College Curriculum Committee Meeting Agenda
Tuesday, October 19, 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: October 5, 2021	2 min.	Action	#10/19/21-1	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. GE Subcommittee Membership
  b. New Course Proposals
  c. Notification of Proposed Requisites
  d. ASCCC Fall Plenary
  e. New Program Approvals by CCCCO: Noncredit ESL Certificates, Biochemistry AS Degree, Data Analytics CA, Cybersecurity CA
	5 min.	Information	#10/19/21-2-5
			#10/19/21-6
			#10/19/21-7
				CCC Team

5. Stand Alone Approval Request: CHEM 70R series	5 min.	1st Read	#10/19/21-8	Kuehnl
6. Stand Alone Approval Request: HLTH 101		1st Read	#10/19/21-9	Kuehnl
7. Stand Alone Approval Request: NCBS 448A		1st Read	#10/19/21-10	Kuehnl
8. Stand Alone Approval Request: THTR 48F		1st Read	#10/19/21-11	Kuehnl
9. Cross-List Request: BIOL 81 & CHEM 81 & MATH 83	5 min.	Action	#10/19/21-12	Kuehnl
10. OER Resolution	10 min.	2nd Read/ Action	#10/19/21-13	Kuehnl
11. Learning Resources Center (LRC) Division	10 min.	Information	#10/19/21-14	Hueg
12. New Program Creation Feedback Form Process Change	10 min.	Information		Kuehnl
13. Distance Learning for Winter 2022 Quarter	10 min.	Information		Hueg
14. CCC Priorities for 2021-22	20 min.	Discussion	#10/19/21-15	Kuehnl
15. Good of the Order	3 min.			Kuehnl
16. Adjournment				Kuehnl

*Times listed are approximate

Attachments:

#10/19/21-1	Draft Minutes: October 5, 2021
#10/19/21-2-5	New Course Proposals: HUMN 11, 11H, 12, 13
#10/19/21-6	CCC Notification of Proposed Requisites
#10/19/21-7	ASCCC Fall 2021 Resolutions Packet (for Area Meetings)
#10/19/21-8	Stand Alone Approval Request: CHEM 70R series—or view in CourseLeaf
#10/19/21-9	Stand Alone Approval Request: HLTH 101—or view in CourseLeaf
#10/19/21-10	Stand Alone Approval Request: NCBS 448A—or view in CourseLeaf

#10/19/21-11   Stand Alone Approval Request: THTR 48F—or view in CourseLeaf
#10/19/21-12   Cross-Listed Course Approval Request: BIOL 81 & CHEM 81 & MATH 83
                or view in CourseLeaf (BIOL 81, CHEM 81, MATH 83)
#10/19/21-13   Resolution to Explore Options to Leverage College Curriculum Processes to
                Support Faculty to Explore and Adopt OER
#10/19/21-14   Memo: Courses moving to Learning Resources Center (LRC) Division
#10/19/21-15   Proposed Foothill Academic Senate Priorities 2021-22

2021-2022 Curriculum Committee Meetings:

Fall 2021 Quarter	Winter 2022 Quarter	Spring 2022 Quarter
~~10/5/21~~	1/18/22	4/19/22
10/19/21	2/1/22	5/3/22
11/2/21	2/15/22	5/17/22
11/16/21	3/1/22	5/31/22
11/30/21	3/15/22	6/14/22

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

2021-2022 Curriculum Deadlines:

11/5/21   Deadline to submit certain types of course updates for 2022-23 catalog—see PDF for details (Faculty/Divisions).

11/5/21   Deadline to submit local GE applications for 2022-23 catalog (Faculty/Divisions).

12/1/21   Deadline to submit courses to CSU for CSU GE approval (Articulation Office).

12/1/21   Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).

TBD   Deadline to submit curriculum sheet updates for 2022-23 catalog (Faculty/Divisions).

6/1/22   Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).

TBD   Deadline to submit course updates for 2023-24 catalog (Faculty/Divisions).

Ongoing   Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Micaela Agyare (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Anthony Cervantes (Dean, Enrollment Services), Roosevelt Charles (Dean—CNSL), Valerie Fong (Dean—LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Dixie Macias (KA), Don Mac Neil (KA), Kathryn Maurer (AS President), Kent McGee (Evaluations), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Teresa Ong (AVP Workforce), Lisa Schultheis (BH), Ram Subramaniam (Dean—BH & PSME), Kella Svetich (LA), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2021-22

Meeting Date: <u>10/19/21</u>

<u>Co-Chairs (2)</u>

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

<u>Voting Membership (1 vote per division)</u>

✔	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
✔	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
✔	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
✔	Roosevelt Charles	7219	Dean—CNSL	charlesroosevelt@fhda.edu
✔	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
✔	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
✔	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
✔	Allison Herman	7460	LA	hermanallison@fhda.edu
✔	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
✔	Julie Jenkins		BSS	jenkinsjulie@fhda.edu
✔	Ben Kaupp		SRC	kauppben@fhda.edu
✔	Dixie Macias	7271	KA	maciasdixie@fhda.edu
✔	Don Mac Neil	7248	KA	macneildon@fhda.edu
✔	Allison Meezan	7166	BSS	meezankaren@fhda.edu
✔	Ché Meneses	7015	FA	menesesche@fhda.edu
	Brian Murphy		APPR	brian@pttc.edu
✔	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
✔	Ram Subramaniam	7472	Dean—BH & PSME	subramaniamram@fhda.edu
✔	Kella Svetich	7924	LA	svetichkella@fhda.edu
✔	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

<u>Non-Voting Membership (4)</u>

			ASFC Rep.	
✔	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
			SLO Coordinator	

<u>Visitors</u>

<u>Chris Allen, Debbie Lee, Tim Myres, Teresa Ong, JP Schumacher</u>

College Curriculum Committee
Meeting Minutes
Tuesday, October 5, 2021
2:00 p.m. – 3:30 p.m.
Meeting held virtually via ConferZoom

Item	Discussion
1. Remote Meetings Resolution	**Speaker: Kuehnl** First read of Resolution Authorizing Remote Teleconference Meetings Pursuant to Brown Act Provisions included in AB 361. At the top of today's agenda, since it pertains to CCC's ability to continue to meet via Zoom. CCC needs to determine whether we continue to meet virtually or return to in-person meetings on campus; if/when we do return to in-person, we'll need to have a quorum of voting members (50% + 1) present in person. Resolution mentions 90-day time period, so if approved CCC will need to revisit situation for winter quarter meetings. Resolution is more formal than usual; adapted from FHDA board's resolution, which they did not pass. BSS rep asked if resolution is for CCC only or if it applies to division CCs, as well—will discuss division CC situation later in today's meeting, but resolution is for CCC only. Division CCs may continue to meet virtually for fall quarter, regardless of outcome of resolution. Kathryn Maurer noted that resolution includes requirement of reaffirmation every 30 days, which reflects legal language; also believes that if resolution not passed today, CCC may not take action on any items during today's meeting. Ong noted resolution mentions need to declare threat to safety—Maurer responded that local state of emergency covers this (still in effect). Ong expressed hesitation about the need to continue to meet virtually and wondered if CCC can find a way to safely meet in person, echoing comments during FHDA board meeting about contradictory messaging to students (offering classes on campus but holding committee meetings virtually). Language Arts rep asked if CCC may vote on resolution today—Kuehnl responded that committee rule requiring two reads could be waived. CCC has done this before, in emergency situations; however, noted that only action item on today's agenda is approving the minutes. Bio Health rep responded to Ong's comments, and asked how many CCC participants are currently on campus (not many hands raised). Kuehnl mentioned he'd surveyed the group, and response indicated under 50% of folks working on campus this quarter (but not everyone responded). Noted that Academic Senate likely to meet virtually for fall quarter. Maurer responded to Ong's comments, agreeing that there are mixed messages and people are unsure of what we "should" be doing, but noted that many district employees still worried about the threat of COVID, not only to themselves but also to family members. Still voluntary for faculty to return to campus. Believes campus not well-equipped for successful participation in hybrid meetings, in terms of technology. PSME rep also mentioned faculty given the choice to return to campus; believes it makes sense to continue virtual meetings. Suggested CCC move to a vote, if everyone feels they've had enough time to consider the resolution. Motion to waive committee rule requiring two reads, and vote on resolution today **M/S** (Armstrong, Armerding). Kuehnl noted likelihood of returning to in-person meetings in January, due to people's children probably being vaccinated by that time. Hueg commented on intent of law, which is that by voting to hold meetings virtually we are stating that there is an imminent threat; doesn't believe this is the case and thinks we have the infrastructure

	to hold in-person meetings safely. Doesn't believe intent is to vote based on personal choice. Maurer responded and stressed that the message is not for people to vote based on personal choice. **Approved.**
	Motion to approve **M/S** (Mac Neil, Svetich). **Approved.**
	Fall quarter meetings will continue to be held on Zoom; CCC will reassess situation later in the quarter, regarding winter meetings.
2. CCC Orientation	**Speakers: Gilstrap & Kuehnl** Kuehnl shared PowerPoint presentation, overview of processes and responsibilities pertaining to CCC rep role. Kinesiology rep asked how voting works, as each division gets one vote but most divisions have multiple reps. Kuehnl and Vanatta can't recall a situation in which reps (in same division) disagreed on a vote in a way that affected outcome of the full vote, but it could happen. Kuehnl suggested division reps discuss approval items ahead of CCC meeting. LRC rep asked what the makeup of a division CC is—historically, CCC reps are typically division CC chairs. PSME rep asked how division CCs should be handling agendas, in terms of publishing re: Brown Act—CCC will need to determine where these can be posted on the CCC website. Might also need to physically post agendas, once in-person meetings begin again. Hueg agreed with need to determine how division CCs can meet Brown Act requirements—Kuehnl explained that plan is for compliance beginning winter quarter. Advised reps to continue operating as they have been, for fall quarter (how they distribute agendas, etc.). Maurer commented that the reason Brown Act applies is so that members of the public (i.e., those who aren't part of CCC) have the opportunity to know what curriculum and related issues are coming up for discussion and approval, and have the opportunity to be involved in the discussion. Also noted importance of student involvement in division CCs. Kuehnl noted topic of Brown Act will continue to be discussed this quarter, so processes for division CCs will be in place starting winter quarter. Kuehnl will schedule a separate meeting for new reps and any returning reps who would like to attend, during which certain topics will be covered in more depth (e.g., COR review process). Gilstrap shared PowerPoint presentation, overview of articulation.
3. Minutes: June 15, 2021	**Approved by consensus.**
4. Report Out from Division Reps	**Speaker: All** Apprenticeship: Just had first division CC meeting, no updates to report. Bio Health: Update to DMS program discontinuation situation, discussed at CCC in June—continued discussions with administration and hopeful that division will be able to save the program and offer it again. BSS: No updates to report. Counseling: No updates to report. Fine Arts: Will start holding division CC meetings more regularly, continuing to use Canvas site, meeting on off-weeks from CCC. Working on Title 5 updates. Kinesiology: No updates to report. Language Arts: Some restructuring taking place, related to new LRC division. Working on consistency of language across courses. LRC: Library division is now LRC, with a new dean; still figuring out reps and division CC.

	PSME: Many faculty are back on campus.
	SRC: No updates to report.
	Gilstrap reported update on CSU GE approvals for Ethnic Studies courses—all are now approved for both Area D & Area F. IGETC will be changing to accommodate Area F; likely won't go into effect until fall 2023, but we should know by summer 2022 what the changes will be so that we can plan accordingly.
	Kuehnl noted that CCC doesn't have any ASFC reps for 2021-22, yet.
5. Public Comment on Items Not on Agenda	Topic skipped, due to time constraint.
6. Announcements a. GE Subcommittee Membership b. Nov. 5th COR Deadline Reminder: Title 5 & Foothill GE c. CCC Priorities for 2021-22 d. New Course Proposals e. ASCCC Area B Meeting & Fall Plenary f. New Program Approvals by CCCCO: Noncredit ESL Certificates, Biochemistry AS Degree, Data Analytics CA, Cybersecurity CA	**Speakers: CCC Team** Announcements delayed to future meeting, due to time constraint.
7. New Program Creation Feedback Form Process Change	**Speaker: Eric Kuehnl** Topic delayed to future meeting, due to time constraint.
8. Distance Learning for Winter 2022 Quarter	**Speaker: Kurt Hueg** Topic delayed to future meeting, due to time constraint.
9. Brown Act Update	**Speaker: Eric Kuehnl** Topic covered during CCC Orientation discussion (item 2).
10. OER Resolution	**Speaker: Eric Kuehnl** First read of Resolution to Explore Options to Leverage College Curriculum Processes to Support Faculty to Explore and Adopt OER. Created in conjunction with Academic Senate during spring quarter; before they approve the resolution, Senate would like CCC to weigh in due to connection to curriculum. Please note that passing resolution will not result in any requirement for faculty to use OER; intent is to raise awareness and hopefully increase use of OER across campus. Also hope to make it easier for faculty to find OER resources. Reach out to Kuehnl with any questions. Hueg noted still working on data collection for schedule, re: which classes use OER resources; will have info out for faculty soon, for winter quarter. Second read and possible action will occur at next meeting.
11. Good of the Order	
12. Adjournment	**3:31 PM**

Attendees: Micaela Agyare (LRC), Ben Armerding (LA), Kathy Armstrong (PSME), Roosevelt Charles (Dean—CNSL), Valerie Fong (Dean—LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Dixie Macias (KA), Don Mac Neil (KA), Kathryn Maurer (AS President), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Teresa Ong (AVP Workforce), Lisa Schultheis (BH), JP Schumacher (Dean—SRC), Ram Subramaniam (Dean—BH & PSME), Kella Svetich (LA), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 05/25/21 2:18 pm

Viewing: **HUMN F011. : INTRODUCTION TO POPULAR CULTURE**

Last edit: 06/18/21 7:49 pm

Changes proposed by: Kay Thornton (10535149)

Course Proposal Form

Faculty Author

Effective Term	Summer 2022
Subject	Humanities (HUMN)
Department	Humanities (HUMN)
Division	Business and Social Sciences (1SS)
Units	4
Hours	4 hours lecture, 1 hour lab
Course Title	INTRODUCTION TO POPULAR CULTURE
Short Title	INTRO TO POPULAR CULTURE

Course Number: F011.

Proposed Transferability: UC/CSU

Proposed Description and Requisites: Overview, history and critical analysis of popular culture as a window for understanding American society. Theories and methods of analyzing artifacts of popular culture. Overarching themes: history/social theories of popular culture; popular culture as a product of American multiculturalism; the relationship between a commodity culture and intellect/artistry; philosophical/ethical issues surrounding popular culture.

Proposed Discipline: Music or Humanities

To which Degree(s) or Certificate(s) would this course potentially be added?
ADT in Film, Television, and Electronic Media
Certificate of Achievement in Film, Television, and Electronic Media

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

What Department(s)?

Other Department	Effect on Department
Media Studies	crosslisting

Comments & Other Relevant Information for Discussion:
This proposed course is to be crosslisted with an existing course, MDIA 11.

Reviewer Comments: **Mary Vanatta (vanattamary) (06/18/21 7:49 pm):** Note: Fine Arts division CC approved Music discipline 6/18/21

Course Change Request

New Course Proposal

Date Submitted: 05/25/21 2:20 pm

Viewing: **HUMN F011H : HONORS INTRODUCTION TO POPULAR CULTURE**

Last edit: 06/18/21 7:49 pm

Changes proposed by: Kay Thornton (10535149)

Course Proposal Form

Faculty Author

Effective Term	Summer 2022
Subject	Humanities (HUMN)
Department	Humanities (HUMN)
Division	Business and Social Sciences (1SS)
Units	4
Hours	4 hours lecture, 1 hour lab
Course Title	HONORS INTRODUCTION TO POPULAR CULTURE
Short Title	HONORS INTRO TO POPULAR CULTUR

Course Number: F011H

Proposed Transferability: UC/CSU

Proposed Description and Requisites: Overview, history and critical analysis of popular culture as a window for understanding American society. Theories and methods of analyzing artifacts of popular culture. Overarching themes: history/social theories of popular culture; popular culture as a product of American multiculturalism; the relationship between a commodity culture and intellect/artistry; philosophical/ethical issues surrounding popular culture. The honors section offers deeper theoretical content, assignments that require more sophisticated cognition/critical thinking, more rigorous assessment, and an additional summative project.

Proposed Discipline: Music or Humanities

To which Degree(s) or Certificate(s) would this course potentially be added?
ADT in Film, Television, and Electronic Media
Certificate of Achievement in Film, Television, and Electronic Media

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

What Department(s)?

Other Department	Effect on Department
Media Studies	crosslisting

Comments & Other Relevant Information for Discussion:
This proposed course is to be crosslisted with an existing course, MDIA 11H.

Reviewer Comments: **Mary Vanatta (vanattamary) (06/18/21 7:49 pm):** Note: Fine Arts division CC approved Music discipline 6/18/21

Key: 8741

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 05/19/21 3:56 pm

Viewing: **HUMN F012. : POPULAR CULTURE & UNITED STATES HISTORY**

Last edit: 06/18/21 7:50 pm

Changes proposed by: Kay Thornton (10535149)

Course Proposal Form

Faculty Author

Effective Term	Summer 2022
Subject	Humanities (HUMN)
Department	Humanities (HUMN)
Division	Business and Social Sciences (1SS)
Units	4
Hours	4 hours lecture, 1 hour lab
Course Title	POPULAR CULTURE & UNITED STATES HISTORY
Short Title	POPULAR CULTURE & US HISTORY

Course Number: F012.

Proposed Transferability: UC/CSU

Proposed Description and Requisites: Interdisciplinary overview of popular culture as a window for understanding American history and society. Theories and methods of analyzing the artifacts of popular culture. Overarching themes: 1) the interpretation of American history via popular culture media; 2) interaction between American historical events and trends, and popular culture.

Proposed Discipline: Music or Humanities

To which Degree(s) or Certificate(s) would this course potentially be added?
ADT in Film, Television, and Electronic Media
Certificate of Achievement in Film, Television, and Electronic Media

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

What Department(s)?

Other Department	Effect on Department
Media Studies	crosslisting

Comments & Other Relevant Information for Discussion:
This proposed course is to be crosslisted with an existing course, MDIA 12.

Reviewer Comments: **Mary Vanatta (vanattamary) (06/18/21 7:50 pm):** Note: Fine Arts division CC approved Music discipline 6/18/21

Key: 8738

Course Change Request

New Course Proposal

Date Submitted: 05/25/21 2:23 pm

Viewing: **HUMN F013. : VIDEO GAMES & POPULAR CULTURE**

Last edit: 06/18/21 7:50 pm

Changes proposed by: Kay Thornton (10535149)

Course Proposal Form

Faculty Author

Effective Term	Summer 2022
Subject	Humanities (HUMN)
Department	Humanities (HUMN)
Division	Business and Social Sciences (1SS)
Units	4
Hours	4 hours lecture, 1 hour lab
Course Title	VIDEO GAMES & POPULAR CULTURE
Short Title	VIDEO GAMES & POPULAR CULTURE

Course Number: F013.

Proposed Transferability: UC/CSU

Proposed Description and Requisites: The impact of game design and game technology on popular culture. Topics will include early history including the early hardware and software designers that emerged after World War II, the rise of the video game entrepreneurs and the resulting multi-billion dollar arcade industry, eight generations of home video game console inventors from the Magnavox Odyssey through the present day, the impact of the home computer on video games, the evolution of the handheld game console from early LCD games through the smart phone, online gaming from the first text-based games built by hobbyists through the current massively multi-player online role-playing games, and the validation of video games as an art form as evidenced by their addition to the collections of prominent institutions such as the Smithsonian and MoMA. For each historical era, the influence of video games on popular culture will be demonstrated through film, television, print, and music.

Proposed Discipline: Music or Humanities

To which Degree(s) or Certificate(s) would this course potentially be added?
ADT in Film, Television, and Electronic Media
Certificate of Achievement in Film, Television, and Electronic Media

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

What Department(s)?

Other Department	Effect on Department
Media Studies	crosslisting

Comments & Other Relevant Information for Discussion:
This proposed course is to be crosslisted with an existing course, MDIA 13.

Reviewer Comments: **Mary Vanatta (vanattamary) (06/18/21 7:50 pm):** Note: Fine Arts division CC approved Music discipline 6/18/21

CCC Notification of Proposed Prerequisites/Co-Requisites

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

Target Course Number & Title	COR Editor	Requisite Course Number & Title	New/Ongoing
BIOL 40C HUMAN ANATOMY & PHYSIOLOGY III	J. Schinske	Prereq: BIOL 40A HUMAN ANATOMY & PHYSIOLOGY I	New for 2022-23 (replacing prereq of BIOL 40B)
BIOL 41 MICROBIOLOGY	S. Cooper	Prereq: CHEM 1A (GENERAL CHEMISTRY) or CHEM 25 (FUNDAMENTALS OF CHEMISTRY) or CHEM 30A (SURVEY OF INORGANIC & ORGANIC CHEMISTRY)	New for 2022-23 (updating prereq of CHEM 12A or CHEM 30A)
NCBS 448A JUST-IN-TIME SUPPORT FOR MATH 48A	T. Zwack	Coreq: MATH 48A PRECALCULUS I	New course for 2022-23

57th SESSION RESOLUTIONS
Fall Plenary

FOR DISCUSSION AT AREA-MEETINGS

OCTOBER 15-16, 2021

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on November 6, 2021.

FALL 2021 VIRTUAL RESOLUTIONS PROCESS

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

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- All appendices are available on the ASCCC website.

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

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

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

CONSENT CALENDAR

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

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted at Area Meetings are marked with a +.
Resolutions and amendments submitted during open comment period are marked with a #.

*1.01   F21 Adopt the Updated Periodic Review of the Academic Senate for California Community Colleges
*3.01   F21 Resources for Racial Justice and Critical Race Theory
*3.02   F21 Equity in Science, Technology, Engineering, and Math (STEM)
*3.03   F21 Support for Mental Health Awareness and Trauma Informed Teaching and Learning
*3.04   F21 Develop Statewide Recommendation for Low-Cost Definition
*4.01   F21 Transfer Pathways Guarantees
*7.01   F21 System-Level Zero-Textbook-Cost Resources
*9.02   F21 Update Baccalaureate Degree Handbook
*9.03   F21 Adopt "The Role of Faculty in Tutoring and Learning Centers" Paper
*17.01 F21 Local Senate Policies Regarding Textbook Adoption
*19.01 F21 Support Diversity, Equity, and Inclusion-Focused Hiring Pages

TABLE OF CONTENTS

1.0 ACADEMIC SENATE

*1.01 F21 Adopt the updated Periodic Review of the Academic Senate for California Community Colleges

Whereas, In spring 2013 the delegates of the Academic Senate for California Community Colleges (ASCCC) directed the ASCCC, through Resolution S13 1.02, to develop a process of periodic institutional review for assessing operations, policies, processes, and programs in order to ensure the public good and accountability;

Whereas, The purpose of the periodic review is to provide internal and external stakeholders assurance as to the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its services and operations in order to meet its stated goals, and to improve its policies and procedures; and

Whereas, In following a process of self-review and improvement, and in response to the Periodic Review Reports of 2016-17 and 2020-21, the Academic Senate for California Community Colleges (ASCCC) formed a Periodic Review Process Committee to review and update the Periodic Review process; and

Whereas, In spring 2014 the first set of guidelines and process documents for the Periodic Review were adopted through Resolution S14 1.02, and have been updated for consideration by the delegates of the Academic Senate for California Community Colleges(1);

Resolved, That the Academic Senate for California Community Colleges adopt the updated *Periodic Review of the Academic Senate for California Community Colleges*.

Contact: ASCCC Executive Committee

3.0 DIVERSITY AND EQUITY

*3.01 F21 Resources for Racial Justice and Critical Race Theory

Whereas, Racial justice practices have been called for in 2020 by the Academic Senate for California Community Colleges, California Community College Chancellor's Office, and the Student Senate for California Community Colleges to address systemic racism;

Whereas, Critical race theory is an academic concept established in the 1970s in Critical Legal Studies by legal scholars who were interested in assessing the outcomes of civil rights laws on our society and the role that racism continues to play in our everyday actions and which has since informed other disciplines by providing a theoretical framework through a racial justice and equity-minded lens;

Whereas, Since its introduction in academia, critical race theory, as a theoretical practice of critique, has played an essential role in challenging the Eurocentric foundations in academia as well as encouraging dialogue and actions to address systemwide inequities at our colleges; and

Whereas, By exercising their right to academic freedom, faculty have been able to introduce critical race theory, critical thinking in teaching and learning, and other racial and social justice focused theories-to-practice that have served to diversify and rethink college curriculums with the intentional goal of providing students with a more accurate and comprehensive understanding of the how race and racism permeates all aspects of society.

Resolved, That the Academic Senate for California Community Colleges recognizes critical race theory as a well-established school of thought and racial justice framework and supports the right of California community college faculty to utilize critical race theory as well as other theories relevant to their disciplines.

Resolved, That the Academic Senate for California Community Colleges by fall 2022 provide a resource to define critical race theory and its importance and tools for faculty and colleges to utilize critical race theory in antiracist education, teaching, and learning.

Contact: Juan Arzola, Equity and Diversity Action Committee

*3.02 F21 Equity in Science, Technology, Engineering, and Math (STEM)

Whereas, The Academic Senate for California Community Colleges has published the paper "Building Equity Driven Systems" that calls for equity-minded practitioners;

Whereas, The Academic Senate for California Community Colleges has multiple resolutions supporting the success of students in math; and

Whereas, Data and research[1] supports the effectiveness of equity-minded and culturally relevant practices in science, technology, engineering, and math, yet California community colleges data continues to show the opportunity gap in student success in STEM areas[2][3][4];

Resolved, That the Academic Senate for California Community Colleges write a paper focused on optimizing student success through models of equity-minded teaching and learning practices in STEM online and traditional course modalities and present it to the body by the spring 2023 plenary session.

Contact: Roberto Rubalcaba, Equity and Diversity Action Committee

---

[1] Hammond, Zaretta (2015). *Culturally Responsive Teaching and the Brain.* Corwin.

[2] Johnson, K. M. S. (2019). Implementing inclusive practices in an active learning STEM classroom. Advances in Physiology Education, 43(2), 207–210.

[3] Aronson, B., & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. Review of Educational Research, 86(1), 163– 206. https://doi.org/10.3102/0034654315582066

[4] Nagthall, N.V. (2020). (Re)Imagining STEM Instruction: An Examination of Culturally Relevant Andragogical Practices to Eradicate STEM Inequities Among Racially Minoritized Students in Community Colleges (Publication No. 28154244) [Doctoral dissertation, University of Southern California]. ProQuest Dissertations Publishing

*3.03 F21 Support for Mental Health Awareness and Trauma Informed Teaching and Learning

Whereas, The Academic Senate for California Community Colleges has adopted resolution 06.04 in spring of 2016, which urged "local senates to advocate for the improvement of and access to mental health services at their local campuses" and "support consistent resourcing and funding to enable the expansion of and improve access to mental health services for community college students;"

Whereas, The global pandemic starting in 2020 and continuing into 2021 has exacerbated and increased the need for mental health awareness, support, and education; and

Whereas, Both students and educators may experience stress and trauma, as a result of the pandemic and other traumatic experiences and teachers may experience the effects of vicarious trauma; and

Whereas, Both students and educators may be survivors of various Adverse Childhood Experiences (ACE) and as a result may be more likely to experience depressive symptoms, ADHD symptoms, tobacco use, alcohol use, marijuana use, consumption of less than four cups of fruits or vegetables a day, sleep issues, and obesity.

Resolved, That the Academic Senate for the California Community Colleges work with discipline experts to develop resources identifying effective practices for ACE awareness including screening, resources and referral sources by Fall 2022;

Resolved, That the Academic Senate for California Community Colleges develop resources identifying effective practices for mental health awareness and trauma-informed teaching and learning and present the strategies to local academic senates by Fall 2022; and

Resolved, That the Academic Senate for California Community Colleges continue legislative advocacy for the funding of mental health services, support, and professional development on trauma-informed teaching and learning.

Contact: Leslie Shull, Equity and Diversity Action Committee

*3.04 F21 Develop Statewide Recommendation for Definition of Low-Cost Course Materials

Whereas, The Academic Senate for California Community Colleges supports efforts to increase student access to high-quality open educational resources and reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available to accomplish zero cost for students and encourages colleges to implement a mechanism for identifying course sections that employ low-cost course materials (Fall 2017, Resolution 13.01);

Whereas, Recognizing the need for an alternative to the legislated zero-cost designation (California Education Code §66406.9), some colleges and districts have implemented a low-cost designation with the definition of low-cost not being readily available or varying between less than $30.00 to less than $50.00;

Whereas, Efforts to mark course sections as zero-cost or low-cost should be informed by students' perspectives since the designations are intended to inform students of the financial burden of a given course section; and

Whereas, Students may register for courses at more than one college, and various definitions of low-cost at different institutions can be confusing and even misleading for students.

Resolved, That the Academic Senate for California Community Colleges work with the Student Senate for California Community Colleges and Chancellor's Office to identify a recommended definition of "low-cost" to be considered for adoption throughout the California Community Colleges system.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

3.05   F21 Zero Means Zero

Whereas, Zero-Textbook-Cost (ZTC) refers to instances in which textbooks are available to students at no cost, and California Education Code §66406.9 requires that California community colleges "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," providing a mechanism for marking course sections that are zero-textbook-cost;

Whereas, California Education Code §78052, which originally established a zero-textbook-cost degree grant program in the California Community Colleges system, states that "'Zero-textbook-cost degrees' means community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies," and the California Community Colleges Chancellor's Office has recommended that future ZTC funds should "ensure the ZTC programs and courses are truly zero cost to the students by eliminating hidden costs" (Zero-Textbook-Cost Degree Grant Program Legislative Report, CCCCO 2020);

Whereas, The 2021 revisions to California Education Code §78052 redefine "zero-textbook-cost degrees" to allow for "low-cost" to be recognized as "zero" in ill-defined instances, stating, "For purposes of this paragraph, 'zero-textbook-cost degrees' may include a low-cost degree option if a no-cost equivalent option is not available or cannot be developed"; and

Whereas, While open educational resources (OER) provide a mechanism to reduce or eliminate costs for instructional materials and textbooks, in some instances eliminating costs using OER is not possible because instructional resources require the use of such works as photographs, literature, and other materials that are under copyright;

Resolved, That the Academic Senate for California Community Colleges work to further communicate that zero-textbook-cost has a clear and specific meaning by affirming California Education Code's original definition of zero-textbook-cost that refers to "courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies," and recognize that a variety of approaches can be used to bring course costs for students to zero, including college library subscriptions, purchasing access to copyrighted resources, and purchasing print resources;

Resolved, That the Academic Senate for California Community Colleges recognize open educational resources as the preferred and most sustainable mechanism for eliminating course costs but acknowledge that instances will arise in which eliminating costs is not possible;

Resolved, That the Academic Senate for California Community Colleges assert that while open educational resources can reduce or eliminate instructional materials and textbook costs, resources should be dedicated to convening discipline faculty to determine the most sustainable mechanisms for reducing the costs of course resources; and

Resolved, That the Academic Senate for California Community Colleges encourage the use of approaches that significantly reduce course resource costs such that course sections with a low-cost can obtain zero-textbook-cost status by virtue of the cost being absorbed by the college, district, or the state.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

4.0 ARTICULATION AND TRANSFER

*4.01 F21 Transfer Pathway Guarantees

Whereas, AB 928 (Berman, 2021), the Student Transfer Achievement Reform Act of 2021 aims to further streamline and make the transfer process easier for students to navigate but does not address the crucial need for additional spaces for transfer students to the California State University or University of California, especially for students to transfer to institutions in or near their community college service area;

Whereas, The Academic Senate for California Community Colleges (ASCCC) has a long history of supporting transfer opportunities and streamlined processes, and has approved *Transfer in the Higher Education System* to be an area of focus of the ASCCC for 2021-22;

Whereas, The Intersegmental Committee of Academic Senates is considering transfer to be a prioritized component of their work for 2021-22; and

Whereas, The *Vision for Success* goals for transfer and equity are unattainable unless additional spaces for transfer students are assured;

Resolved, That the Academic Senate for California Community Colleges work with practitioners within and among the California Community College, the California State University, and the University of California systems to build transfer guarantees that will increase the number of spaces for community college students transferring to the California State University or the University of California, especially for students to transfer to institutions in or near their community college service area.

Contact: ASCCC Executive Committee

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

*7.01   F21 System-Level Zero-Textbook-Cost Resources

Whereas, The legislative intent of California Education Code §78052 is "that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs";

Whereas, California Education Code §78052 requires that districts "Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented," "ensure compliance with the federal Americans with Disabilities Act (Public Law 104-197) and the federal Copyright Act of 1976 (Public Law 94-553)," "develop and implement a degree that other community college districts can use or adapt," and "ensure faculty shall have flexibility to update and customize degree content as necessary within the parameters of this program";

Whereas, The option to update and customize course content is only available when course resources are openly licensed; and

Whereas, Accessibility and licensing concerns may be barriers to resource adoption, curation, and development;

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor's Office, as part of the Zero-Textbook-Cost Degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

7.02   F21 HyFlex Modality Accounting and Apportionment

Whereas, Hybrid Flexible, also referred to as "HyFlex," is an instructional modality that combines face-to-face and online learning, where class sessions and activities are offered in person, synchronously online, and asynchronously online, and where students have the flexibility of choosing any of these modalities in the same course during the same term;

Whereas, colleges are implementing, with increased use, HyFlex in various manifestations that offer students varying amounts of flexibility during the COVID-19 Pandemic, yet there is not a clear system-wide definition of, or coding for, HyFlex instruction;

Whereas, in order to assess the effectiveness of this modality and its impact on equity metrics, coding designations are needed for both local and statewide assessment; and

Whereas, an apportionment designation is necessary for the HyFlex modality in order to properly anticipate and support colleges' investment in the technological setup as well as faculty professional development for successful and equitable use of this multi-modal instruction;

Resolved, that the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office to establish a working definition and description of the modality as well as designated coding for HyFlex as a distance education modality; and

Resolved, that the Academic Senate for California Community Colleges work with appropriate system faculty, administrators, and student constituent groups to define apportionment models for HyFlex modality.

Contact: Kandace Knudson, ASCCC Online Education Committee

9.0 CURRICULUM

9.01   F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to COR Requirements in Title 5

Whereas, The Course Outline of Record (COR) is at the center of local curricular process; its required elements have been outlined in Title 5 including Section 55002 and the application of those requirements is detailed in the Program for Course and Approval Handbook (PCAH);

Whereas the elements of the COR need to be integrated so each reinforces the purpose of the other elements and obvious relationships should be built between course objectives, methods of instruction, assignments, and methods of evaluation;

Whereas, the California Community Colleges Chancellor's Office (CCCCO) through its Call to Action calls for campuses to "create an action plan to create inclusive classrooms and anti-racism curriculum," including calling for faculty to "evaluate all courses for diversity of representation and culturally-relevant content";

Whereas, The Academic Senate for California Community Colleges (ASCCC) through its mission, planning documents, webinars, and events have committed to promoting culturally responsive curriculum in the California Community College system including resolution 3.04 Spring 2020 which directs the ASCCC to "develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies";

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise Title 5 including section 55002 titled "Standards and Criteria for Courses" to include a component of culturally responsive curriculum, equity mindedness and anti-racism integrated into the COR that allows for local control on how that requirement is fulfilled;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include in future publications, webinars, and other resources guidance and multiple examples of how to infuse cultural responsiveness, equity mindedness and anti-racism in the COR.

Contact: Sarah Harris, ASCCC Curriculum Committee

*9.02 F21 Update *Baccalaureate Degree Handbook*

Whereas, California Code of Regulations Title 5 §55009 established that the California Community Colleges Chancellor's Office "shall prepare and maintain a handbook detailing requirements for district baccalaureate degree pilot programs established pursuant to California Education Code Section 78041," and that the handbook "shall include, but not be limited to, requirements related to admissions, curriculum, student services, and financial aid," much of which are academic and professional matters; and

Whereas, The first version of the *Baccalaureate Degree Pilot Program Handbook* was developed by stakeholders, including the Academic Senate for California Community Colleges, and approved by the Board of Governors of the California Community Colleges in 2016 in response to SB 850 (Block, 2014), which authorized the Board of Governors of the California Community Colleges to establish a statewide pilot baccalaureate degree program at not more than 15 pilot colleges, and from which pilot designation has since been removed; and

Whereas, Baccalaureate programs in the California community colleges regularly operate according to the standards included in the *Baccalaureate Degree Pilot Program Handbook,* yet the handbook has not been updated since its initial approval;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to update the *Baccalaureate Degree Handbook*.

Contact: ASCCC Executive Committee

*9.03 F21 Adopt "The Role of Faculty in Tutoring and Learning Centers" Paper

Whereas, In Fall 2019, the Academic Senate for California Community Colleges adopted Resolution [16.01 Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the Role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators](), which recognized the evolution of the field of learning assistance since prior learning assistance center and tutoring resolutions; and

Whereas, Faculty leaders of learning centers have contributed their expertise in collaboration with the 2020-2021 Transfer, Articulation, and Student Success Committee, resulting the draft paper titled "The Role of Faculty in Tutoring and Learning Centers in the Community College*"*;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled "[The Role of Faculty in Tutoring and Learning Centers in the Community College]()" and disseminate the paper to local academic senates upon its adoption.

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

13.0 GENERAL CONCERNS

13.01 F21 Faculty Responsibility for Confirming Course Resource Accuracy

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so (California Code of Regulations Title 5 §59404);

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July 2010 require each institution of higher education receiving federal financial assistance to "disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule;

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations, including the schedule of classes and the bookstore (Resolution 20.02 F20); and

Whereas, Textbook information is commonly provided to students prior to and at the time of registration via a section-specific link to the bookstore, and the provided information may in some cases be inaccurate, misleading, or missing;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to urge faculty to submit their course resource information in a timely manner, regularly check the class schedule to ensure their sections are marked with a zero-cost or low-cost icon if appropriate, and ensure that their textbook and class resource information is clear and accurate.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

15.0 INTERSEGMENTAL ISSUES

*15.01 Adopt the ICAS ESL Report: 2020 Update

Whereas, English language learners (ELLs) represent an important demographic served across the three segments of higher education in California;

Whereas, The complexities in addressing the needs of ELLs in California public higher education remain unchanged in the last fifteen years, and recent statewide legislation along with national and international developments have rendered the landscape even more precarious for ESL instruction and support services;

Whereas, Faculty, intersegmental groups, and professional organizations are concerned with and seeking to prioritize meeting the specific needs of ELL students; and

Whereas, Legislators and local and statewide governmental entities may benefit from a greater understanding of ELL students and ESL instruction needs in colleges and universities to support intersegmental communication and coordination for ELL student success;

Resolved, That the Academic Senate for California Community Colleges adopt the Intersegmental Committee of Academic Senates (ICAS) ESL Task Force Report: A 2020 Update; and

Resolved, That the Academic Senate for California Community Colleges work with segment partners to advocate and support the recommendations in the ESL Task Force Report: A 2020 Update in order to provide ELL students equitable access to educational opportunities and pathways.

Contact: ASCCC Executive Committee

17.0 LOCAL SENATES

*17.01 F21 Local Senate Policies Regarding Textbook Adoption

Whereas, Faculty have both the academic freedom to select the course materials they deem most appropriate (Resolution 19.01 F04) and the responsibility to consider the cost burden as they do so (Title 5, § 59404);

Whereas, Provisions of the Higher Education Opportunity Act require each institution of higher education receiving federal financial assistance to "disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule used for preregistration and registration purposes";

Whereas, California Education Code §66406.9 requires the California Community Colleges to "clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions"; and

Whereas, Students who register for a course and act on the available course information, purchasing a nonreturnable text or choosing a section that is identified as no-cost or low-cost, should not be negatively impacted in the event that the instructor of record changes;

Resolved, That the Academic Senate for California for Community Colleges provide guidance to local senates in developing policies that both protect students and uphold academic freedom in cases where changes to faculty class assignments result in changes in required course resources by Fall of 2022; and

Resolved, That the Academic Senate for California for Community Colleges encourage local senates to adopt policies that both protect students and uphold academic freedom in cases where changes to faculty class assignments result in changes in required course resources.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

19.0 PROFESSIONAL STANDARDS

19.01 F21 Support Diversity, Equity, and Inclusion-Focused Hiring Practices

Whereas, faculty must meet two minimum qualifications for employment at California Community Colleges: a discipline-specific qualification aligned with minimum discipline standards set in the Minimum Qualifications for Faculty and Administrators in the California Community Colleges and "a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students" (CA Ed Code §87360(a)); yet current screening and selection practices at most colleges focus solely on the discipline-specific minimum qualification; and

Whereas, Academic Senate for California Community Colleges delegates passed Resolution 12.01 (Fall 2015), which acknowledged that hiring faculty who have a sensitivity and understanding of diverse students positively impacts student success, consistent with research included in the Chancellor's Office Diversity, Equity, and Inclusion Task Force *Literature Review on Faculty, Staff, and Student Diversity* (2019) and *Report* (2020);

Whereas, Strategies in the Recommendations from the Vision for Success Diversity, Equity, and Inclusion Task Force call for implementation of innovative and hiring and outreach practices focused on diversity, revised procedures that address diversity, equity, and inclusion to reduce bias in the hiring process, and inclusion of cross functional staff in hiring and screening committees; and

Whereas, at its August 12-14, 2021 meeting, the Executive Committee of the Academic Senate for California Community Colleges took action to support the Association of Chief Human Resource Officers (ACHRO) Screening and Selection Recommendations (July 23, 2021 version) for innovative hiring practices focused on diversity, developed in collaboration with associations represented on the Vision for Success Diversity, Equity, and Inclusion Workgroup, including trustees, chief executive officers (CEOs), chief instructional officers (CIOs), chief student services officers (CSSOs), chief business officers (CBOs), and the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges endorse the ACHRO draft Screening and Selection Process Recommendations; and

Resolved, That the Academic Senate for California Community Colleges commit to continued partnership with ACHRO and other associations for the implementation of the actions included in the Screening and Selection Recommendations and the DEI Implementation Workgroup recommendations and development of professional development resources to support local senate implementation efforts.

Contact: ASCCC Executive Committee

New Course Proposal

CHEM F070R : INDEPENDENT STUDY IN CHEMISTRY

Effective Term
Summer 2022

Subject
Chemistry (CHEM)
Course Number
F070R

Department
Chemistry (CHEM)

Division
Physical Sciences, Mathematics & Engineering (1PS)

Units
1

Course Title
INDEPENDENT STUDY IN CHEMISTRY

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
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

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
<mark>Permanent</mark>

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:
<mark>Transfer</mark>

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

<mark>Offering an independent study course allows students to engage in short projects that would be too small to fit into other standard offerings in the program but are nevertheless necessary to fill in crucial instructional gaps in the field. In addition, subjects explored in an independent study course may be outside an area of chemistry taught at Foothill.</mark>

Attach evidence

Need/Justification
This course provides the student an opportunity to work on an application or project of their choosing, as approved and guided by an instructor.

Course Description
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 the assignment and the unit value assigned for successful completion. Students may take a maximum of 6 units of independent study coursework per department.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: Recommended preparation will be determined by instructor after interviewing the student pre-contract.

Course Objectives

The student will be able to:

1. Successfully complete a practical milestone in the application of one or more theoretical concepts learned as part of other study in chemistry.

Course Content

The content will be determined by the instructor as applicable for the contracted project.

Lab Content

Will be determined by instructor.

Special Facilities and/or Equipment
Required special facilities and/or equipment will be determined jointly by the student and instructor as part of the contract negotiation process and duly noted in the contract.

Methods of Evaluation

Methods of Evaluation
The student and the instructor will agree upon the method of evaluation and a rubric prior to the beginning of the course

Method(s) of Instruction

Method(s) of Instruction
Independent study as defined in the student-faculty contract

Representative Text(s)

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

Other Required Materials

The instructor will select specific learning resources, some of which may be digital, depending on the nature of the contracted project. In addition, recent journal articles may constitute assigned reading with a view to applying concepts in practical work.

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

Will be determined by instructor.

Authorized Discipline(s):
Chemistry

Faculty Service Area (FSA Code)
CHEMISTRY

Taxonomy of Program Code (TOP Code)
1905.00 - Chemistry, General

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU

Validation Date
5/13/2021

Division Dean Only

Seat Count
10

Load
.000

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code
125021 - Chemistry

Account Code
1320

Program Code
190500 - Chemistry, General

New Course Proposal

HLTH F101. : INTRODUCTION TO COMMUNITY HEALTH WORK

Effective Term
Summer 2022

Subject
Health (HLTH)
Course Number
F101.

Department
Health (HLTH)

Division
Biological and Health Sciences (1BH)

Units
5

Course Title
INTRODUCTION TO COMMUNITY HEALTH WORK

Former ID

Cross Listed

Related Courses

Maximum Units
5

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
5

Weekly Lab Hours
0

Weekly Out of Class Hours
10

Special Hourly Notation

Total Contact Hours
60

Total Student Learning Hours
180

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Non-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:

Community Health Worker Certificate

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

Development with submission to follow in 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

According to the Community Health Workers Labor Market Information Report (attached), there is a shortage of Community Health Workers within Santa Clara County. Further, Santa Clara County has an emerging need for Community Health Workers as the Public Health Department has re-designated their public health workers from community-based workers

Attach evidence
LMI_Foothill_Community Health Worker_June 2020 (1).docx

Need/Justification
Although the ADT in Public Health Science provides a wonderful opportunity for students to take public health courses on their path to a CSU to obtain a Bachelors degree, Foothill College does not yet have a path for students to train and work in public health. This course will teach students the core competencies of community health work to prepare them for immediate careers as a community health worker, peer educator, health navigator, etc.

Course Description
This course provides an overview of skills related to the role of a community health worker. Students will learn skills related to effective health promotion/outreach, health interviewing, patient eligibility navigation, pandemic related navigation, and cultural humility practices.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: HLTH 20, HLTH 21.

Course Objectives

The student will be able to:

1. Describe the community health worker's historical role, including current job and confidentiality expectations.
2. Describe the relationship between morbidity and social determinants of health using ecological principles.
3. Identify chronic diseases that impact vulnerable populations.
4. Identify and enroll patients in need-based resources within the county, state, and federal levels to mitigate negative health outcomes.
5. Evaluate patient needs utilizing a cultural humility and social justice lens related to health education, benefit enrollment, and/or care coordination.
6. Describe health behavior theories that can be used in health outreach and health education program development.

7. Describe effective health communication techniques used in group and individual counseling.
8. Identify clinical and non-clinical community health worker positions and employers within local, county, state, and national agencies.

Course Content

1. Overview: Community Health Worker (CHW) Profession
    1. History of the CHW profession in the United States/internationally
    2. Spotlight: The value of Promatora/o model
    3. Day-in-the-life/Case studies of CHW worldwide
    4. Ethics in the CHW field
        1. HIPAA
        2. Confidentiality
        3. Drawing boundaries with clients
2. Public Health Principles
    1. Social determinants of health
    2. Ecological principles
        1. Individual factors
        2. Family factors
        3. Community factors
        4. Societal factors
    3. Health disparities and health inequality/inequity
    4. Systemic racism and the effect on health inequity in the SF Bay Area
    5. Evidence-based research: How to analyze a journal article
    6. Population-based health vs. individual health
3. Chronic Health Conditions and Management
    1. Diabetes
    2. Heart disease
    3. Cancer
    4. People experiencing homelessness
    5. Addiction: Alcohol, tobacco, and other drugs
    6. Diet: Eating habits, food and water deserts
    7. Pandemics: COVID-19 case study
4. Accessing Community and Government Resources
    1. Introduction to federal, state, county, and local programs
        1. 211, SNAP, WIC, Daycare, Medicaid, Section 8, etc.
    2. Patient navigation
        1. Enrollment into government benefit programs (SNAP, Medicaid, immigration, etc.)
        2. Navigating difficult forms and websites
        3. Group phone calls: Patient and government representative
5. Social Justice and Cultural Humility
    1. Understanding and navigating patient trauma

2. Cultural competency vs. cultural humility
3. Understanding and responding to various cultural needs
4. Historic evidence of medical racism in BIPOC and LGBTQ+ communities
6. Health Promotion and Health Education
    1. Examples of effective and ineffective health campaigns
    2. Health behavioral change theory and practice
    3. Health outreach
    4. Group health education vs. individual health education
    5. Prevention in public health
        1. Primary, secondary, and tertiary prevention
7. Direct Patient Care: Interpersonal Skills for Community Health Workers
    1. Communication
        1. Communication self-assessments
        2. Active Listening
        3. "Yes, and" approaches to building conversation
        4. De-escalation
        5. Professionalism and courteous behavior
        6. Conflict resolution
    2. Interviewing and Counseling
        1. Client-centered interviewing
        2. Motivational interviewing
        3. Group discussion/facilitation
        4. Client-centered health coaching/counseling
        5. Working in a team environment
        6. Home visits
    3. Case Management
        1. Professionalism in writing, speaking
        2. Documentation skills
8. Future Employment: Types of Roles for Community Health Workers
    1. Employment sites:
        1. Public health
        2. Health clinics and hospitals
        3. Non-profit and community-based organizations
        4. Social services
        5. Health plans
    2. Building advocacy and capacity in the CHW field
    3. Community organizing
    4. Professional networks and associations in the CHW field

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. Multi-media classroom when taught in person.
2. Computer with internet access when taught online or as a hybrid course online.
3. Canvas LMS with access to Adobe PDF for reading articles.
4. Webcam preferred.
5. Library resources (Foothill OneSearch) or Google Scholar for current public health peer-reviewed journal articles and research.

Methods of Evaluation

Methods of Evaluation
Weekly evaluation of course readings including short quizzes to check for understanding
Bi-weekly discussion related to issues in community health work
Projects related to peer-reviewed literature, patient navigation practice, and health education/promotion
Final project including case management steps and conducting health assessment interviews

Method(s) of Instruction

Method(s) of Instruction
Online and textbook readings; lecture presentations; video clips; case study analysis
Online collaboration, including case study, discussion, and peer reviews
Online peer practice of techniques related to CHW practice
Written or oral presentations of major course content followed by discussion and evaluation
Guest speaker presentations, including local agency, government leaders, and fellow community health workers

Representative Text(s)

Author(s)	Title	Publication Date
Berthold, T.	Foundations for Community Health Workers	2016
Berthold T., and P. DeCarlo	Training Guide to Foundations for Community Health Workers	2016
Delgado, M.	Community Health Workers in Action: The Efforts of "Promotores de Salud" in Bringing Health Care to Marginalized Communities	2020
St. John, J.A., S.L. Mayfield-Johnson, and W.D. Hernandez-Gordon (Eds.)	Promoting the Health of the Community	2021

Please provide justification for any texts that are older than 5 years
Although the Berthold text and training guide are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

Other Required Materials

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

1. Web-based research on current issues related to community health work, including those of private and governmental agencies.
2. Submission of written research report on a public health/chronic disease issue using current evidence based scientific literature.
3. Health outreach practice project related to public health care issue.
4. Weekly reading assignments in the textbook and current scientific/public health journals of approximately 35-50 pages.
5. Patient navigation project showcasing how to help patients navigate governmental documentation needs, including but not limited to immigration, food resources, housing, medical/insurance applications, etc.
6. Online practice of client interviewing and communication.

Authorized Discipline(s):
Health

Faculty Service Area (FSA Code)
HEALTH

Taxonomy of Program Code (TOP Code)
*1261.00 - Community Health Care Worker

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
3/9/2021

Division Dean Only

Seat Count
40

Load

.111

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
141101 - Health

Account Code
1320

Program Code
040100 - Biology, General

Community Health Workers
Labor Market Information Report
Foothill College

Prepared by the San Francisco Bay Center of Excellence
for Labor Market Research
June 2020

Recommendation

Based on all available data, there appears to be an undersupply of Community Health Workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara County). There is a projected annual gap of about 210 students in the Bay region and 43 students in the Silicon Valley Sub-Region.

This report also provides student outcomes data on employment and earnings for programs on TOP 1261.00-Community Health Care Worker in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

Introduction

This report profiles Community Health Workers in the 12 county Bay region and in the Silicon Valley sub-region for a possible new program at Foothill College.

- **Community Health Workers (SOC 21-1094):** Assist individuals and communities to adopt healthy behaviors. Conduct outreach for medical personnel or health organizations to implement programs in the community that promote, maintain, and improve individual and community health. May provide information on available resources, provide social support and informal counseling, advocate for individuals and community health needs, and provide services such as first aid and blood pressure screening. May collect data to help identify community health needs. Excludes "Health Educators" (21-1091).
  Entry-Level Educational Requirement: High school *diploma or equivalent*
  Training Requirement: Short-term *on-the-job training*
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 28%

Occupational Demand

Table 1. Employment Outlook for Community Health Workers in Bay Region

Occupation	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Community Health Workers	2,046	2,274	228	11%	1,447	289	$19.83	$28.02

Source: EMSI 2020.1
Bay Region includes Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

Table 2. Employment Outlook for Community Health Workers in Silicon Valley Sub-Region

Occupation	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Community Health Workers	298	345	47	16%	228	46	$19.38	$25.82

Source: EMSI 2020.1
Silicon Valley Sub-Region includes Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months (June 2019 - May 2020)

Occupation	Bay Region	Silicon Valley
Community Health Workers	181	37

Source: Burning Glass

Table 4a. Top Job Titles for Community Health Workers for latest 12 months (June 2019 - May 2020) Bay Region

Common Title	Bay	Common Title	Bay
Community Liaison	31	Community Living Instructor - Cli	3
Community Lead	17	Community Lead, Square	3
Peer Navigator	10	Community Advisor	3
Navigator	9	Social Health Interventions Lead - Community Health	2
Health Navigator	9	Social Health Analytics Lead - Community Health	2
Community Living Instructor	9	Prep Navigator	2
Patient Health Advocate	7	Housing Stability Movement Lead - Community Health	2
Advocate	7	Housing Stability Intervention Lead - Community Health	2
Health Advocate	6	Housing Stability Community Lead - Community Health	2
Community Health Advocate	6	Health Agent	2
Development Coordinator	5	Community Living Instructor Live-In	2
Prep Outreach Navigator	4	Community Capacity Lead - Community Health	2
Contact Tracing Lead	4	Cancer Screening Agent	2
Global Community Lead Nba 2K	3	Area Community Navigator	2

Table 4b. Top Job Titles for Community Health Workers for latest 12 months (June 2019 - May 2020) Silicon Valley Sub-Region

Common Title	Silicon Valley	Common Title	Silicon Valley
Community Liaison	12	Advocate	2
Peer Navigator	9	Health Agent	1
Navigator	3	Diabetes Health Navigator	1
Community Advisor	3	Community Advisor, Manufacturing Industry	1
Contact Tracing Lead	2	Clinician	1
Community Lead	2		

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Community Health Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2019)	Jobs in Industry (2022)	% Change (2019-24)	% Occupation Group in Industry (2019)
Local Government, Excluding Education and Hospitals (903999)	220	316	44%	15%
Services for the Elderly and Persons with Disabilities (624120)	374	197	-47%	10%
HMO Medical Centers (621491)	134	173	29%	8%
Other Individual and Family Services (624190)	128	142	11%	7%
General Medical and Surgical Hospitals (622110)	57	79	39%	4%
Hospitals (Local Government) (903622)	33	77	133%	4%
Child and Youth Services (624110)	60	66	10%	3%
Religious Organizations (813110)	59	63	7%	3%
Grantmaking Foundations (813211)	57	62	9%	3%
Environment, Conservation and Wildlife Organizations (813312)	35	57	63%	3%
Offices of Physicians (except Mental Health Specialists) (621111)	62	53	-15%	3%
Other Social Advocacy Organizations (813319)	36	49	36%	2%
Corporate, Subsidiary, and Regional Managing Offices (551114)	23	42	83%	2%
Outpatient Mental Health and Substance Abuse Centers (621420)	49	41	-16%	2%
State Government, Excluding Education and Hospitals (902999)	21	38	81%	2%
Human Rights Organizations (813311)	16	34	113%	2%
Temporary Shelters (624221)	28	31	11%	2%

Source: EMSI 2020.1

Table 6. Top Employers Posting Jobs for Community Health Workers in Bay Region and Silicon Valley Sub-Region (June 2019 - May 2020)

Employer	Bay	Employer	Bay	Employer	Silicon Valley
Kaiser Permanente	12	Saint Johns Health Center	2	Apple Inc.	3
Vital Proteins	7	One Degree	2	Vital Proteins	2
Toolworks	6	Montage Health	2	Star Care Hospice, Inc	2
A Bright Future, Inc	6	Marin Community Clinics	2	Abode Services	2
Wework	4	Lifelong Medical Care	2	With Grace Hospice And Palliative Care	1
Lincoln Child Center	3	Impec	2	Wework	1
Heluna Health	3	Greenfield Union School District County	2	Sequoia Home Health & Hospice	1
Bleacher Report	3	Family First Life Elite	2	Sequoia Home Health	1
Asian Health Services	3	Eagle Acquisitions	2	Roots Community Health Center	1
Arc San Francisco	3	Covenant Health	2	Morgan Hill Unified School District	1
Apple Inc.	3	Clinica De Salud Del Valle De Salinas	2	Impec	1
A Bright Future	3	Bungalow	2	Heluna Health	1
Ubiquity6 Inc	2	Brown & Toland Physicians	2	Family First Life Elite	1
Star Care Hospice, Inc	2	Abode Services	2	Ensign Services Inc	1
St Joseph Health System	2	With Grace Hospice And Palliative Care	1	Ensign Group	1
Square Inc	2	University San Francisco	1	CDC Foundation	1
Self Help For Elderly	2	Trinity Health	1	Campbell Union School District	1

Source: Burning Glass

Educational Supply

There are four (4) community colleges in the Bay Region issuing 79 awards on average annually (last 3 years ending 2018-19) on TOP 1261.00-Community Health Care Worker. There is one college (Mission College) in the Silicon Valley Sub-Region issuing three (3) awards on average annually (last 3 years) on this TOP code.

Table 7. Awards on TOP 1261.00-Community Health Care Worker in Bay Region

College	Sub-Region	Associates	Certificate Low Unit	Total
Canada	Mid-Peninsula		4	4
Mission	Silicon Valley	2	1	3
San Francisco	Mid-Peninsula		67	67
Santa Rosa	North Bay	2	3	5
Total Bay Region		**4**	**75**	**79**
Total Silicon Valley Sub-Region		**2**	**1**	**3**

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 289 annual openings for the Community Health Worker occupational cluster and 79 annual (3-year average) awards for an annual undersupply of 210 students. In the Silicon Valley Sub-Region, there is also a gap with 46 annual openings and three (3) annual (3-year average) awards for an annual undersupply of 43 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1261.00-Community Health Care Worker

2015-16	Bay (All CTE Programs)	Foothill College (All CTE Programs)	State (1261.00)	Bay (1261.00)	Silicon Valley (1261.00)	Foothill College (1261.00)
% Employed Four Quarters After Exit	74%	77%	72%	72%	n/a	n/a
Median Quarterly Earnings Two Quarters After Exit	$10,550	$15,310	$16,549	$8,440	n/a	n/a
Median % Change in Earnings	46%	82%	66%	66%	n/a	n/a
% of Students Earning a Living Wage	63%	76%	47%	47%	n/a	n/a

Source: Launchboard Pipeline (version available on 6/17/20)

Skills, Certifications and Education

Table 9. Top Skills for Community Health Workers in Bay Region (June 2019 - May 2020)

Skill	Postings	Skill	Postings	Skill	Postings
Customer Service	51	Data Collection	16	Performance Management	12
Case Management	37	Special Education	16	Procedure Establishment	12
Community Health	32	Crisis Intervention	15	Process Management	12
Scheduling	31	Mental Illness	15	Flexion	11
Mental Health	29	Process Improvement	15	Home Health	11
Cardiopulmonary Resuscitation (CPR)	25	Teaching	14	Hospice	11
Budgeting	23	Behavioral Health	13	Cooking	10
Public Health and Safety	23	Conflict Management	13	Developmental Disabilities	10
Customer Contact	22	Facebook	13	Disease Management	10
Strategic Planning	22	Rehabilitation	13	Money Management	10
Managed Care	21	Resource Management	13	Psychology	10
Project Management	20	Social Media	13	Community Development	9

Caregiving	19	Training Programs	13	Empower	9
Social Services	17	Business Process	12	Infection Control	9
Change Management	16	Health Education	12	Interaction with Patients / Medical Personnel	9

Source: Burning Glass

Table 10. Certifications for Community Health Workers in Bay Region (June 2019 - May 2020)

Note: 72% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

Certification	Postings	Certification	Postings
Driver's License	43	Licensed Clinical Social Worker (LCSW)	1
First Aid CPR AED	14	Conflict Resolution	1
Licensed Vocational Nurse (LVN)	7	Certified Occupational Therapy Assistant	1
Certified HIPPA Professional	2	Certified Medical Assistant	1
Social Work License	1	Licensed Clinical Social Worker (LCSW)	1
Psychiatric Nurse Practitioner	1		

Source: Burning Glass

Table 11. Education Requirements for Community Health Workers in Bay Region

Note: 41% of records have been excluded because they do not include a degree level. As a result, the chart below may not be representative of the full sample.

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	51	48%
Associate Degree	18	17%
Bachelor's Degree or Higher	37	35%

Source: Burning Glass

Methodology

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

Sources

O*Net Online
Labor Insight/Jobs (Burning Glass)
Economic Modeling Specialists International (EMSI)
CTE LaunchBoard www.calpassplus.org/Launchboard/
Statewide CTE Outcomes Survey
Employment Development Department Unemployment Insurance Dataset
Living Insight Center for Community Economic Development
Chancellor's Office MIS system

Contacts

For more information, please contact:

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

New Course Proposal

NCBS F448A : JUST-IN-TIME SUPPORT FOR MATH 48A

Effective Term
Summer 2022

Subject
Non-Credit: Basic Skills (NCBS)
Course Number
F448A

Department
Mathematics (MATH)

Division
Physical Sciences, Mathematics & Engineering (1PS)

Units
0

Course Title
JUST-IN-TIME SUPPORT FOR MATH 48A

Former ID

Cross Listed

Related Courses
MATH F248A - JUST-IN-TIME SUPPORT FOR MATH 48A

Maximum Units
0

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
2.5

Weekly Lab Hours
0

Weekly Out of Class Hours
0

Special Hourly Notation

Total Contact Hours
30

Total Student Learning Hours
30

Repeatability Statement
Unlimited Repeatability

Repeatability Criteria
NCBS 448A is a corequisite support course for MATH 48A. Each time a student takes this pair of courses together, NCBS 448A will be used to address the student's current needs for success in MATH 48A. For example, one quarter this might be finding the equation of a line and another quarter this might be interpreting the slope of a line, or one quarter this might be time management and another quarter it might be how to prepare for an exam.

Credit Status
Non-Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
No

Grading
Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?
No

Honors
No

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:
Transfer

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

This course is designed to support students who do not meet the multiple measures placement in MATH 48A. This course provides just-in-time remediation of prerequisite skills necessary for MATH 48A. Additionally, the course provides support in study skills and habits. This course is part of the math department's plan to comply with AB 705.

Attach evidence

Need/Justification
This course is designed to support students who do not meet the multiple measures placement in MATH 48A. The course provides just-in-time remediation of prerequisite skills necessary for MATH 48A. Additionally, the course provides support in study skills and habits.

Course Description
A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in Precalculus I. Intended for students majoring in science, technology, engineering, and mathematics who are concurrently enrolled in MATH 48A at Foothill College. Topics include: a review of computational skills developed in beginning and intermediate algebra, including factoring, graphing linear equations, solving absolute value equations and inequalities, analyzing functions, including quadratic functions.

Course Prerequisites

Course Corequisites
Corequisite: MATH 48A.

Course Advisories
Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249.

Course Objectives

The student will be able to:

1. Explore topics related to developing effective learning skills
2. Explore linear and quadratic relationships in 1 and 2 variables
3. Solve problems involving proportional reasoning
4. Simplify algebraic expressions, including those with exponents, radicals, and absolute values
5. Evaluate, graph, and find the domain and range of functions
6. Apply formulas of geometric objects

Course Content

1. Explore topics related to developing effective learning skills
   1. Learn study skills
      1. Organizational skills
      2. Time management
      3. Test preparation
      4. Test-taking skills
   2. Self-assess using performance criteria to judge and improve one's own work
      1. Analyze and correct errors on one's exam

3. Identify, utilize, and evaluate the effectiveness of resources in improving one's own learning, such as study groups, computer resources, lab resources, and tutoring resources
2. Explore linear and quadratic relationships in 1 and 2 variables
    1. Solve linear equations with rational coefficients
    2. Solve literal equations and formulas for a specific value
    3. Solve linear inequalities and compound inequalities symbolically or graphically
    4. Represent linear functions using equations, tables, and graphs
    5. Interpret the meaning of intercepts and slopes from a problem's situation
    6. Describe magnitude and direction of slope
    7. Identify slopes and y-intercepts from equations
    8. Write an equation of a line using two points and using a point and slope
    9. Interpret the solution of a linear system in the context of a problem's situation
    10. Graph linear and quadratic equations
    11. Identify the vertex of a parabola
    12. Solve quadratic equations algebraically using factoring and the quadratic formula
3. Solve problems involving proportional reasoning
    1. Use rates to convert units
    2. Perform unit analysis
    3. Set up a proportion
4. Simplify algebraic expressions, including those with exponents, radicals, and absolute values
    1. Evaluate powers with positive, negative, and zero exponents
    2. Use properties of exponents
    3. Find square roots
    4. Simplify expressions that involve absolute values, rational exponents, and/or radicals
    5. Understand the meaning of an absolute value expression
5. Evaluate, graph, and find the domain and range of functions
    1. Use function notation
    2. Evaluate functions
    3. Graphs of functions
        1. Linear
        2. Quadratic
        3. Absolute value
    4. Domain and range
        1. From tables
        2. From graphs
        3. From the formula
    5. Graph solution sets to inequalities on a number line and write the solution sets using interval and/or set-builder notation

6. Apply formulas of geometric objects
    1. Perimeter
    2. Area and surface area
    3. Volumes
    4. Solve geometric formulas for a specific value

Lab Content

Not applicable.

Special Facilities and/or Equipment
Access to graphing technology, such as a graphing calculator or graphing software.

Methods of Evaluation

Methods of Evaluation
Group and independent exploratory activities
Homework
Performance in MATH 48A

Method(s) of Instruction

Method(s) of Instruction
Group work
Discussion
Mini-lectures
Instructor-guided discovery
Formative assessment

Representative Text(s)

Author(s)	Title	Publication Date
Stewart, Redlin, and Watson	Precalculus: Mathematics for Calculus with Corequisite Support, 7th ed.	2020

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

1. Problem sets

2. Exploratory activities and/or projects
3. Reading and/or writing assignments

Authorized Discipline(s):
Mathematics

Faculty Service Area (FSA Code)
MATHEMATICS

Taxonomy of Program Code (TOP Code)
1702.00 - Mathematics Skills

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date

Division Dean Only

Seat Count
35

Load
.056

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
125051 - Mathematics

Account Code
1320

Program Code

170100 - Mathematics, General

THTR F048F : MUSICAL THEATRE REPERTOIRE FOR SINGERS II

Proposal Type
Course Revision

Effective Term
Summer 2021

Subject
Theatre Arts (THTR)
Course Number
F048F

Department
Theatre Arts (THTR)

Division
Fine Arts and Communication (1FA)

Units
4

Course Title
MUSICAL THEATRE REPERTOIRE FOR SINGERS II

Former ID

Cross Listed

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
3

Weekly Lab Hours
3

Weekly Out of Class Hours
6

Special Hourly Notation

Total Contact Hours
72

Total Student Learning Hours
144

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

<mark>Permanent</mark>

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:

<mark>Basic Skills</mark>
<mark>Transfer</mark>

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

<mark>This course provides advanced training for students wishing to transfer to performance track four-year colleges or to compete for roles in musical theatre productions or to begin the process or working on creative functions within musical theatre (directing, choreographing).</mark>

Attach evidence

Need/Justification
This course provides advanced training for students wishing to transfer to performance track four-year colleges or to compete for roles in musical theatre productions or to begin the process or working on creative functions within musical theatre (directing, choreographing).

Course Description

This course is designed to develop further technical skills in singing and acting techniques applied to more complex and broader ranging musical theatre repertoire, including staged duets, trios and full ensemble numbers spanning Golden Age content through contemporary Broadway. Attendance at all scheduled performances is required.

Course Prerequisites
Prerequisite: MUS 48C or THTR 48C or instructor approval.

Course Corequisites

Course Advisories
Advisory: This course is included in the Theatre Voice family of activity courses.

Course Objectives

The student will be able to:
A. Sing advanced musical theater repertoire with vocal technique appropriate to the overall genre and any sub-genres explored.
B. Learn a wide variety of repertoire appropriate to the student's voice type within contemporary musical theatre genre.
C. Have the skills and understanding needed to research and expand repertoire and vocal development.
D. Successfully communicate characters and relationships within solos and scenes in music and staged performance, including from spoken dialogue to singing.
E. Further develop the skills needed to work as a soloist and within an ensemble with a director, music director, choreographer and accompanist.

Course Content

A. Continued development of singing technique appropriate for repertoire assigned
1. Consistent awareness of posture, alignment and breath support
2. Maintain speech-like, supported singing throughout all scenes/songs
3. Ability to successfully and consistently communicate the musical values and musicality of all repertoire assigned
4. Expand vocal range to include upper register access and belt singing
5. Consistently move from scene into song with vocal, musical and dramatic cohesion
B. Expand repertoire to include songs from early musical theatre through contemporary musical theatre
1. Prepare audition material appropriate to vocal and character type to include selections:
a. 1920-30s, including Berlin, Gershwin and Porter
b. Golden Age, 1940-65
c. 1965-80, including Sondheim
d. 1980-90s, including Lloyd Weber
e. 21st century, including Disney/rock musicals/multi-cultural musicals, as appropriate
2. Understand and develop stylistic differences for each of these periods

C. Continued development of research skills for composer/lyricists from all periods
1. Research the most contemporary composers, lyricists, productions and performers
2. Expand and adapt singing technique as needed for the trends
3. Apply critical analysis for potential roles from new productions
4. Based on research, target potential productions for which to audition within the region
5. Fully prepare audition material for targeted productions
D. Continued development of the complete skill set required to successfully communicate fully developed/sung/acted characters within scenes, relationships and movement in staged performances
1. Expand period vocal and acting styles appropriate to repertoire
2. Develop the skills to maintain fully developed/sung character in long scenes
3. Develop consistency and stamina in more challenging repertoire while inhabiting character
4. Successfully integrate all staging and choreography into all character and vocal development
E. Prepare and maintain all assigned material from rehearsal through performance, including all music, scene work, staging and choreography
1. Meet deadlines preparation as required
2. Attend all final rehearsals allowing for tech/dress as needed
3. Maintain performance discipline throughout all rehearsals and performances
4. Develop relationships with professionals within the field for future audition/performance opportunities
5. Compilation of head shot and resume for auditions

Lab Content

A. Exercises and rehearsal of individual vocal exercises and song assignments.
B. Small group collaborative rehearsal of voice exercises, staging, choreography and scenework.
C. Large ensemble rehearsal of vocal, musical, text and movement assignments.

Special Facilities and/or Equipment
A. Clothing suitable for rehearsal work.
B. A three ring binder for all music assignments.
C. A flexible, open-space classroom with piano.
D. Rehearsal accompanist.
E. Audio and/or video recording and playback equipment.

Methods of Evaluation

Methods of Evaluation
Evaluation of student rehearsal and performances including songs and ensembles

Methods of Evaluation
Demonstration of theory and techniques acquired, consistency of vocal technique, all staging, choreography and character development for all prepared material in rehearsal and performance
Character analysis for assigned songs and ensemble
Short homework assignments posted in the Course Studio covering various topics from reflective singing exercises to listening and video watching assignments

Method(s) of Instruction

Method(s) of Instruction
Lecture presentations and classroom discussion of American musical theatre and vocal technique
In-class singing of musical theatre material by students followed by instructor-guided interpretation and analysis
Individual and group presentations of major projects followed by in-class discussion and analysis

Representative Text(s)

Author(s)	Title	Publication Date
Deer, Joe, and Rocca Dal Vera	Acting in Musical Theatre, 2nd ed.	2016
Gagne, Jeannie	Your Singing Voice, Pap/Com ed.	2012

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

Other Required Materials

Songs and ensembles provided by instructor from the American musical theatre canon

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

A. Individual and ensemble lyrics and script reading assignments
B. Self-reflective journal and/or character analysis of songs
C. Research paper on composers and/or lyricists studied

Authorized Discipline(s):
Music or Theater Arts

Faculty Service Area (FSA Code)

Taxonomy of Program Code (TOP Code)
1007.00 - Dramatic Arts

Attach Historical Forms/Documents (if applicable)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
10/20

Seat Count
40

Load
.115

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
143101 - Theatre Arts

Account Code
1320

Program Code
100700 - Dramatic Arts

Cross-Listed Course Information

Please briefly explain how the course content fits in the curriculum of each department

Every STEM discipline exhibits equity and opportunity gaps in terms of student success, workforce participation, and professional advancement. Further, notable discoveries in every STEM discipline have historical connections to racism, sexism, and other forms of discrimination and exclusion. As a result, this course content is central to addressing diversity, equity, inclusion, and justice across STEM.

Please briefly explain how the course content crosses over two disciplines

While STEM disciplines share much in common, each discipline has its own unique array of diversity and inclusion challenges. As such, learners will benefit from an interdisciplinary approach to studying diversity, equity, inclusion, and justice in STEM.

Please briefly explain how cross-listing these courses will benefit our students

Numerous recent national calls have advocated for an interdisciplinary emphasis in STEM instruction. This is perhaps nowhere more important than in studying issues of diversity, equity, inclusion, and justice, which include unique challenges in each discipline. This cross-listing promises to attract students from across a broader array of STEM fields to engage in these interdisciplinary conversations.

Comments other relevant information for discussion

We confirm that discussions have taken place involving departmental faculty and the dean in preparation for this cross-listing.

BIOL F081. : LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE

Proposal Type
Course Revision

Effective Term
Summer 2022

Subject
Biology (BIOL)
Course Number
F081.

Department
Biology (BIOL)

Division
Biological and Health Sciences (1BH)

Units
4

Course Title
LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE

Former ID

Cross Listed
CHEM F081. - LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE
MATH F083. - LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
0

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
48

Total Student Learning Hours
144

Repeatability Statement
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
Yes

Degree or Certificate Requirement
Certificate of Achievement
Foothill GE

Foothill GE Status
Area VII: Lifelong Learning

Need/Justification
This course is a required course for the certificate of achievement in Bio-Health Diversity and Inclusion Leadership, and it partially satisfies the Foothill GE requirement for Area VII, Lifelong Learning.

Course Description
This course is intended for students interested in equity, diversity, and inclusion in the sciences. Students will explore research on inclusion and diversity in STEM and health science, as well as research on interventions to enhance inclusion and diversity in those fields in higher education contexts. Students will reflect on how their own identities have

impacted their experiences in science and develop strategies to promote equity in their future STEM or health science careers. Through service learning, students will co-author culturally relevant curricular materials that will expand faculty capacity to connect students' personal lives to course content. Materials developed by students will be used and assessed in STEM and/or health science courses at Foothill College, local middle schools, and/or local high schools, and will be made available for a nationwide audience of teachers and professors.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: BIOL 1A, 40A, 41, or equivalent; ENGL 1A, 1AH, or 1S & 1T, or equivalent; MATH 17, 105, or equivalent, completed with a letter grade of "C" or better.

Course Objectives

The student will be able to:

1. Evaluate the current state of equity and inclusion in science and in science education
2. Compare various social phenomena related to equity and inclusion in the sciences
3. Appraise physiological responses in environments lacking inclusivity
4. Construct evidence-based interventions to enhance equity and inclusion in the sciences
5. Assess their own own identities in relation to science equity and inclusion

Course Content

1. Current state of equity and inclusion in science and in science education
    1. Measurement of equity and diversity in the sciences
        1. Equity gaps
    2. Significance of diversity in STEM and health science
        1. Impacts of diversity on research quality/outcomes
        2. Impacts of diversity on health outcomes/health disparities
2. Social phenomena related to equity and inclusion in the sciences
    1. Implicit bias
    2. Deficit models
    3. Stereotype threat
    4. Sense of belonging
    5. Imposter syndrome
    6. Science identity
    7. Self-efficacy
3. Physiological responses in environments lacking inclusivity

1. Endocrine responses
            2. Neurological responses
      4. Evidence-based interventions to enhance equity and inclusion in the sciences
            1. Inclusive teaching and learning strategies
            2. Role modeling
            3. Possible selves
            4. Scientific teaching
            5. Strategies for the assessment of interventions
      5. Understanding one's own identities in relation to science equity and inclusion
            1. Assessment of one's own intersectional identities
            2. Assessment of one's own strategies navigating within and disrupting traditional science environments
            3. Exploration of strategies for monitoring equity and promoting inclusion in academic and professional settings

Lab Content

Not applicable.

Special Facilities and/or Equipment
1. Multimedia lecture room
2. Student and instructional computers with internet access
3. When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address

Methods of Evaluation

Methods of Evaluation
Self, peer, and instructor evaluation of educational interventions developed by students
Written assignments requiring analysis of academic articles or book chapters
Reflective journals
Participation in discussions
Exams consisting of subjective and objective items
Evaluation of case studies

Method(s) of Instruction

Method(s) of Instruction
Lecture
Cooperative learning activities
Discussions

Representative Text(s)

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

No textbooks exist for this one-of-a-kind a course, so course readings rely on primary sources from the research literature. This means students often read classic papers in the field that were authored more than five years ago. That said, numerous readings from within the last five years are also included.

Other Required Materials

Weekly academic articles or book chapters on equity and inclusion in the sciences, supplemented at instructor's discretion with additional readings or course reader.

The following are examples of suggested books for the course:
Palmer, Robert T., and J. Luke Wood. Community Colleges and STEM: Examining Underrepresented Racial and Ethnic Minorities. 2013.
Steele, Claude. Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do. 2011.
Wood, J.L., and R.T. Palmer, eds. STEM Models of Success: Programs, Policies, and Practices in the Community College. 2014.

The following are examples of suggested academic articles for the course:
Schinske J., H. Perkins, A. Snyder, and M. Wyer. "Scientist Spotlight Homework Assignments Shift Students' Stereotypes of Scientists and Enhance Science Identity in a Diverse Introductory Science Class." CBE - Life Sciences Education. 15(3) (Fall 2016): ar47.
Tanner, K. "Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity." CBE - Life Sciences Education. 12(3) (Fall 2013): 322-331.
Miriti, M. N. "Nature in the eye of the beholder: A case study for cultural humility as a strategy to broaden participation in STEM." Education Sciences. 9(4) (2019): 291.

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

1. Reading and annotation of academic articles and book chapters on STEM equity
2. Journal responses to assigned readings
3. Composition of biographical vignettes on diverse scientists
4. Composition of educational interventions aimed at enhancing STEM equity and inclusion

Authorized Discipline(s):
Biological Sciences

Faculty Service Area (FSA Code)
BIOLOGICAL SCIENCES

Taxonomy of Program Code (TOP Code)
0499.00 - Other Biological Sciences

Attach Historical Forms/Documents (if applicable)

C-ID Notation

IGETC Notation

CSU GE Notation
Area E: Lifelong Understanding

Transferability
CSU

Validation Date
5/2018; 5/27/2021

Division Dean Only

Seat Count
32

Load
.089

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
141021 - Biology (Bio Sciences General)

Account Code
1320

Program Code
040100 - Biology, General

New Course Proposal

CHEM F081. : LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE

Effective Term
Summer 2022

Subject
Chemistry (CHEM)
Course Number
F081.

Department
Chemistry (CHEM)

Division
Physical Sciences, Mathematics & Engineering (1PS)

Units
4

Course Title
LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE

Former ID

Cross Listed
BIOL F081. - LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE
MATH F083. - LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
0

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
48

Total Student Learning Hours
144

Repeatability Statement
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
Certificate of Achievement
Foothill GE

Foothill GE Status
Area VII: Lifelong Learning

Need/Justification
This course is a required course for the certificate of achievement in Bio-Health Diversity and Inclusion Leadership, and it partially satisfies the Foothill GE requirement for Area VII, Lifelong Learning.

Course Description
This course is intended for students interested in equity, diversity, and inclusion in the sciences. Students will explore research on inclusion and diversity in STEM and health science, as well as research on interventions to enhance inclusion and diversity in those fields in higher education contexts. Students will reflect on how their own identities have

impacted their experiences in science and develop strategies to promote equity in their future STEM or health science careers. Through service learning, students will co-author culturally relevant curricular materials that will expand faculty capacity to connect students' personal lives to course content. Materials developed by students will be used and assessed in STEM and/or health science courses at Foothill College, local middle schools, and/or local high schools, and will be made available for a nationwide audience of teachers and professors.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: BIOL 1A, 40A, 41, or equivalent; ENGL 1A, 1AH, or 1S & 1T, or equivalent; MATH 17, 105, or equivalent, completed with a letter grade of "C" or better; not open to students with credit in BIOL 81.

Course Objectives

The student will be able to:

1. Evaluate the current state of equity and inclusion in science and in science education
2. Compare various social phenomena related to equity and inclusion in the sciences
3. Appraise physiological responses in environments lacking inclusivity
4. Construct evidence-based interventions to enhance equity and inclusion in the sciences
5. Assess their own own identities in relation to science equity and inclusion

Course Content

1. Current state of equity and inclusion in science and in science education
    1. Measurement of equity and diversity in the sciences
        1. Equity gaps
    2. Significance of diversity in STEM and health science
        1. Impacts of diversity on research quality/outcomes
        2. Impacts of diversity on health outcomes/health disparities
2. Social phenomena related to equity and inclusion in the sciences
    1. Implicit bias
    2. Deficit models
    3. Stereotype threat
    4. Sense of belonging
    5. Imposter syndrome
    6. Science identity
    7. Self-efficacy

3. Physiological responses in environments lacking inclusivity
    1. Endocrine responses
    2. Neurological responses
4. Evidence-based interventions to enhance equity and inclusion in the sciences
    1. Inclusive teaching and learning strategies
    2. Role modeling
    3. Possible selves
    4. Scientific teaching
    5. Strategies for the assessment of interventions
5. Understanding one's own identities in relation to science equity and inclusion
    1. Assessment of one's own intersectional identities
    2. Assessment of one's own strategies navigating within and disrupting traditional science environments
    3. Exploration of strategies for monitoring equity and promoting inclusion in academic and professional settings

Lab Content

Not applicable.

Special Facilities and/or Equipment
1. Multimedia lecture room
2. Student and instructional computers with internet access

Methods of Evaluation

Methods of Evaluation
Self, peer, and instructor evaluation of educational interventions developed by students
Written assignments requiring analysis of academic articles or book chapters
Reflective journals
Participation in discussions
Exams consisting of subjective and objective items
Evaluation of case studies

Method(s) of Instruction

Method(s) of Instruction
Lecture
Cooperative learning activities
Discussions

Representative Text(s)

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

No textbooks exist for this one-of-a-kind a course, so course readings rely on primary sources from the research literature. This means students often read classic papers in the field that were authored more than five years ago. That said, numerous readings from within the last five years are also included.

Other Required Materials

Weekly academic articles or book chapters on equity and inclusion in the sciences, supplemented at instructor's discretion with additional readings or course reader.

The following are examples of suggested books for the course:
Palmer, Robert T., and J. Luke Wood. Community Colleges and STEM: Examining Underrepresented Racial and Ethnic Minorities. 2013.
Steele, Claude. Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do. 2011.
Wood, J.L., and R.T. Palmer, eds. STEM Models of Success: Programs, Policies, and Practices in the Community College. 2014.

The following are examples of suggested academic articles for the course:
Schinske J., H. Perkins, A. Snyder, and M. Wyer. "Scientist Spotlight Homework Assignments Shift Students' Stereotypes of Scientists and Enhance Science Identity in a Diverse Introductory Science Class." CBE - Life Sciences Education. 15(3) (Fall 2016): ar47.
Tanner, K. "Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity." CBE - Life Sciences Education. 12(3) (Fall 2013): 322-331.
Miriti, M. N. "Nature in the eye of the beholder: A case study for cultural humility as a strategy to broaden participation in STEM." Education Sciences. 9(4) (2019): 291.

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

1. Reading and annotation of academic articles and book chapters on STEM equity
2. Journal responses to assigned readings
3. Composition of biographical vignettes on diverse scientists
4. Composition of educational interventions aimed at enhancing STEM equity and inclusion

Authorized Discipline(s):
Chemistry

Faculty Service Area (FSA Code)
CHEMISTRY

Taxonomy of Program Code (TOP Code)
4902.00 - Biological and Physical Sciences (and Mathematics)

Attach Historical Forms/Documents (if applicable)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU

Validation Date
5/2018; 5/24/2021

Seat Count
32

Load
.089

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
125021 - Chemistry

Account Code
1320

Program Code
190500 - Chemistry, General

New Course Proposal

MATH F083. : LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE

Effective Term
Summer 2022

Subject
Mathematics (MATH)
Course Number
F083.

Department
Mathematics (MATH)

Division
Physical Sciences, Mathematics & Engineering (1PS)

Units
4

Course Title
LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE

Former ID

Cross Listed
CHEM F081. - LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE
BIOL F081. - LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
0

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
48

Total Student Learning Hours
144

Repeatability Statement
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
Yes

Degree or Certificate Requirement
Certificate of Achievement
Foothill GE

Foothill GE Status
Area VII: Lifelong Learning

Need/Justification
This course is a required course for the certificate of achievement in Bio-Health Diversity and Inclusion Leadership, and it partially satisfies the Foothill GE requirement for Area VII, Lifelong Learning.

Course Description
This course is intended for students interested in equity, diversity, and inclusion in the sciences. Students will explore research on inclusion and diversity in STEM and health science, as well as research on interventions to enhance inclusion and diversity in those fields in higher education contexts. Students will reflect on how their own identities have

impacted their experiences in science and develop strategies to promote equity in their future STEM or health science careers. Through service learning, students will co-author culturally relevant curricular materials that will expand faculty capacity to connect students' personal lives to course content. Materials developed by students will be used and assessed in STEM and/or health science courses at Foothill College, local middle schools, and/or local high schools, and will be made available for a nationwide audience of teachers and professors.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: BIOL 1A, 40A, 41, or equivalent; ENGL 1A, 1AH, or 1S & 1T, or equivalent; MATH 17, 105, or equivalent, completed with a letter grade of "C" or better; not open to students with credit in BIOL 81.

Course Objectives

The student will be able to:

1. Evaluate the current state of equity and inclusion in science and in science education
2. Compare various social phenomena related to equity and inclusion in the sciences
3. Appraise physiological responses in environments lacking inclusivity
4. Construct evidence-based interventions to enhance equity and inclusion in the sciences
5. Assess their own own identities in relation to science equity and inclusion

Course Content

1. Current state of equity and inclusion in science and in science education
    1. Measurement of equity and diversity in the sciences
        1. Equity gaps
    2. Significance of diversity in STEM and health science
        1. Impacts of diversity on research quality/outcomes
        2. Impacts of diversity on health outcomes/health disparities
2. Social phenomena related to equity and inclusion in the sciences
    1. Implicit bias
    2. Deficit models
    3. Stereotype threat
    4. Sense of belonging
    5. Imposter syndrome
    6. Science identity
    7. Self-efficacy

3. Physiological responses in environments lacking inclusivity
    1. Endocrine responses
    2. Neurological responses
4. Evidence-based interventions to enhance equity and inclusion in the sciences
    1. Inclusive teaching and learning strategies
    2. Role modeling
    3. Possible selves
    4. Scientific teaching
    5. Strategies for the assessment of interventions
5. Understanding one's own identities in relation to science equity and inclusion
    1. Assessment of one's own intersectional identities
    2. Assessment of one's own strategies navigating within and disrupting traditional science environments
    3. Exploration of strategies for monitoring equity and promoting inclusion in academic and professional settings

Lab Content

Not applicable.

Special Facilities and/or Equipment
1. Multimedia lecture room
2. Student and instructional computers with internet access
3. When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address

Methods of Evaluation

Methods of Evaluation
Self, peer, and instructor evaluation of educational interventions developed by students
Written assignments requiring analysis of academic articles or book chapters
Reflective journals
Participation in discussions
Exams consisting of subjective and objective items
Evaluation of case studies

Method(s) of Instruction

Method(s) of Instruction
Lecture
Cooperative learning activities
Discussions

Representative Text(s)

Please provide justification for any texts that are older than 5 years
No textbooks exist for this one-of-a-kind a course, so course readings rely on primary sources from the research literature. This means students often read classic papers in the field that were authored more than five years ago. That said, numerous readings from within the last five years are also included.

Other Required Materials

Weekly academic articles or book chapters on equity and inclusion in the sciences, supplemented at instructor's discretion with additional readings or course reader.

The following are examples of suggested books for the course:
Palmer, Robert T., and J. Luke Wood. Community Colleges and STEM: Examining Underrepresented Racial and Ethnic Minorities. 2013.
Steele, Claude. Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do. 2011.
Wood, J.L., and R.T. Palmer, eds. STEM Models of Success: Programs, Policies, and Practices in the Community College. 2014.

The following are examples of suggested academic articles for the course:
Schinske J., H. Perkins, A. Snyder, and M. Wyer. "Scientist Spotlight Homework Assignments Shift Students' Stereotypes of Scientists and Enhance Science Identity in a Diverse Introductory Science Class." CBE - Life Sciences Education. 15(3) (Fall 2016): ar47.
Tanner, K. "Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity." CBE - Life Sciences Education. 12(3) (Fall 2013): 322-331.
Miriti, M. N. "Nature in the eye of the beholder: A case study for cultural humility as a strategy to broaden participation in STEM." Education Sciences. 9(4) (2019): 291.

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

1. Reading and annotation of academic articles and book chapters on STEM equity
2. Journal responses to assigned readings
3. Composition of biographical vignettes on diverse scientists
4. Composition of educational interventions aimed at enhancing STEM equity and inclusion

Authorized Discipline(s):
Mathematics

Faculty Service Area (FSA Code)
MATHEMATICS

Taxonomy of Program Code (TOP Code)
4902.00 - Biological and Physical Sciences (and Mathematics)

Attach Historical Forms/Documents (if applicable)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU

Validation Date
5/24/2021

Seat Count
20

Load
.089

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
125051 - Mathematics

Account Code
1320

Program Code
170100 - Mathematics, General

Foothill College Academic Senate
Resolution to Explore Options to Leverage College Curriculum
Processes to Support Faculty to Explore and Adopt OER
June 2021

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 (Resolutions 09.05 SP 19; 13.01 SP 21);

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); **therefore be it**

Resolved, that The Foothill College Academic Senate collaborate with the College Curriculum Committee and Office of Instruction to update the Course Outline of Record software so faculty can easily indicate which representative texts are OER, and

Resolved, that the Foothill College Academic Senate collaborate with the College Curriculum Committee and the Office of Instruction to explore options for supporting faculty to consider OER as a built-in part of the curriculum creation and curriculum review processes;

Resolved, that the Foothill College Academic Senate collaborate with the Office of Professional Development to develop a web page and/or Canvas site resource for information and guidance to faculty considering adding OERs to their CORs.

Memo

From: Valerie Fong, Dean, Language Arts, and Ram Subramaniam, Dean, STEM
To: College Curriculum Committee
CC: Mark Barnes, Dean, Learning Resources
Subject: Courses moving to Learning Resources Center Division (LRC)
Date: October 1, 2021

With the creation of the new Learning Resources Division, some classes currently offered in Language Arts (1LA) and STEM (1PS) will be moved to the new Learning Resources (1LB) division. It has already been determined that this new division will be represented at Senate and Curriculum committee as its own entity, adding faculty representatives from Tutoring to current representatives from the Library.

The programs in the new Learning Resources Division include:
- Library
- STEM Center
- Teaching and Learning Center
- Pass the Torch

Library
Library services include reference support, in-class library workshops, Library 10/10H (Introduction to College Research), circulation and reserves material, and faculty/staff involvement in a number of institutional initiatives, including guided pathways, the Research and Service Learning Symposium, and shared governance. The Library building provides reservable group study rooms, open spaces for study, computers, and reliable wifi.

STEM Center
The STEM Center consists of four labs: the main lab, foundations lab, computer science lab, and business lab. In addition, the STEM Center offers tutoring support to specialized populations through The Garden (DRC/VRC) and The Village (Puente and Umoja Learning Communities). Within these, students meet with faculty tutors for support in Accounting, Anthropology, Biology, Chemistry, Computer Science, Economics, Math, Networking, and Physics. The STEM Center building (4200) also provides group study rooms and open spaces for study with computers and reliable wifi. The STEM Center's gate count averages 500 passages per day.

The Teaching and Learning Center (TLC)
The Teaching and Learning Center offers tutoring support in reading and writing for all subjects, including to specialized populations through The Garden (DRC/VRC) and The Village (Puente and Umoja Learning Communities). Students work with both peer and faculty tutors on any stage of the

reading/writing process as well ESL conversation. The TLC building (3600) offers open spaces for study and 1:1 tutoring sessions with both faculty and peer tutors. The TLC's gate count ranges from 500-1000 passages per day, depending on the day/time of the quarter.

Pass the Torch (PTT)
Pass the Torch is an equity program focusing on support for core courses in English, ESLL, and Math. PTT matches students with peer tutors/mentors in teams that work together throughout the quarter. Peer tutors/mentors are recruited through instructor recommendations from the core courses supported, and meet with the faculty to discuss student progress and areas of need.

All peer tutors enroll in two quarters of tutor training courses (L A 61A/B and PSE 61A/B), which focus on team leading skills necessary for tutoring, including study skills, college policies, professionalism, ethics, and role modeling of successful student behavior, as well as subject-specific tutoring skills.

Faculty Representation
The Learning Resource Center includes the following faculty:
- 4 Faculty Librarians
- Part-Time Librarians
- 4 Non-credit Faculty Coordinators
  - 1 STEM
  - 1 TLC
  - 2 PTT
- Supplemental Instructors (Faculty Tutors) in both the STEM Center and TLC

The Learning Resources Division will have 2 representatives on Senate and CCC – one from the Library and one from Tutoring.

Courses
The following courses will be moved to the Learning Resources Division (1LB)

NCLA 406A	NCBS 403A	LIBR 10
NCLA 406B	NCBS 403B	LIBR 10H
NCLA 407A	NCBS 405	
NCLA 407B		
NCLA 407C		
NCLA 408		
NCCS 405		
NCCS 406		

Proposed Foothill Academic Senate Priorities 2021-22

DRAFT (1st Read) proposed by Academic Senate Officers & Faculty Chair of COOL

September 27, 2021

Executive Committee Priorities for Fall 2021 (considered "top" priority by senate officers)

- Return to Campus (support/partner with FA)
- Faculty Prioritization Process – finalize
- Beginning of ISER – Steering Committee, Faculty Appointments to Teams, etc.
- Effective Pedagogy Committee – *new subcommittee of the senate?*
    - Student Learning Outcomes (Operational & Pedagogical)
    - Academic Integrity (standards, policies, practices and tools to support authentic assessment)
- Shared Governance Taskforce/Shaping of governance
- Faculty Mobilization/Campus Climate
- Academic Senate Equity Plan (Integration of Exec, CCC & COOL)
- Academic Senate Constitution & By-Laws (Integration of Exec, CCC & COOL)

COOL Priorities for Fall 2021 (considered "top" priority by senate officers)

- Tech Tools Request & Prioritization Process for Purchasing & Support
- Distance Education Master Plan (governance arena)
- Online / Distance Ed Policies
- COOL Equity Action Plan
- COOL By-Laws (or??)
- FA/Senate Collaboration on Faculty Evaluations (J1 updates) for online/hybrid classes

CCC Priorities for Fall 2021 (considered "top" priority by senate officers)

- Faculty primacy in curriculum primer (one for faculty & one for students)
- Guided Pathways Program Mapping – process & ongoing oversight
- Guided Pathways Meta Majors
- Program Creation Process
- Program Discontinuance Process
- CCC Equity Action Plan
- CCC By-Laws

Question for Senators:

1. Any questions/need for clarification?
2. Anything you object to/are concerned about?
3. Anything missing from the perspective of your division/constituency that would be *a higher priority*?
4. Are you comfortable with this list/these priorities being your senate officers' priorities?