression
            8. Alginate alternatives
                1. Composition
                2. Armamentarium
                    1. Dispensing gun, cartridge, and mixing tip
            9. Scanning
                1. Types of scanners
                2. Technology considerations
                3. Procedure
                    1. Armamentarium
                    2. Scanning of maxillary and mandibular arches
                    3. Evaluation and manipulation of image
2. Select the materials and armamentarium, and prepare, mix and pour a dental cast with no large irregularities or faults
    1. Types of dental plaster and stone
    2. Appropriate handling of material
    3. Armamentarium and disposable products for pouring study models

4. Infection control considerations
5. Safety precautions
6. Dispensing and mixing material
7. Loading tray with plaster or stone
8. Removal of study model from tray
9. Evaluation of study model

3. Trim a plaster/stone
    1. Preparation of model
    2. Safety precautions
    3. Trimming procedure
4. Describe composite, amalgam, partials, dentures, root canals, dental implants, crown and bridge dental procedures
    1. Amalgam procedures
    2. Composite procedures
    3. Crown and bridge procedures
        1. Prep appointment
        2. Cementation appointment
        3. Implant crown and bridge
    4. Endodontics
    5. Partials and dentures
5. Prepare tray set-ups for composite, amalgam, and crown and bridge dental procedures
    1. Amalgam
        1. Armamentarium and disposable products
    2. Composite procedures
        1. Armamentarium and disposable products
    3. Crown and bridge procedures
        1. Prep appointment
            1. Armamentarium and disposable products
        2. Cementation appointment
            1. Armamentarium and disposable products
        3. Implant crown and bridge
            1. Armamentarium and disposable products
6. Describe the common dental cements and restorative materials and describe their uses and limitations
    1. Types
    2. Indications
    3. Contraindications
7. Prepare and mix without assistance at a satisfactory level any of the commonly used dental cements or materials, as allowed and specified by legally defined duties. These procedures include but are not restricted to:
    1. Cement bases and liners
        1. Armamentarium and disposable products
        2. Procedure

2. Temporary and permanent cements
    1. Armamentarium and disposable products
    2. Procedure
3. Restorative materials for insertion
    1. Armamentarium and disposable products
    2. Procedure

8. Select and collect the materials and armamentarium, and prepare and/or mix without assistance final impression materials so that a satisfactory impression could be obtained
    1. Dental cements and restorative materials
        1. Liners
            1. Calcium hydroxide
            2. Glass ionomer
        2. Temporary cements
            1. Zinc oxide and eugenol
            2. TempBond
        3. Permanent cements
            1. Zinc phosphate
            2. Glass ionomer
            3. Resin cements
        4. Crown and bridge impression materials
            1. Polyether
            2. Polysulfide
            3. Vinylpolysiloxane
                1. Bite registration material
                    1. Wax
                    2. Polyvinylsiloxane cartridge and gun dispenser
            4. Composite
    2. Dental cements and material
        1. Temporary dressings
            1. Zinc oxide eugenol temporary restoration
        2. Bases and liners
            1. Mixing procedure
        3. Restorative materials
            1. Mixing procedure
    3. Final impression
        1. Polyvinylsiloxane
            1. Putty-wash technique
            2. 2-gun technique
        2. Pentamix
            1. Armamentarium
            2. Procedure
        3. Mixing study model materials
            1. Plaster

            1. Water and powder ratio
            2. Mixing
        2. Stone
            1. Water and powder ratio
            2. Mixing
        3. Alginate impressions
            1. Types of impression trays
            2. Armamentarium
            3. Mixing process
            4. Impression procedure
        4. Matrix band selection
            1. Types
            2. Placement
            3. Wedges
9. Infection control and hazardous waste management
    1. Dental unit waterlines
        1. Plaque biofilms
        2. Flushing waterlines
    2. Perform set-up and breakdown of the dental unit
        1. Appropriate PPE
        2. Barrier placement
        3. Flushing waterlines and evacuation system
    3. Personal protective equipment
        1. Gloves
            1. Types
            2. Uses
        2. Masks
            1. Types
            2. Uses
        3. Protective attire
            1. Types
            2. Uses
    4. Cross contamination
        1. Types
        2. Prevention
    5. Instrument processing
        1. Decontamination
        2. Disinfection
        3. Sterilization
    6. Sharps and hazardous waste
        1. Sharps container
            1. Uses
        2. Hazardous waste
            1. Regulated waste

        2. Unregulated waste
10. Ethical and legal principles
    1. Patient records
        1. Documentation protocols
        2. Medical/dental history
        3. Treatment record
        4. Confidentiality
    2. Professional behavior and appearance
        1. Policy and procedures
        2. Ethical code of conduct

Lab Content

1. Lab orientation
2. Sizing of alginate trays
3. Instrument assignments
4. Clinic equipment identification
5. Handwashing and PPE
6. Infection control video
7. Infection control set-up in clinic
8. Oral evacuation
9. Patient/operator positioning in clinic
10. Basic tray set-up
11. Local anesthesia syringe set-up
12. Instrument transfer in clinic
13. Rubber dam on typodont
14. Rubber dam in clinic
15. Matrix band and wedge(s)
16. Alginate impressions
17. Study models

Special Facilities and/or Equipment

1. Dental clinic
2. Patient dental chair
3. Operator and assistant stool
4. Sinks
5. Steam autoclave
6. Miele dishwasher/disinfector
7. Dental vibrator
8. Oral evacuation equipment
9. Air compressor

Methods of Evaluation

Methods of Evaluation
Exams
Lab competencies
Lab quizzes
Alginate impressions
Study models

Method(s) of Instruction

Method(s) of Instruction
Lecture
Discussion
Cooperative learning exercises
Laboratory
Demonstration
Internship/preceptorship

Representative Text(s)

Author(s)	Title	Publication Date
Bird, DL, and DS Robinson	Modern Dental Assisting	2021

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

Other Required Materials

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

This course requires reading of textbook chapters and completing short answers for worksheets related to the required reading.

Authorized Discipline(s):
Dental Technology

Faculty Service Area (FSA Code)
HEALTH CARE SERVICES

Taxonomy of Program Code (TOP Code)
*1240.10 - Dental Assistant

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU

Validation Date
3/9/2021

Division Dean Only

Seat Count
30

Load
.085

FOAP Codes:

Fund Code
115000 - Apprenticeship-Foothill

Org Code
141041 - Dental Assisting

Account Code
1320

Program Code
124010 - Dental Assistant

Ram Subramaniam
Dean, BioHealth & STEM
Foothill College
12345 El Monte Rd.
Los Altos Hills, CA 94022

Submitted Electronically

RE: Foothill College Registered Dental Assistant Apprenticeship Program Support

January 15, 2021

Dear Mr. Subramaniam:

On behalf of our 27,000 member dentists across the state, California Dental Association (CDA) supports the Foothill College Registered Dental Assisting (RDA) Apprenticeship Program and strongly supports the college's efforts and continued financial investment in all of its dental assisting course offerings, including the expeditious approval of apprenticeship courses and the erection of a separate dental assisting training facility to help accommodate scheduling labs, pre clinic/clinic session for both dental hygiene and assisting students.

Millions of Californians face barriers to access the dental care they need, and ensuring a properly trained workforce is crucial to expanding access to care. For many parts of the state, there is only one RDA for every licensed dentist, and in many parts of the Bay Area, there is only one RDA for every three licensed dentists. RDAs are the essential extra hands, eyes and ears of the dentist, significantly expanding the care a dental office or clinic can provide. The lack of educational programs for dental assistants and the resulting insufficiency of trained staff has become a real problem in many parts of the state. This issue is so significant that CDA has recently developed a taskforce focused on addressing workforce shortage issues.

Dentists have consistently found graduates of the Foothill College RDA educational program to be of very high quality, as evidenced by the consistently high passage rates of students on RDA licensure examinations. What's more, students often have secured employment upon graduation and successful licensure, contributing significantly to the wellbeing of their families and communities.

California Dental Association
1201 K Street, 14th Floor
Sacramento, CA 95814

916.443.0505
800.232.7645
916.443.2943 fax
cda.org

For these reasons, CDA strongly supports Foothill College's continued support and investment in its dental assisting program offerings.

Sincerely,

Mary McCune
Community Programs & Regulatory Affairs Director

Cc: Teresa Ong, Associate Vice President, Workforce Development & CTE
Cara Miyasaki, RDA, RDHEF, MS, Department Chair, Dental Assisting Program

New Course Proposal

D A F200L : GUIDE FOR SUCCESS: A DENTAL ASSISTING PREREQUISITE COURSE

Effective Term
Fall 2021

Subject
Dental Assisting (D A)
Course Number
F200L

Department
Dental Assisting (D A)

Division
Biological and Health Sciences (1BH)

Units
1

Course Title
GUIDE FOR SUCCESS: A DENTAL ASSISTING PREREQUISITE COURSE

Former ID

Cross Listed

Related Courses

Maximum Units
1

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
0

Weekly Lab Hours
3

Weekly Out of Class Hours
0

Special Hourly Notation

Total Contact Hours
36

Total Student Learning Hours
36

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for P/NP)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

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

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

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

Please select
Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Basic Skills
Workforce/CTE

Criteria B. Need

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

Evidence

Advisory board recommended a soft skills and safety class prior to dental assisting students externing in their office.

Attach evidence
final minutes mini adv Jan meeting 2020.docx

Need/Justification
This course is being created following recommendation by the Advisory board of dentists, for a soft skills and safety class to be taken by dental assisting students prior to externing in their office.

Course Description

This course is for students considering a career in the dental field. Introduction to communication, anatomy, terminology, equipment, and infection control procedures relevant to dentistry. Also includes time management, study skills and test taking strategies. Provides information concerning PPE related to COVID-19 and other infectious diseases as required safety measures when working in a dental environment.

Course Prerequisites

Course Corequisites

Course Advisories

Content Review

Content Review Attachments

Baccalaureate Institution Attachments

Statute and/or Regulation Attachments

Course Objectives

The student will be able to:

1. Effectively communicate with patients and colleagues
2. Create time management calendar and analyze time management to create a balance between classes, personal and other obligations
3. Develop effective study skills to prepare for competency evaluations and written tests
4. Recognize effective methods for preparing for lectures and evaluations
5. Recognize and utilize dental and medical terminology relevant to the practice of dental assisting
6. Recognize and identify common dental equipment
7. Perform appropriate and safe methods for infection control and PPE recommendations for COVID-19 and other infectious diseases

Course Content

1. Effectively communicate with patients and colleagues
    1. Electronic communication
        1. Professional email addresses
        2. Writing professional emails to other dental/medical professionals
            1. Appropriate terminology
            2. Inappropriate terminology

2. Verbal communication in the office and at school
    1. Communicating questions prior to exposing dental x-rays
        1. Using terminology that is familiar to the student and the patient
    2. Post-operative instructions
        1. Using terminology that is familiar to the student and the patient
    3. Conflict management/resolution with classmates and faculty
        1. Understanding the appropriate measures when having a conflict
            1. Student to student
            2. Student to professor
            3. Student communicating with internship office
            4. Inappropriate measures when having a conflict
    4. Request clarification for terminology when appropriate
3. Telephone interactions
    1. Personal cell phone voicemail outgoing messages
    2. Personal phone etiquette
    3. Personal use of phone at work/dental office/internships
    4. Phone calls with patients and dental offices
        1. Confirming dental appointments
        2. Follow-up phone calls regarding dental treatment
4. Zoom etiquette
    1. Appropriate behavior
        1. Attire
        2. Mute/unmute
        3. Stop or start video
        4. Zoom environment
    2. Break out rooms
2. Create time management calendar and analyze time management to create a balance between classes, personal and other obligations
    1. Document schedule for classes
    2. Document schedule for studying
    3. Document personal commitments
    4. Document work schedule
    5. Submit weekly schedule considering all mentioned above
    6. Learning styles
    7. Following instructions
3. Recognize effective methods for preparing for lectures and evaluations
    1. Recognize required reading
    2. Use course materials for note-taking
        1. Preparing notes for evaluation purposes
4. Develop effective study skills to prepare for competency evaluations and written tests

1. Written tests/evaluations
    1. Create strategies for studying of course materials
    2. Compare and contrast various types of exam questions
        1. True/False
        2. Multiple choice
        3. Multiple-multiple choice
        4. Short answer
    3. Test taking strategies
2. Create strategies for competency evaluations
    1. Lab skills evaluations
    2. Clinic skill evaluations

5. Recognize and utilize dental and medical terminology relevant to the practice of dental assisting
    1. Common medical and dental terminology
        1. Terminology relative to dental assisting
    2. Tissues of the teeth
        1. Enamel
        2. Dentin
        3. Cementum
        4. Pulp
    3. Periodontium
        1. Gingiva
        2. Periodontal ligament
        3. Alveolar bone
        4. Cementum
    4. Tooth names and numbers
        1. Deciduous teeth
        2. Names and location
        3. Universal tooth numbering
            1. Permanent teeth
                1. Names and location
                2. Universal tooth numbering
            2. Mixed dentition
    5. Tooth surfaces
        1. Incisal/Occlusal
        2. Meisal
        3. Distal
        4. Lingual
        5. Facial
            1. Labial
            2. Buccal
    6. Tooth descriptors
        1. Thirds of the teeth/roots
        2. Long axis of the tooth

3. Parallel to the occlusal or incisal plane

6. Recognize and identify common dental equipment
    1. Common layout of dental offices
        1. Patient reception area
            1. Personnel and duties
                1. COVID screener
                    1. Mange patient traffic
                    2. Temperature
                    3. COVID screening questions
            2. Equipment and items
                1. Chairs
                2. Touchless thermometer
                3. Hand sanitizer
                4. Extra masks
                5. COVID recommendations
                    1. No paper products
                    2. Magazines, books, posters or unlaminated postings
                    3. COVID signage
                    4. No toys
        2. Front desk/financial coordinator
            1. Personnel and duties
                1. Receptionist
                    1. Appointments
                    2. Medical consults
                    3. Specialist referrals
                2. Insurance biller
                    1. Pre-authorize for procedures
                    2. Submit billing
            2. Equipment and items
                1. Plexiglass shield
                2. Paper charts
                3. Business equipment
                    1. Computers and printer
                    2. Fax machine
                    3. Office phone
                    4. Shredder
                    5. Scanner
        3. Back office
            1. Staff break room
            2. Equipment and items
                1. Dental treatment areas/rooms
                    1. Patient chair
                    2. Operator and assistant stools

3. Bracket table
4. Computer/laptop and monitor
5. X-ray tube head
6. Rheostat
7. Overhead light
8. Sharps container
9. Sink

2. Sterilization area
    1. Sink(s)
    2. Ultrasonic cleaner/dishwasher-disinfector
    3. Heat sterilizers
    4. Washer/dryer
3. Darkroom or processing area
    1. Film developing or automatic processors
4. Dental lab
    1. Model trimmer
    2. Lab handpiece
    3. Dental vibrator
    4. Lathe
    5. Vacuformer
    6. CAD CAM

3. Designated areas
    1. Dental treatment areas/rooms
    2. Sterilization area
    3. Dental lab
    4. Restroom(s)
4. Personnel and duties
    1. Dental Assistant/Registered Dental Assistant
    2. Dental Hygienist
    3. Dentist
    4. Sterilization technician

4. Supporting equipment
    1. Air filtration system
    2. Nitrous/oxygen tanks and accessories
    3. Compressed air system
    4. Vacuum system

7. Perform appropriate and safe methods for infection control and PPE recommendations for COVID-19 and other infectious diseases
    1. Introduction to infectious disease important to the practice of dentistry
    2. Introduction to OSHA and CDC
    3. Personal protective equipment
        1. Hand hygiene
            1. Handwashing
            2. Hand sanitizer

2. Masks and respirators
    1. Types
    2. Placement and removal
3. Protective eyewear
    1. Types
    2. Placement and removal
    3. Decontamination and disinfection process
4. Protective clothing
    1. Types
    2. Placement and removal
    3. Decontamination and disinfection process
5. Donning and doffing personal protective equipment

4. COVID screening questions and protocols
    1. Faculty and student screening
    2. Patient screening
5. Respiratory protection plan
    1. Medical clearance for N95
        1. Completion of medical clearance questionnaire
        2. Fit testing for N95

Lab Content

1. Student participation with discussions
2. Oral communication with medical and dental terminology
3. Identification of teeth, tooth surfaces, tooth numbering, and other tooth descriptors
4. Identification of dental equipment
5. Note-taking
6. Performing lab evaluations
7. Handwashing and hand sanitization
8. Placement and removal of personal protective equipment
9. N95 respirator fit testing

Special Facilities and/or Equipment

1. Dental clinic
2. Patient dental chair with bracket table
3. Operator and assisting stools
4. Sinks
5. Steam autoclave
6. Instrument dishwasher/disinfector
7. Personal protective equipment
8. Hand sanitizer and hand soap
9. N95 respirator

Methods of Evaluation

Methods of Evaluation
Multiple choice weekly quizzes
Verbal communication assignments
Written assignments

Method(s) of Instruction

Method(s) of Instruction
Lecture
Small group discussion and evaluation

Representative Text(s)

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

Other Required Materials

No required textbook or other materials.

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

1. Time management schedule
2. Labeling tooth structures
3. Labeling dental equipment
4. Reflection paper

Authorized Discipline(s):
Dental Technology

Faculty Service Area (FSA Code)
HEALTH CARE SERVICES

Taxonomy of Program Code (TOP Code)
*1240.10 - Dental Assistant

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
2/8/21

Division Dean Only

Seat Count
30

Load
.048

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
141041 - Dental Assisting

Account Code
1320

Program Code
124010 - Dental Assistant

Foothill College
Mini-Advisory Board Meeting
January 14, 2020

6:10 Meeting started

Present: Dr. Nabeta, Dr. McBirney, Dr. Vallee, Dr. Leclerc, Dr. A. Joy, Dr. C. Joy, Mary Conway, Dr. Barghouth, Dr. Pendurkar, Dr. Nix, Dr. Singer, Dr. Quo, Dr. Lee, Dr. Kung, Dr. Quo, Ram Subramaniam, Chris Allen, Lizzie Innes, Cara Miyasaki

1. Introductions
2. Brief update on current dental assisting program (educational pathway – accredited by the Commission on Dental Accreditation)
    a. Review of handout for Advisory Board Meeting Feb 2020
    b. Pass rate has dropped for Foothill students: still above average
    c. No more practical exam, just combo law and ethics and national boards
    d. Most students are ESL and speak 2-3 languages 91% this year
    e. Tutoring hours increased to assist students beyond classroom hours
    f. More applicants than in the past, when from 35-40 to 50 -52 applications
    g. Increased marketing to help with enrollment/applications
    h. Diverse population of students in program
    i. 82% of students receive financial aid
    j. This year many students from East San Jose but home locations vary from Newark to San Francisco. Last year student area from San Leandro to San Francisco.
    k. Question: Male DA student, - None this year. Varies every year, last year 5 male students
3. Proposed dental assisting apprenticeship program – comparison to current program
    a. Educational program 9 months versus apprenticeship program 15 months.
    b. Educational program has 300 hours of unpaid internship required by CODA versus apprenticeship students will be paid dental employees (paid internship) for at least 2000 hours.
    c. Educational program students can choose to work part-time usually for non-dental employers vs. apprenticeship students will be hired and work in dental offices simultaneously attending courses.
    d. Educational program is CODA approved versus apprenticeship program will have the individual courses approved as stand-alone courses which are required for RDA work experience pathway. Along with completion of stand-alone courses and 15 months work experience the student can apply to take the RDA written exam. (This is a correction to the minutes – Cara mentioned the apprenticeship program would be approved by the Dental Board but this is an error – the classes/courses would be approved individually).
    e. Educational program students 58.5 quarter units versus apprenticeship appx. 14.5 (not counting introductory chairside assisting to include dental terminology, tooth numbering, charting, appearance, soft skills, etc.)
        i. List of certification courses for apprenticeship program include: Infection control and hazardous waste management, Dental Practice Act, x-ray licensing

courses, and coronal polishing. Some of these courses may be taken simultaneously with the students in the educational pathway.

ii. Will also include pit & fissure sealants although not required until first renewal can end up costing appx $600 if take course from private educational company.

iii. Dentists voiced concern that students will not be prepared to immediately start working in a dental office without prior training. At suggestion of dentists, students should be required to take introductory course prior to working in dental office to include: dental terminology, safety, appearance/hygiene, soft skills, blood-borne pathogens and expectations of dental employees.

iv. Apprenticeship students could also take DA 85 RDA Review course for written exam and also include 3 hour labs for fabricating provisionals.

4. Similarities for both educational program and apprenticeship program
    a. Cost of program (tuition, books, uniform, quarterly kit) for both appx. $4000.00 compared to for-profit programs which are appx $35,000.00.
    b. Both sets students can qualify for financial aid i.e. Pell Grant, student loans and College Promise. College Promise pays for everything (except parking permit) for first two years of college if student has not attended college before. There is a possibility the apprenticeship students would not be required to pay tuition but right now this is not confirmed.
    c. All students required to obtain a full physical exam, recommended immunizations, BLS/CPR certification prior to starting either program. The college has a private contracted health services department available, however, it is closed during the summer.
    d. Apprenticeship students will be paid employees of the dentist/dental office.
    e. Both sets of students can track their internship hours with a software called Trajecsys. Cost is $75 per student. Currently being funded by Strong Workforce money from state. GPS tracks the apprentice and notifies the clinical supervisor in case the student is logging in or out and not actually at the office.
    f. Both programs can be advertised by college's marketing and outreach department.
5. Justification for proposed apprenticeship program
    a. College data shows many students need to work while going to school. This information demonstrates a need for a different pathway for dental assistants.
    b. Shortage of dental assistants in California does not seem to be getting any better.
    c. Adding another dental assisting pathway may make the program more productive for the college and avoid program closure if district budget declines due to low overall enrollment.
6. Overview of proposed apprenticeship program
    a. Dentist/dental office would register with college to be a apprenticeship site.
    b. Each dentist would interview each student and decide if they would want to have that student as an employee
        i. Feedback from dentists: The dentist should meet and review the basic requirements of what the apprentice needs to learn. Should include calibration of dental office as minimal requirement to participate.
    c. There is a probationary period, if not working out, students would "rotate" to a different office
    d. The program faculty would visit the apprentice at the dental office on a regular basis
    e. A schedule of work and classes needs to be established. Initial proposal for working Monday to Thursday. Classes on Fridays and some Saturdays.

i. Feedback from dentists:
    1. Apprentice should not start immediately. Need initial training for safety, infection control, etc.
    2. Explore online or hybrid courses.
    3. Work ½ day and classes ½ day

f. There are allocated hours necessary for work processes/standards that need to be determined by feedback from the dentists present. The apprentice does not need to fulfill the hours exactly.
    i. See sample work processes at end of agenda items
    ii. Feedback from dentists concerning work processes/standards:
        1. Use CODA standards – see at end of minutes
        2. Other recommendations – see at end of minutes
    iii. Feedback from dentists concerning preparation for RDA exam. The dentist can do the hands-on training but do not have any idea of what is on the RDA written exam. Program director response: The students could also take a RDA review class (DA 85) which has 1 hour lecture for review for the written exam and a 3 hour lab each week to teach fabrication of provisionals.
        1. Program director comments: The students have many resources from the program on information on the RDA exam. It seems that the students have difficulty with more sophisticated wording used on the RDA exam i.e. reciprocity, etc. (Post meeting – here are some other words students have difficulty with: inverting, aspirate, toggle, engage (the harpoon), debris, grasp, retrieve, align, long axis, increment)

7. Questions by attendees
    a. **Are there allied health apprenticeship program in California?** Traditionally apprenticeship programs are associated with construction and automotive careers. Nursing doesn't have an apprenticeship program because of its strict accreditation standards. The closest program is the Veterinary Assistant Program at Foothill College.
    b. **Will the apprenticeship program be CODA approved?** No, the program courses offering certifications will be approved as stand-alone courses by the Dental Board of California.
    c. **Funding/who pays?** The initial thought was to have students pay for their college courses but there is a possibility the fees may be waived. The college could apply for a grant (once the program is registered with the state) to pay for student fees and books because it is a non-traditional pathway and grant money may be available.
    d. **Is the current educational assisting program at risk of lower enrollment because of the apprenticeship program?** That is a possibility and if enrollment is low for the current program the college could consider offering the program every other year and not completely eliminate the program.
    e. **What is the timeline and what do we need to do to make this happen**? We are hoping to start Summer or Fall 2020. We mostly need feedback from dentists for curriculum requirements. All guidelines and classes need to be written and given to state. Subject matter experts who work for the dental board will review the material and approve/deny stand alone courses. Once work processes and hours are established we can sign a contract with the state apprenticeship department.
    f. **So there is the office and the didactic, is there proficiency milestones that would be followed**? Students currently only evaluated for coronal polishing but more in-office proficiencies could be added. Post meeting note: weekly general evaluations are

currently being used for educational program. Suggestion: Would like students to be proficient in fabricating provisionals. Statement: Proficiently milestones are essential for this program, need licensure via portfolio. Need specific checklist dentist can follow. Can pictures of the final product be available?

g. **Will students be able to rotate to specialty offices if they have an interest**? Most likely possible and could mimic medical students. Students go to specialty office but maybe for shorter rotation. Comment: Students having difficult time finding specialty offices, even as unpaid intern.
h. **How should dentist/dental offices be calibrated?** Note: needs further discussion/feedback?
    i. In-office visit with clinical supervisor and dentist?
    ii. Group calibration meeting?
    iii. Other suggestions?

8. Apprentice schedule
    a. Program director proposed that apprentice works in dental office Monday to Thursday. Classes on Friday and some Saturdays.
    b. Suggestion: Apprentice attends class ½ day and work in office ½ day.
    c. Suggestion: Offer online classes to be more efficient
9. Salary
    a. Dentists need apprentice/program to know that the dentist/dental office will be spending appx 40k to pay the apprentice. Also, less production because dentist and office assistants are taking time to train apprentice.
    b. Dentists in agreement that salary should start at minimum wage (for that city)
    c. Wage increases are required by the state every six months. Dentists were in agreement should be 5% for each increase (standard and affordable)
    d. A concern was expressed for current employees that don't received raises but now it's mandated for the apprentice.
    e. Comment: salary increase should be based on achievement/competency. Achieving certain skills should be rewarded.
10. General suggestions
    a. Post a Youtube informational vide to discuss the apprenticeship program versus the educational program.
    b. Performance reviews every 3 months be considered? You need some "calibration" and feedback, so they can fix issues before they grow bigger.

Suggestions for Work Processes – Note: needs further discussion and feedback

CODA STANDARDS – only included clinical chairside skills.

ESSENTIAL DENTAL ASSISTING SKILLS
a. Take/review and record medical and dental histories
b. Take and record vital signs
c. Assist with and/or perform soft tissue extra/intra oral examinations
d. Assist with and/or perform dental charting
e. Manage infection and hazard control protocol consistent with published professional guidelines
f. Prepare tray set-ups for a variety of procedures and specialty areas
g. Seat and dismiss patients
h. Operate oral evacuation devices and air/water syringe
i. Maintain clear field of vision including isolation techniques
j. Perform a variety of instrument transfers
k. Utilize appropriate chairside assistant ergonomics
l. Provide patient preventive education and oral hygiene instruction
m. Provide pre-and post-operative instructions prescribed by a dentist
n. Maintain accurate patient treatment records
o. Identify and respond to medical and dental emergencies

CHAIRSIDE ASSISTING FUNCTIONS
a. Assist with and/or apply topical anesthetic and desensitizing agents
b. Assist with and/or place and remove rubber dam
c. Assist with and/or apply fluoride agents Dental Assisting Standards -20
d. Assist with and/or apply bases, liners, and bonding agents
e. Assist with and/or place, fabricate, and remove provisional restorations
f. Assist with and/or place and remove matrix retainers, matrix bands, and wedges
g. Assist with and/or remove excess cement or bonding agents
h. Assist with a direct permanent restoration
i. Fabricate trays, e.g., bleaching, mouthguard, custom
j. Preliminary impressions
k. Clean removable dental appliances

Dental Assisting Apprenticeship Program

Work Processes Feedback from Dentists

Procedures	Hours needed
Seat and Dismiss Patient	
Instrument Processing/ Sterilization	
Coronal polishing/ Sealants	
Alginate impressions	
Digital X-Rays	
CBCT scanning	
Scanning impressions?	
Dental/Med Hx Review	
Sending out lab orders	
Computer skills: Word, PPT, outlook, Excel	
Dental Photography	
Stainless steel crowns	
Extra/intraoral exam	
Front office/administrative duties i.e. phone calls, scheduling apt, presenting treatment plan etc.	
Dismissing patients	
HIPAA	
Spelling grammer for charting	
Communicating with patients chairside and email	
Fitting orthodontic bands	

	Hours needed
ASSISTING WITH:	
Comprehensive Oral Exam	
Emergency	
Prophylaxis or SC/RP	
Composite/Glass Ionomer	
Crown Prep	
Crown Cementation	
Bridge Prep	
Bridge Cementation	
Cosmetic	
Endodontic	
Partial/Denture	
Implants	
Scanning	
Charting	
Computer	
OSHA awareness	
Subjective objective assessment plan	
Orthodontic procedures	

Program Deactivation: Instructional Design and Technology

Due to insufficient demand, the BSS division has decided to deactivate this program (certificate of achievement). The program courses will remain active and will likely be adapted to better serve similar programs.

BSS Division Curriculum Committee Approval: 4/26/21

FOOTHILL COLLEGE
College Curriculum Committee
Proposal to Create New Ad Hoc Committee: Instructional Program Creation Process

Committee Details
Name: Instructional Program Creation Process
CCC & Academic Senate Co-Chairs: Eric Kuehnl & Kathryn Maurer
Co-Chaired with the Office of Instruction: Kurt Hueg

Background
The creation of our new governance structure a few years ago resulted in the need to establish a new instructional program creation process due to the loss of PaRC, the body which used to ensure college-wide input into and approval of new program creation after College Curriculum Committee (CCC) approval, and prior to submission to the FHDA Board of Trustees for approval. The Presidents of the Academic and Classified Senates (faculty and staff), who were serving as Advisory Council tri-chairs at the time (2017), created a Temporary Program Creation Process for faculty to follow while a permanent process could be established.

Charge
This committee will review current policies for program creation as well as the temporary process mentioned above, analyze what is working well and what needs improvement, and draft a (permanent) Instructional Program Creation Process, to be reviewed and approved by CCC, the Academic Senate, the Office of Instruction, and the Advisory Council. This procedure should also include mechanisms to identify and evaluate potential district-wide impacts of program creation, and specify the points and mechanisms by which the two colleges will communicate and address any concerns.

For purposes of the scope of this committee, we are using the following definition of "instructional program": any degree or certificate submitted to the California Community Colleges Chancellor's Office for approval/chaptering, including noncredit certificates; and any non-transcriptable credit certificate.

The committee acknowledges that a separate *non-instructional* (student services/support) program creation procedure also needs to be developed, but is beyond the scope of this charter.

Membership
Any full- or part-time Foothill faculty member is welcome to volunteer. Priority will be given to faculty who are current or past members of CCC and/or the Executive Committee of the Academic Senate. Additionally, the committee welcomes any student, staff, or administrator appointed by CCC to the committee.

The target size for the committee is 4-6 members, with a minimum of 4 and a maximum of 10 (for scheduling purposes), and a minimum of 50% of the committee members being faculty.

Structure
The CCC faculty chair and the Academic Senate President will co-chair the committee together with the Office of Instruction. The faculty co-chairs will schedule and convene meetings and

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manage the creation and execution of a work plan. The Office of Instruction will facilitate the gathering of all relevant documents and support the committee with needed data. All members will help identify and review documents, gather input and feedback as needed, and help draft the new process. The committee will work both synchronously with regular meetings (likely every two weeks) and asynchronously (via a shared online workspace). The committee will bring their work to CCC first for discussion and approval, and then to the other bodies.

Time Frame

Appointments to the committee will begin on April 20, 2021, and work will begin immediately and end with the formal approval by all bodies, with a target date of June, 2021.

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