College Curriculum Committee Meeting Agenda
Tuesday, April 19, 2022
2:00 p.m. – 3:30 p.m.
Meeting held virtually via Zoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Reaffirmation of Remote Meetings Resolution	3 min.	Action	#4/19/22-1	Kuehnl
2. Minutes: March 15, 2022	2 min.	Action	#4/19/22-2	Kuehnl
3. Report Out from Division Reps	10 min.	Discussion		All
4. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	5 min.	Information		
5. Announcements a. New Course Proposals b. CORs for Update 2023-24 (Title 5 list) c. Foothill GE List for 2022-23 d. Spring Plenary Update e. AP/IB/CLEP Policy Changes	10 min.	Information	#4/19/22-3-5 #4/19/22-6 #4/19/22-7-8 #4/19/22-9 #4/19/22-10	CCC Team
6. New Program Application: Air Conditioning Mechanic AS Degree	5 min.	2nd Read/ Action	#4/19/22-11	Kuehnl
7. New Program Application: Test, Adjust and Balancing (TAB) Technician AS Degree		2nd Read/ Action	#4/19/22-12	Kuehnl
8. Guided Pathways Mapping Approval Process	10 min.	2nd Read/ Action	#4/19/22-13	Kuehnl
9. New Program Application: Infant and Toddler Development and Care CA	5 min.	1st Read	#4/19/22-14	Kuehnl
10. New Program Application: Nanny, Child, and Family Studies CA		1st Read	#4/19/22-15	Kuehnl
11. Request to Update AA/AS Degree Minimum Proficiency for Mathematics	20 min.	1st Read	#4/19/22-16	Kuehnl
12. Adding Equity Section to COR	20 min.	Discussion		Kuehnl
13. Good of the Order	3 min.			Kuehnl
14. Adjournment				Kuehnl

**Times listed are approximate*

Attachments:

#4/19/22-1	Resolution Authorizing Remote Teleconference Meetings Pursuant to Brown Act Provisions Included in AB 361
#4/19/22-2	Draft Minutes: March 15, 2022
#4/19/22-3-5	New Course Proposals: ALCB 452Y, ART 19G, ENGL 10B
#4/19/22-6	COR Required Updates for 2023-24
#4/19/22-7	Foothill General Education 2022-23
#4/19/22-8	Foothill GE Changes for 2022-23
#4/19/22-9	ASCCC Spring 2022 Adopted Resolutions
#4/19/22-10	CCCCO Memo ESS 22-200-003 (revised) Policy Change: IB, CLEP, and AP Examination Chart Updates
#4/19/22-11	New Program Application: Air Conditioning Mechanic AS Degree

#4/19/22-12	New Program Application: Test, Adjust and Balancing (TAB) Technician AS Degree
#4/19/22-13	Guided Pathways Program Mapping Process draft
#4/19/22-14	New Program Application: Infant and Toddler Development and Care CA
#4/19/22-15	New Program Application: Nanny, Child, and Family Studies CA
#4/19/22-16	PSME Request to Update Minimum Proficiency in Mathematics

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).
~~*4/15/22*~~	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).
6/17/22	Deadline to submit course updates and local GE applications 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), Jeff Bissell (KA), 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; LRC), Kurt Hueg (Interim VP Instruction), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Don Mac Neil (KA), Kathryn Maurer (AS President), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Lisa Schultheis (BH), Ram Subramaniam (Administrator Co-Chair), Kella Svetich (LA), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

Updated 3/29/22

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2021-22

Meeting Date: 4/19/22

Co-Chairs (2)

✔	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)	kuehnleric@fhda.edu
✔	Ram Subramaniam	7472	Interim Associate Vice President of Instruction	subramaniamram@fhda.edu

Voting Membership (1 vote per division)

	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
✔	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
	Jeff Bissell	7663	KA	bisselljeff@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; LRC (advisory)	hermanallison@fhda.edu
✔	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
✔	Julie Jenkins		BSS	jenkinsjulie@fhda.edu
✔	Ben Kaupp		SRC	kauppben@fhda.edu
✔	Andy Lee	7783	CNSL	leeandrew@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
	Tim Myres		APPR	timm@smw104jatc.org
✔	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
✔	Kella Svetich	7924	LA	svetichkella@fhda.edu
✔	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

Non-Voting Membership (4)

			ASFC Rep.	
✔	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
			Evaluations	
			SLO Coordinator	

Visitors

Isaac Escoto, Natalie Latteri, Betsy Nikolchev

FOOTHILL COLLEGE
College Curriculum Committee
Resolution Authorizing Remote Teleconference Meetings Pursuant to Brown Act Provisions Included in Assembly Bill (AB) 361 (Rivas)

WHEREAS, the Foothill-De Anza Community College District is committed to preserving and nurturing public access and participation in meetings of the Foothill College Curriculum Committee; and

WHEREAS, all meetings of Foothill-De Anza Community College District's legislative bodies, which include the Foothill Academic Senate and its autonomous subcommittee, the College Curriculum Committee, are open and public, as required by the Ralph M. Brown Act (Cal. Gov. Code 54950–54963), so that any member of the public may attend, participate, and watch the District's legislative bodies conduct their business; and

WHEREAS, the Brown Act, Government Code section 54953(e), makes provisions for remote participation in meetings by members of a legislative body, without compliance with the requirements of Government Code section 54953(b)(3), subject to the existence of certain conditions; and

WHEREAS, a required condition is that a state of emergency is declared by the Governor pursuant to Government Code section 8625, proclaiming the existence of conditions of disaster or of extreme peril to the safety of persons and property within the state caused by conditions as described in Government Code section 8558; and

WHEREAS, a proclamation is made when there is an actual incident, threat of disaster, or extreme peril to the safety of persons and property within the jurisdictions that are within the District's boundaries, caused by natural, technological, or human-caused disasters; and

WHEREAS, it is further required that state or local officials have imposed or recommended measures to promote social distancing, or, the legislative body meeting in person would present imminent risks to the health and safety of attendees; and

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, on March 17, 2020, the Board of Trustees of Foothill-De Anza Community College District officially declared a state of emergency for the district; and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20

suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, following the issuance of Executive Order N-29-20, the Foothill College Curriculum Committee began to conduct all public meetings virtually using the Zoom teleconference platform and has continued conducting all public meetings virtually since that time; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21, which indicated that the authorization for holding virtual meetings outlined in Executive Order N-29-20 would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed Assembly Bill (AB) 361 (Rivas) as urgency legislation to be effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, AB 361 amends the Brown Act (Government Code Section 54953) to add the following:

(e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:

(A) The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing.

(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(C) The legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following:

(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:

(A) The legislative body has reconsidered the circumstances of the state of emergency.

(B) Any of the following circumstances exist:
(i) The state of emergency continues to directly impact the ability of the members to meet safely in person.
(ii) State or local officials continue to impose or recommend measures to promote social distancing.

NOW, THEREFORE, BE IT RESOLVED, that the Foothill College Curriculum Committee finds that the March 4, 2020, declaration of a State of Emergency due to the COVID-19 pandemic by Governor Gavin Newsom remains active and that the state of emergency continues to directly impact the ability of members of the public to meet safely in person.

BE IT FURTHER RESOLVED, that the Foothill College Curriculum Committee authorizes the continuation of virtual meetings pursuant to Assembly Bill 361 (Rivas); and

BE IT FURTHER RESOLVED, that this resolution shall take effect immediately upon its adoption and shall be effective until the earlier of 90 days from the date of adoption or such time the Foothill College Curriculum Committee adopts a subsequent resolution in accordance with Government Code section 54953(e)(3) to extend the time during which the Foothill College Curriculum Committee may continue to teleconference without compliance with paragraph (3) of subdivision (b) of Government Code section 54953.

College Curriculum Committee
Meeting Minutes
Tuesday, March 15, 2022
2:00 p.m. – 3:30 p.m.
Meeting held virtually via Zoom

Item	Discussion
1. Reaffirmation of Remote Meetings Resolution	**Speaker: Eric Kuehnl** CCC approved Resolution Authorizing Remote Teleconference Meetings Pursuant to Brown Act Provisions Included in AB 361 at Oct. 5th meeting and reaffirmed at Nov. 16th, Jan. 18th & Feb. 15th meetings. If we wish to continue to meet virtually, we are required to reaffirm it every 30 days. We'll most likely be holding hybrid meetings, when we start back up in April. Motion to approve **M/S** (Armerding, Venkataraman). **Approved.**
2. Minutes: March 1, 2022	**Approved by consensus.**
3. Report Out from Division Reps	**Speaker: All** Apprenticeship: Recently hired new coordinators at Pipe Trades facility; no other updates to report. BSS: No updates to report; working on curriculum sheets. Counseling: No updates to report. SRC: No updates to report. Fine Arts: Working on curriculum sheets. Art dept. working on edits to Program Map, with help from Guided Pathways Team. Going to start having 15-minute conversations at each division CC meeting re: equity, as a regular part of meetings. Kinesiology: No updates to report. Language Arts: Upcoming LACC/LRCCC dual retreat—focus on equity in the COR, especially Methods of Evaluation & Methods of Instruction; will discuss AB 705 incl. revising/reconfiguring of courses. Working on curriculum sheets. Armerding will be on PDL for spring quarter; Herman & Svetich will be reps. LRC: Library open extended hours this week (9-7). Recently brainstormed hybrid workshops between library and tutoring, for spring quarter. PSME: Trying to figure out how to handle MATH 105 on curriculum sheets, in Associate Degree Requirements section—Vanatta responded that faculty/reps should not be editing this section, as it is the same across all and CCC must first approve any changes (e.g., adding ESLL 26, which CCC approved recently). If changes end up needing to be made, Vanatta will apply them to all sheets. Rep also anticipating issues re: MATH 105 being listed as a prereq, and will await further info. from Gilstrap and others. Vanatta shared she expects to have the Title 5 list ready this week; will email to reps and deans. Subramaniam mentioned Kurt Hueg can't attend today's meeting, so he is filling in as admin co-chair. Gilstrap responded to PSME rep's comment re: language for MATH 105

	prereqs—attended regional meeting for Articulation Officers last week and learned that Cabrillo College using "Intermediate Algebra" language and has received approval for transfer GE and C-ID for courses using this language. Seems promising, and Gilstrap can work w/ faculty to make similar adjustments.
4. Public Comment on Items Not on Agenda	No comments.
5. Announcements a. New Course Proposals	**Speakers: CCC Team** The following proposals were presented: AATA 101A, 101B, 102A, 102B, 103A, 103B, 104A, 104B, 105A, 105B, 105C, 105R; ETHN 7, 8; MATH 80, 280; NCP 404A, 404B, 404C; RSPT 300, 304, 305, 306. Please share with your constituents. No comments.
b. Spring Plenary Resolutions	Resolutions packet was attached as info item. Please reach out to Kuehnl or Academic Senate President Kathryn Maurer with any questions or feedback for them to take to area meeting.
6. Course Deactivation Exemption Requests	**Speaker: Eric Kuehnl** List of courses not taught in four years was distributed via email on Feb. 2nd; divisions submitted requests to exempt courses, per Policy on Course Currency. Requests for the following courses were reviewed and voted on as a group, with the option to pull any course for individual discussion/vote: ACTG 68C; ANTH 67B; APPT 125, 126, 128; APSM 130, 131, 132, 133, 134; BUSI 19, 53, 90A; CHLD 54C; CNSL 89; C S 52B, 80A, 82A, 84B; EMS 200; GEOG 11; HIST 19, 20; HORT 54D, 60G, 90A, 90E, 90F, 90K, 90L; LINC 81A; MDIA 31, 52; MTEC 66A, 70G, 80B, 80C; MUS 3D, 47A, 47B, 47C, 47D; NCEL 403B; PHDA 24; PHED 15C, 21D, 21E, 40, 40A, 40C, 42; PHOT 68E, 78A, 78B, 78C, 78D; PSYC 54H; R T 71; THTR 7, 26. PSME rep reminded the group that this policy didn't always exist and was created to minimize courses being listed in the catalog which are never offered—can be an issue for students trying to plan. Suggested perhaps since the dean is approving the form, there's hope the course may actually be offered, but cautioned against simply continuing to approve these. Wondered if COVID caused so many courses to be on this year's list. Other PSME rep noted that in some cases there aren't enough instructors to offer full suite of courses in the catalog, and lack of student interest can also have an impact. Suggested we list in the catalog only courses which dean is planning to actually schedule. Kuehnl acknowledged the suggestion but noted catalog meant to serve as a record of all courses college offers, and added that publishing simply a selection of courses would be tricky. Fine Arts rep mentioned their recent work w/ Guided Pathways Team has brought to light need to ensure offering courses listed on Program Map. Agrees that many courses couldn't be scheduled during the past few years, due to COVID restrictions not allowing for face-to-face offerings. Vanatta responded to PSME rep's suggestion about the catalog, agreeing with Kuehnl and adding would be very difficult to have catalog reflect upcoming schedule, due to schedule changes being made up to the last possible minute; college is not legally allowed to offer a course which is not listed in the catalog. Also noted that any course listed on a curriculum sheet must be included in the catalog, and that some programs have a large number of support courses (e.g., Horticulture). No discussion occurred regarding any specific requests. Motion to approve **M/S** (Murphy, Armerding). **Approved.**

7. New Program Application: Air Conditioning Mechanic AS Degree	**Speaker: Eric Kuehnl** First read of new Air Conditioning Mechanic AS degree. Apprenticeship rep noted program will be an opportunity for students to take additional coursework above the existing certificate of achievement, to earn degree. Second read and possible action will occur at next meeting.
8. New Program Application: Test, Adjust and Balancing (TAB) Technician AS Degree	**Speaker: Eric Kuehnl** First read of new Test, Adjust and Balancing (TAB) Technician AS degree. No comments. Second read and possible action will occur at next meeting.
9. Adding Equity Section to COR	**Speaker: Eric Kuehnl** Vanatta reached out to colleagues at other colleges to find out what they do to include equity on the COR; Kuehnl shared example of Mendocino College's "Cultural Audit Review Process"—has seven questions to guide faculty in evaluating COR from equity perspective (e.g., does course description include diverse representation and have meaningful/accessible language for students?). Another college shared that their faculty are re-writing course descriptions to "directly address" students. Kuehnl noted many items in Mendocino's process similar to what Foothill has addressed through Professional Development sessions. Mendocino's process includes SLOs—do they incorporate clear/precise language for diverse students?; do students understand what the outcome is? Kuehnl noted sometimes faculty tend to write SLOs for faculty audience. PSME rep asked if any of these items going to be mandatory, meaning that if item is required to include on COR will faculty be required by law to teach the item? Expressed concern about overcompensation when it comes to courses for which these items are "irrelevant." Kuehnl responded it is completely up to us, locally, to determine how to incorporate equity into the COR—maybe a specific field, maybe a yes/no question about equity consideration, but it's our decision. PSME rep clarified they're in favor of considering equity but concerned about overcompensation. Kuehnl believes important to encourage consideration of equity issues, even in areas where in the past folks didn't think that equity was relevant, and agreed we don't want to overcompensate or have a "heavy hand." BSS rep asked Gilstrap whether certain changes to language (re: student-centered) could result in articulation-related issues. Noted previous push-back from UC, in particular, re: needing to include specific terminology and ensuring use of technical language. Gilstrap responded that articulation is layered (transferability approval, transfer GE, C-ID, course-to-course), so response depends on a few factors. For transfer GE, we can look at the reviewers' guiding notes to see what reviewer for a specific area will be looking for. Noted ASCCC trying to work more collaboratively w/ UCs & CSUs on equity language, but nothing concrete yet. Biggest factor may be course-to-course, as we cannot put ourselves in the mind of an individual faculty member at a UC/CSU. Believes since there is an initiative to move to more equity-driven CORs, could be good idea to balance equity considerations w/ technical language which certain reviewers want to see. Fine Arts rep mentioned they're on Committee on Online Learning (COOL) subcommittee re: online equity; group drafted Online Equity Affirmation, which acknowledges need for CORs to be updated before online equity changes can be made. Suggested CCC reach out to COOL to discuss. Apprenticeship rep asked if the plan is to require every COR to have equity component; unsure how their division's CORs could comply and wonders if they could be excluded—Kuehnl responded this decision/process is up to us to determine, and right now we're discussing possibilities. At one

	extreme, could be recognition/acknowledgement that equity has been considered during COR creation/review; at another, could be new section added to the COR. Noted faculty do have some flexibility in their specific teaching of a course. PSME rep noted they reached out to Dean of Online Learning Lené Whitley-Putz re: affirmation, who responded it isn't a requirement for faculty to make specific updates to CORs. Kuehnl noted equity is also related to how faculty teach classes. PSME rep suggested perhaps equity not be specified on COR but captured by support services, to ensure those students who need it have access. Fong suggested the group unpack the various ways equity appears on CORs, as well as what is meant by equity vs. culturally-responsive teaching, etc. Noted Mendocino's process has equity manifesting in different ways—content-related (SLOs), as well as in things such as assignments which are more like universal design. Cautioned against lumping all possibilities together as "equity in the COR," as there are many aspects to COR. Believes support for faculty (through Professional Development, etc.) will be necessary to incorporate any planned changes. Fine Arts rep agreed faculty training/PD is helpful, and added that training for curriculum reps will be needed so they may properly guide and advise faculty. Other PSME rep mentioned Distance Learning Addendum; believes an Equity Addendum could be useful but needs to be well thought-out to be effective. Main concern is academic freedom. Believes having addendum with carefully-worded ideas on how to bring equity into COR would be helpful and there is a way to create one that's not too prescriptive. Kuehnl clarified that the rep is suggesting we use a separate addendum—rep responded not necessarily, but could be hard to integrate into COR, so perhaps a separate section of the COR. Other Fine Arts rep mentioned equity informs every facet of faculty's work, from assessment to relationships w/ students. Believes this work must come from faculty, but the starting point is curriculum and the standards we set, and then how we enforce/apply those standards. Need to be mindful of inclusivity. Noted that, with finals week coming up, ensuring faculty available to their students when they're needed is an equity-related issue. Kuehnl stated that although CCC cannot make equity "happen" around campus, group does have the ability to decide how we want to incorporate it into curriculum. Conversation will continue and will take time; important not to rush it, but at some point we'll need to make a decision on how to move forward.
10. Guided Pathways Mapping Approval Process	**Speaker: Eric Kuehnl** First read of Guided Pathways Program Mapping Process. Guests from the Guided Pathways (GP) Team: Amy Leonard, Isaac Escoto, Natalie Latteri. Escoto began conversation with related topic—Foothill moving forward with Program Pathways Mapper software; as we prepare for all of the work to upload info. into software for the fall, need to determine how best to move forward. Plan is to consider all Program Maps created last year as "ready," with the caveat that if a dept. doesn't feel comfortable with a specific Map, we delay it and make some tweaks (e.g., recent work on Art dept. Map). Kuehnl asked if this would be a consent calendar type of approach—Escoto responded perhaps action not needed and GP Team may move forward unless a dept. wishes to make changes first. Latteri added that if folks want to modify a Map, please reach out to GP Team ASAP. Leonard shared link to Canvas page with all Maps. Draft process was discussed at previous meeting; Leonard incorporated

	feedback for first read. Main change to move step involving collaboration w/ other depts. earlier in process. Reminded the group that process will be used for both creation of new Map and update of existing Map; updating process could potentially go quicker, depending on nature of changes. Escoto noted discussion w/ dean occurs early in process, in response to feedback from deans. Leonard noted there will still be a GP Lead for next year, but if that position is removed in the future process can be updated. PSME rep concerned that not everyone has reviewed Maps and asked if everyone has had access—Leonard responded Maps have been shared many times and dept. chairs were closely involved in Map creation, but suggested perhaps certain dept. chairs didn't share out with wider faculty. Also mentioned additional work during fall quarter to update some Maps. PSME rep doesn't believe Maps have been discussed at the division-level, in their division. Escoto asked rep to please reach out w/ list of Maps which need attention/revision before being incorporated into Mapper software. Leonard noted CCC requested online form, and noted information/fields which will be included on form. Escoto acknowledged that signatures can sometimes be uncomfortable but believes need to ensure that everyone involved in process is included in form workflow. Leonard shared planned workflow for form, noting that during workflow folks will have option to reject and add comments, which will move form back to previous step. Escoto noted that within Mapper software, language will be used to explain that at times a course listed on a Map might not be able to be offered—has heard some concerns from faculty, which prompted this idea. Kuehnl asked the group to please share with their constituents and noted that changes are still possible before the group votes to approve. Second read and possible action will occur at next meeting.
11. Good of the Order	
12. Adjournment	**3:22 PM**

Attendees: Micaela Agyare (LRC), Chris Allen (Dean—APPR), Ben Armerding (LA), Kathy Armstrong (PSME), Jeff Bissell (KA), Rachelle Campbell (BH), Roosevelt Charles (Dean—CNSL), Isaac Escoto (CNSL), Valerie Fong (Dean—LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA & LRC), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Natalie Latteri (BSS), Amy Leonard (De Anza), Don Mac Neil (KA), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Tim Myres (APPR), Ram Subramaniam (Interim AVP Instruction), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 03/19/22 3:14 pm

Viewing: ALCB F452Y : MULTI-MEDIA VISUAL ART

Last edit: 03/23/22 11:40 am

Changes proposed by: Benjamin Kaupp (10691847)

In Workflow

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

Approval Path

1. 03/19/22 3:15 pm Benjamin Kaupp (kauppben): Approved for 1SR Curriculum Rep

Course Proposal Form

Faculty Author	Lynnette Vega		
Effective Term	Summer 2023		
Subject	Adaptive Learning: Community Based (ALCB)	Course Number	F452Y
Department	Adaptive Learning (A L)		
Division	Student Resource and Support Programs (1SR)		
Units	0		
Hours	24 lecture hours per quarter		
Course Title	MULTI-MEDIA VISUAL ART		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	By offering a variety of techniques and options (painting, drawing, collage, plastic-clay, etc.), this multi-media art class will encourage the challenged student to develop their creative potential. Activities in the class are designed to enhance physical skills, cognitive awareness and enables the student to develop independent creative thinking.
Proposed Discipline	Specialized Instruction (Disabled Student Programs and Services): Noncredit

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

None

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

No

Comments & Other Relevant Information for Discussion:

Unlike other art classes, this class will be tailored and adapted to the abilities of challenged adults.

Reviewer Comments

Key: 8774

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 03/01/22 4:36 pm

Viewing: ART F019G : OUTDOOR LANDSCAPE PAINTING

Last edit: 03/14/22 8:19 am

Changes proposed by: Hilary Gomes (10926523)

In Workflow

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

Approval Path

1. 03/13/22 5:18 pm Hilary Gomes (gomeshilary): Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	Hilary Gomes		
Effective Term	Summer 2023		
Subject	Art (ART)	Course Number	F019G
Department	Art (ART)		
Division	Fine Arts and Communication (1FA)		
Units	4		
Hours	3 hours lecture and 3 hours lab		
Course Title	OUTDOOR LANDSCAPE PAINTING		
Short Title			

Proposed Transferability	UC/CSU
Proposed Description and Requisites:	Plein Air Outdoor Painting introduces beginning artists to the core concepts and techniques of painting outdoor landscapes and nature subjects in the open air on location. Students will be completing small-scale one-sitting landscape paintings from observation. Lectures will consist of the art of Plein Air, Plein air societies and communities, and Plein air painting demonstrations. All painting mediums are welcome.
Proposed Discipline	Art

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

This course would be a support elective course for the Art Certificate of Achievement and Art AA degree.

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

No

Comments & Other Relevant Information for Discussion:

There is a large demand for Plein air painting in the bay area, in the Los Altos community, and Carmel areas. The goal would be to attract more students to come to our beautiful campus and paint from local landscapes as well as local field trips. This course can be offered in many modalities (in person, online, hybrid, or synchronous.) This is a credit course in local community colleges such as the College of San Mateo.

Reviewer Comments

Key: 8789

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 04/08/22 1:57 pm

Viewing: ENGL F010B : CLIMATE FICTION

Last edit: 04/12/22 11:06 am

Changes proposed by: Amber La Piana (20336104)

In Workflow

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

Approval Path

1. 04/11/22 5:15 pm Allison Herman (hermanallison): Approved for 1LA Curriculum Rep

Course Proposal Form

Faculty Author	Amber La Piana		
Effective Term	Summer 2023		
Subject	English (ENGL)	Course Number	F010B
Department	English (ENGL)		
Division	Language Arts (1LA)		
Units	4		
Hours	4 hours lecture		
Course Title	CLIMATE FICTION		
Short Title			

Proposed Transferability
UC/CSU

Proposed Description and Requisites:
An introduction to the relationship between climate and literature through the study of global fiction. Traces the emergence of climate change fiction as a cultural phenomenon related to global warming and the convergence of the literary and digital spheres. Analysis of formal and stylistic conventions of literary texts and films, climate change rhetoric, and the relationship between identity and climate justice within scientific, historical, geopolitical, and aesthetic contexts.

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

Proposed Discipline
English

To which Degree(s) or Certificate(s) would this course potentially be added?
English
May be a good GE course for:
Biological Sciences
Environmental & Horticultural Design
Environmental Science
General Studies - Science
Geographic Information Systems Technology
Geography
Global Studies
Social Justice
Veterinary Tech

Are there any other departments that may be impacted from the addition of this course?
No

Comments & Other Relevant Information for Discussion:
Checking on viability as transfer for a genre course (like ENGL 14).

Reviewer Comments

The following courses must be reviewed/updated (or submitted as a deactivation) in CourseLeaf CIM by the COR deadline of Thursday, June 16, 2022

Division	Course Code	Course Title	Needs new DL Addendum	Previously Updated
SS	ACTG 52	ADVANCED ACCOUNTING	Yes	2018 Summer
SS	ACTG 53	FINANCIAL STATEMENT ANALYSIS	Yes	2018 Summer
SS	ACTG 68C	ADVANCED TAX ACCOUNTING III	Yes	2018 Summer
SS	ACTG 76	ETHICS IN ACCOUNTING	Yes	2018 Summer
BH	AHS 51	HEALTH CAREERS EXPLORATION		2018 Summer
BH	AHS 60C	ADVANCED CARDIAC LIFE SUPPORT		2018 Summer
BH	AHS 60D	PEDIATRIC ADVANCED LIFE SUPPORT (AHA PALS)		2018 Summer
BH	AHS 60E	AHA FIRST AID/CPR FOR THE NON-HEALTHCARE PROVIDER		2018 Summer
BH	AHS 60F	PREHOSPITAL TRAUMA LIFE SUPPORT (PHTLS)		2018 Summer
SR	ALCB 400A	LIP-READING: SIMPLE CONSONANT SOUNDS		2018 Summer
SR	ALCB 400C	LIP-READING: BACK CONSONANTS & BLENDS		2018 Summer
SR	ALCB 400E	LITERARY LIP-READING		2018 Summer
SR	ALLD 402	ACADEMIC SKILLS	Yes	2018 Summer
SR	ALTW 430	VOCATIONAL MICRO-BUSINESS PRACTICUM	Yes	2018 Summer
SR	ALTW 431	PUBLIC TRANSIT SKILLS	Yes	2018 Summer
SS	ANTH 4	FIRST PEOPLES OF NORTH AMERICA		2017 Summer
SS	ANTH 52	ARCHAEOLOGICAL FIELD METHODS	Yes	2018 Summer
SS	ANTH 67B	CULTURES OF THE WORLD: BELIZE	Yes	2018 Summer
AP	APAV 50A	CURRENT TOPICS IN VETERINARY TECHNOLOGY I		2018 Spring
AP	APAV 50B	CURRENT TOPICS IN VETERINARY TECHNOLOGY II		2018 Summer
AP	APAV 50C	CURRENT TOPICS IN VETERINARY TECHNOLOGY III		2018 Summer
AP	APAV 51	INTRODUCTION TO VETERINARY TECHNOLOGY		2018 Spring
AP	APAV 53A	MEDICAL TERMINOLOGY		2018 Summer
AP	APAV 53B	MEDICAL CALCULATIONS		2018 Summer
AP	APAV 54A	COMPARATIVE VETERINARY ANATOMY & PHYSIOLOGY FOR THE VETERINARY TECHNICIAN		2018 Summer
AP	APAV 54B	COMPARATIVE VETERINARY ANATOMY & PHYSIOLOGY FOR THE VETERINARY TECHNICIAN		2018 Summer
AP	APAV 55	ANIMAL MANAGEMENT & CLINICAL SKILLS I		2018 Summer
AP	APAV 56	ANIMAL MANAGEMENT & CLINICAL SKILLS II		2018 Summer
AP	APAV 60	VETERINARY OFFICE PRACTICE		2018 Summer
AP	APAV 75A	ANIMAL CARE SKILLS I		2018 Summer
AP	APAV 75B	ANIMAL CARE SKILLS II		2018 Summer
AP	APAV 81	CLINICAL PATHOLOGY METHODS		2018 Summer
AP	APEL 112	RESIDENTIAL ELECTRICAL AIR CONDITIONING & REFRIGERATION; TELEPHONE SYSTEMS		2018 Summer
AP	APEL 113	RESIDENTIAL ELECTRICAL SYSTEMS: BASIC SECURITY, SOLAR POWER, HOME AUTOMATION & LIFE SAFETY		2018 Summer
AP	APEL 120A	ORIENTATION TO THE ELECTRICAL TRADE, CPR & FIRST AID		2018 Summer
AP	APEL 121A	ELECTRON THEORY; AC & DC ELECTRICAL THEORY; NEC INTRODUCTION; PARALLEL & COMBINATION CIRCUITS		2018 Summer
AP	APEL 122A	CODEOLOGY; NEC CODE; TEST EQUIPMENT; PIPE BENDING; BLUEPRINTS		2018 Summer
AP	APEL 124A	DC/AC THEORY REVIEW; ELECTRONICS; INDUSTRIAL BLUEPRINTS; TRANSFORMERS, GROUNDING; ELECTRICAL SYSTEMS		2018 Summer
AP	APEL 135	RESIDENTIAL ELECTRICAL ORIENTATION; SAFETY & CODE INTRODUCTION		2018 Summer
AP	APEL 136	RESIDENTIAL ELECTRICAL D/C THEORY; BLUEPRINT READING		2018 Summer
AP	APEL 137	RESIDENTIAL ELECTRICAL A/C THEORY & CIRCUITRY		2018 Summer
AP	APEL 138	RESIDENTIAL WIRING LAYOUT & INSTALLATION		2018 Summer
AP	APPT 134A	P-202A RIGGING; LAYOUT		2018 Summer
AP	APPT 135A	P-301A PLUMBING FIXTURES		2018 Summer
AP	APPT 141	SF 101 BASIC STEAMFITTING SKILLS		2018 Summer
AP	APPT 142	SF 102 RELATED MATH, DRAWING & RIGGING		2018 Summer
AP	APPT 143	SF 201 STEAMFITTER CUTTING & WELDING		2018 Summer
AP	APPT 144A	SF 202A SCIENCE; ELECTRICITY & AIR CONDITIONING		2018 Summer
AP	APPT 145	SF 301 ADVANCED TRADE MATH FOR STEAMFITTERS		2018 Summer
AP	APPT 146	SF 302 STEAM TECHNOLOGY		2018 Summer
AP	APPT 147A	SF 401A HYDRONIC SYSTEMS		2018 Summer
AP	APPT 147B	SF 401B INDUSTRIAL RIGGING		2018 Summer
AP	APPT 148	SF 402 ADVANCED DRAWING & BLUEPRINT READING		2018 Summer
AP	APPT 151	RF 101 BASIC REFRIGERATION SERVICE SKILLS		2018 Summer
AP	APPT 152	RF 102 BASIC ELECTRICITY & REFRIGERATION		2018 Summer
AP	APPT 153	RF 201 MECHANICAL SYSTEMS		2018 Summer
AP	APPT 154	RF 202 ELECTRIC CONTROLS FUNDAMENTALS		2018 Summer
AP	APPT 155	RF 301 ADVANCED ELECTRIC CONTROLS		2018 Summer
AP	APPT 156	RF 302 HVAC PNEUMATIC & ELECTRONIC CONTROL SYSTEMS		2018 Summer
AP	APPT 157	RF 401 INDUSTRIAL REFRIGERATION & AIR-CONDITIONING SERVICE		2018 Summer
AP	APPT 158	RF 402 ADVANCED REFRIGERATION & CHILLERS		2018 Summer

AP	APPT 159	RF 501 START, TEST & BALANCE; HVAC SYSTEMS		2018 Summer
FA	ART 2A	HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY	Yes	2018 Summer
FA	ART 2AH	HONORS HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY	Yes	2018 Summer
FA	ART 2B	HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE	Yes	2018 Summer
FA	ART 2BH	HONORS HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE	Yes	2018 Summer
FA	ART 2E	A HISTORY OF WOMEN IN ART	Yes	2018 Summer
FA	ART 2F	INTRODUCTION TO ASIAN ART	Yes	2018 Summer
FA	ART 2J	AMERICAN ART	Yes	2018 Summer
FA	ART 3	HISTORY OF MODERN ART FROM POST-IMPRESSIONISM TO THE PRESENT	Yes	2018 Summer
FA	ART 4A	FUNDAMENTALS IN DRAWING		2018 Summer
FA	ART 4B	INTERMEDIATE DRAWING		2018 Summer
FA	ART 4C	REPRESENTATIONAL DRAWING		2018 Summer
FA	ART 4G	MURAL MAKING: COMMUNITY ART PROJECT	Yes	2018 Summer
FA	ART 5A	2-D FOUNDATIONS	Yes	2018 Summer
FA	ART 5B	3-D FOUNDATIONS	Yes	2018 Summer
FA	ART 15A	DIGITAL PAINTING I	Yes	2018 Summer
FA	ART 15B	DIGITAL PAINTING II	Yes	2018 Summer
FA	ART 15D	DIGITAL ILLUSTRATION FOR FILM & ANIMATION	Yes	2018 Summer
FA	ART 19A	OIL PAINTING I		2018 Summer
FA	ART 19B	ACRYLIC PAINTING I		2018 Summer
FA	ART 19C	OIL PAINTING II		2018 Summer
FA	ART 19D	ACRYLIC PAINTING II		2018 Summer
KA	ATHL 4	INTERCOLLEGIATE FOOTBALL I (MEN)		2018 Summer
KA	ATHL 4A	PRESEASON CONDITIONING FOR FOOTBALL		2018 Summer
KA	ATHL 4B	SPORT TECHNIQUES & CONDITIONING FOR FOOTBALL		2018 Summer
KA	ATHL 4C	FUNCTIONAL FITNESS FOR FOOTBALL		2018 Summer
KA	ATHL 4E	INTERCOLLEGIATE FOOTBALL (MEN)		2018 Summer
KA	ATHL 4F	INTERCOLLEGIATE FOOTBALL II (MEN)		2018 Summer
KA	ATHL 11A	PRESEASON CONDITIONING FOR MEN'S BASKETBALL		2018 Summer
KA	ATHL 11B	SPORT TECHNIQUES & CONDITIONING FOR MEN'S BASKETBALL		2018 Summer
KA	ATHL 12A	PRESEASON CONDITIONING FOR WOMEN'S BASKETBALL		2018 Summer
KA	ATHL 12B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S BASKETBALL		2018 Summer
KA	ATHL 21	INTERCOLLEGIATE SOCCER I (MEN)		2018 Summer
KA	ATHL 21A	PRESEASON CONDITIONING FOR MEN'S SOCCER		2018 Summer
KA	ATHL 21B	SPORT TECHNIQUES & CONDITIONING FOR MEN'S SOCCER		2018 Summer
KA	ATHL 21C	FUNCTIONAL FITNESS FOR MEN'S SOCCER		2018 Summer
KA	ATHL 21F	INTERCOLLEGIATE SOCCER II (MEN)		2018 Summer
KA	ATHL 22	INTERCOLLEGIATE SOCCER I (WOMEN)		2018 Summer
KA	ATHL 22A	PRESEASON CONDITIONING FOR WOMEN'S SOCCER		2018 Summer
KA	ATHL 22B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S SOCCER		2018 Summer
KA	ATHL 22C	FUNCTIONAL FITNESS FOR WOMEN'S SOCCER		2018 Summer
KA	ATHL 22F	INTERCOLLEGIATE SOCCER II (WOMEN)		2018 Summer
KA	ATHL 31A	PRESEASON CONDITIONING FOR SOFTBALL		2018 Summer
KA	ATHL 31C	FUNCTIONAL FITNESS FOR SOFTBALL		2018 Summer
KA	ATHL 32	INTERCOLLEGIATE SWIMMING I (MEN & WOMEN)		2018 Summer
KA	ATHL 32A	PRESEASON CONDITIONING FOR SWIMMING		2018 Summer
KA	ATHL 32C	FUNCTIONAL FITNESS FOR SWIMMING		2018 Summer
KA	ATHL 32F	INTERCOLLEGIATE SWIMMING II (MEN & WOMEN)		2018 Summer
KA	ATHL 33	INTERCOLLEGIATE WATER POLO I (WOMEN)		2018 Summer
KA	ATHL 33A	PRESEASON CONDITIONING FOR WOMEN'S WATER POLO		2018 Summer
KA	ATHL 33B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S WATER POLO		2018 Summer
KA	ATHL 33C	FUNCTIONAL FITNESS FOR WOMEN'S WATER POLO		2018 Summer
KA	ATHL 33F	INTERCOLLEGIATE WATER POLO II (WOMEN)		2018 Summer
KA	ATHL 42	INTERCOLLEGIATE VOLLEYBALL I (WOMEN)		2018 Summer
KA	ATHL 42B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S VOLLEYBALL		2018 Summer
KA	ATHL 42C	FUNCTIONAL FITNESS FOR WOMEN'S VOLLEYBALL		2018 Summer
KA	ATHL 42F	INTERCOLLEGIATE VOLLEYBALL II (WOMEN)		2018 Summer
KA	ATHL 44A	PRESEASON CONDITIONING FOR MEN'S TENNIS		2018 Summer
KA	ATHL 44B	SPORT TECHNIQUES & CONDITIONING FOR MEN'S TENNIS		2018 Summer
KA	ATHL 44C	FUNCTIONAL FITNESS FOR MEN'S TENNIS		2018 Summer
KA	ATHL 45	INTERCOLLEGIATE TENNIS I (WOMEN)		2018 Summer
KA	ATHL 45A	PRESEASON CONDITIONING FOR WOMEN'S TENNIS		2018 Summer
KA	ATHL 45C	FUNCTIONAL FITNESS FOR WOMEN'S TENNIS		2018 Summer
KA	ATHL 45F	INTERCOLLEGIATE TENNIS II (WOMEN)		2018 Summer
BH	BIOL 1D	INTRODUCTION TO MOLECULAR GENETICS		2018 Summer
BH	BIOL 9	ENVIRONMENTAL BIOLOGY	Yes	2018 Summer

BH	BIOL 12	HUMAN GENETICS	Yes	2018 Summer
BH	BIOL 45	INTRODUCTION TO HUMAN NUTRITION	Yes	2018 Summer
SS	BUSI 59B	E-BUSINESS	Yes	2018 Summer
SS	BUSI 91L	INTRODUCTION TO BUSINESS INFORMATION PROCESSING	Yes	2018 Summer
SS	CHLD 1	CHILD GROWTH & DEVELOPMENT: PRENATAL THROUGH EARLY CHILDHOOD	Yes	2018 Summer
SS	CHLD 2	CHILD GROWTH & DEVELOPMENT II: MIDDLE CHILDHOOD THROUGH ADOLESCENCE	Yes	2018 Summer
SS	CHLD 51A	AFFIRMING DIVERSITY IN EDUCATION	Yes	2018 Summer
SS	CHLD 56	OBSERVATION & ASSESSMENT	Yes	2018 Summer
SS	CHLD 59	WORKING WITH SCHOOL-AGE CHILDREN	Yes	2018 Summer
SS	CHLD 86B	PRACTICUM STUDENT TEACHING IN AN EARLY CHILDHOOD PROGRAM	Yes	2018 Summer
CN	CNSL 1	COLLEGE SUCCESS		2018 Summer
CN	CNSL 6	EXPLORING LEADERSHIP		2018 Summer
CN	CNSL 8	TRANSFER READINESS	Yes	2018 Fall
CN	CNSL 8H	HONORS TRANSFER READINESS	Yes	2018 Fall
LA	CRWR 25A	POETRY IN COMMUNITY		2018 Summer
PS	C S 3B	INTERMEDIATE SOFTWARE DESIGN IN PYTHON	Yes	2018 Summer
PS	C S 3C	ADVANCED DATA STRUCTURES & ALGORITHMS IN PYTHON	Yes	2018 Summer
PS	C S 22A	JAVASCRIPT FOR PROGRAMMERS	Yes	2018 Summer
PS	C S 30C	LINUX SYSTEM ADMINISTRATION	Yes	2018 Summer
PS	C S 30D	ADVANCED LINUX SYSTEM ADMINISTRATION	Yes	2018 Summer
PS	C S 30E	LINUX SYSTEM ADMINISTRATION: NETWORK SERVICES	Yes	2018 Summer
PS	C S 31A	INTRODUCTION TO DATABASE MANAGEMENT SYSTEMS	Yes	2018 Summer
BH	D A 51A	INTRODUCTION TO CHAIRSIDE DENTAL ASSISTING		2018 Summer
BH	D A 51C	ADVANCED DENTAL ASSISTING SKILLS		2018 Summer
BH	D A 57	OFFICE EMERGENCY PROCEDURES	Yes	2018 Summer
KA	DANC 1A	BEGINNING BALLET	Yes	2018 Summer
KA	DANC 1B	INTERMEDIATE BALLET	Yes	2018 Summer
KA	DANC 1C	ADVANCED BALLET	Yes	2018 Summer
KA	DANC 2A	BEGINNING MODERN DANCE	Yes	2018 Summer
KA	DANC 2B	INTERMEDIATE MODERN DANCE	Yes	2018 Summer
KA	DANC 3A	BEGINNING JAZZ DANCE		2018 Summer
KA	DANC 3B	INTERMEDIATE JAZZ DANCE		2018 Summer
KA	DANC 4A	BEGINNING BALLROOM & SOCIAL DANCE		2018 Summer
KA	DANC 4B	INTERMEDIATE BALLROOM & SOCIAL DANCE		2018 Summer
KA	DANC 4C	ADVANCED BALLROOM & SOCIAL DANCE		2018 Summer
KA	DANC 7	CHOREOGRAPHY	Yes	2018 Summer
KA	DANC 11A	REPERTORY DANCE I	Yes	2018 Summer
KA	DANC 11B	CHOREOGRAPHY FOR PERFORMANCE I		2018 Summer
KA	DANC 11C	DANCE PRODUCTION I	Yes	2018 Summer
KA	DANC 12A	REPERTORY DANCE II	Yes	2018 Summer
KA	DANC 12B	CHOREOGRAPHY FOR PERFORMANCE II		2018 Summer
KA	DANC 12C	DANCE PRODUCTION II	Yes	2018 Summer
KA	DANC 13A	INTRODUCTION TO CONTEMPORARY DANCE		2018 Summer
KA	DANC 13B	INTERMEDIATE CONTEMPORARY DANCE		2018 Summer
KA	DANC 14	DANCE CONDITIONING		2018 Summer
KA	DANC 18A	INTRODUCTION TO HIP-HOP DANCE		2018 Summer
KA	DANC 18B	INTERMEDIATE HIP-HOP DANCE		2018 Summer
BH	D H 312	EMERGENCY PROCEDURES	Yes	2018 Summer
BH	DMS 200	INTRODUCTION TO DIAGNOSTIC MEDICAL SONOGRAPHY	Yes	2018 Summer
SS	ECON 1A	PRINCIPLES OF MACROECONOMICS	Yes	2018 Summer
SS	ECON 1B	PRINCIPLES OF MICROECONOMICS	Yes	2018 Summer
LA	ENGL 11H	HONORS INTRODUCTION TO POETRY		2018 Summer
LA	ENGL 37	SCIENCE FICTION LITERATURE: REIMAGINEERING REALITY		2018 Summer
LA	ENGL 43A	SURVEY OF BRITISH LITERATURE I: BEOWULF TO THE LATE 18TH CENTURY		2018 Summer
LA	ENGL 43AH	HONORS SURVEY OF BRITISH LITERATURE I: BEOWULF TO THE LATE 18TH CENTURY		2018 Summer
LA	ENGL 43B	SURVEY OF BRITISH LITERATURE II: THE ROMANTIC PERIOD TO THE PRESENT		2018 Summer
LA	ENGL 43BH	HONORS SURVEY OF BRITISH LITERATURE II: THE ROMANTIC PERIOD TO THE PRESENT		2018 Summer
LA	ENGL 45A	SURVEY OF AMERICAN LITERATURE I: BEGINNINGS TO 1865		2018 Summer
LA	ENGL 45AH	HONORS SURVEY OF AMERICAN LITERATURE I: BEGINNINGS TO 1865		2018 Summer
LA	ENGL 45B	SURVEY OF AMERICAN LITERATURE II: 1865 TO THE PRESENT		2018 Summer
LA	ENGL 45BH	HONORS SURVEY OF AMERICAN LITERATURE II: 1865 TO THE PRESENT		2018 Summer
LA	ENGL 47A	WORLD LITERATURE I		2018 Summer
LA	ENGL 47AH	HONORS WORLD LITERATURE I		2018 Summer
LA	ENGL 47B	WORLD LITERATURE II		2018 Summer
LA	ENGL 47BH	HONORS WORLD LITERATURE II		2018 Summer
LA	ENGL 49	CALIFORNIA LITERATURE: GOLDEN STATE CULTURES, GEOGRAPHIES & HISTORIES		2018 Summer

		INDEPENDENT STUDY IN ENGLISH		
LA	ENGL 70R	*Note: just 70R needs submitted; I will copy any edits over to 71R, 72R & 73R*		2018 Summer
LA	ENGL 110	INTRODUCTION TO COLLEGE WRITING		2018 Summer
LA	ESLL 125	COMPOSITION & READING		2018 Summer
SS	GEOG 20	INTRODUCTION TO EARTH SCIENCE	Yes	2018 Summer
FA	GID 37	CARTOON & COMIC ILLUSTRATION I		2018 Summer
FA	GID 44A	FUNDAMENTALS OF 3-D ANIMATION		2018 Summer
FA	GID 49	GAME ART & DESIGN		2018 Summer
FA	GID 55	USER EXPERIENCE (UI/UX) DESIGN		2018 Summer
FA	GID 67	MOBILE GAME DESIGN		2018 Summer
FA	GID 68A	INTRODUCTION TO VIRTUAL REALITY DESIGN		2018 Summer
FA	GID 68B	VIRTUAL REALITY GAME DESIGN		2018 Summer
SS	GIST 59	CARTOGRAPHY, MAP PRESENTATION & DESIGN	Yes	2018 Summer
SS	HIST 3A	WORLD HISTORY FROM PREHISTORY TO 750 CE		2018 Summer
SS	HIST 3B	WORLD HISTORY FROM 750 CE TO 1750 CE		2018 Summer
SS	HIST 3C	WORLD HISTORY FROM 1750 CE TO THE PRESENT		2018 Summer
SS	HIST 17A	HISTORY OF THE UNITED STATES TO 1815		2018 Summer
SS	HIST 17B	HISTORY OF THE UNITED STATES FROM 1812 TO 1914		2018 Summer
SS	HIST 17C	HISTORY OF THE UNITED STATES FROM 1914 TO THE PRESENT		2018 Summer
SS	HIST 17CH	HONORS HISTORY OF THE UNITED STATES FROM 1914 TO THE PRESENT		2018 Summer
BH	HLTH 22	HEALTH & SOCIAL JUSTICE	Yes	2018 Summer
BH	HLTH 23	DRUGS, HEALTH & SOCIETY	Yes	2018 Summer
BH	HORT 15	ORIENTATION TO ENVIRONMENTAL HORTICULTURE		2018 Summer
BH	HORT 21	PLANT MATERIALS I		2018 Summer
BH	HORT 22	PLANT MATERIALS II		2018 Summer
BH	HORT 52C	HORTICULTURE PRACTICES: PLANT INSTALLATION & MAINTENANCE		2018 Summer
BH	HORT 90U	LANDSCAPE DESIGN: PERSPECTIVE SKETCHING		2018 Summer
BH	HORT 91A	COMPOSTING THEORY & TECHNIQUES		2018 Summer
SS	HUMN 4	TRAUMA & THE ARTS	Yes	2018 Summer
SS	HUMN 4H	HONORS TRAUMA & THE ARTS	Yes	2018 Summer
SS	HUMN 6	THE SHOCK OF THE NEW: FROM THE MODERN TO THE CONTEMPORARY	Yes	2018 Summer
SS	HUMN 7H	HONORS GLOBAL RELIGIONS: CONTEMPORARY PRACTICES & PERSPECTIVES	Yes	2018 Summer
LA	JAPN 101A	JAPANESE LANGUAGE PROFICIENCY TEST PREPARATION I		2018 Summer
LA	JAPN 101B	JAPANESE LANGUAGE PROFICIENCY TEST PREPARATION II		2018 Summer
LA	JAPN 101C	JAPANESE LANGUAGE PROFICIENCY TEST PREPARATION III		2018 Summer
LA	JAPN 101D	JAPANESE LANGUAGE PROFICIENCY TEST PREPARATION IV		2018 Summer
LA	JRNL 22A	INTRODUCTION TO REPORTING & NEWSWRITING		2018 Summer
LA	JRNL 22B	INTERMEDIATE REPORTING/NEWSWRITING		2018 Summer
LA	JRNL 53A	STUDENT MEDIA PRACTICUM I		2018 Summer
LA	JRNL 53B	STUDENT MEDIA PRACTICUM II		2018 Summer
LA	JRNL 60	EDITORIAL LEADERSHIP FOR STUDENT NEWS MEDIA		2018 Summer
LA	JRNL 61	REPORTING FOR STUDENT NEWS MEDIA		2018 Summer
LA	JRNL 62	DIGITAL PRODUCTION FOR STUDENT MEDIA		2018 Summer
LA	JRNL 64	PHOTOGRAPHY FOR STUDENT MEDIA		2018 Summer
		INDEPENDENT STUDY IN JOURNALISM		
LA	JRNL 70R	*Note: just 70R needs submitted; I will copy any edits over to 71R, 72R & 73R*		2018 Summer
KA	KINS 3	THEORIES & TECHNIQUES OF COACHING SPORTS	Yes	2018 Summer
KA	KINS 4	CONCEPTS OF PHYSICAL FITNESS & WELLNESS	Yes	2018 Summer
KA	KINS 15	FIRST AID & CPR/AED	Yes	2018 Summer
KA	KINS 16B	EMERGENCY ATHLETIC INJURY CARE	Yes	2018 Summer
KA	KINS 16C	TREATMENT & REHABILITATION OF ATHLETIC INJURIES	Yes	2018 Summer
KA	KINS 48	FITNESS ASSESSMENT TECHNIQUES FOR THE PERSONAL TRAINER		2018 Summer
KA	KINS 51	PERFORMANCE ENHANCING SUBSTANCES IN SPORT & EXERCISE	Yes	2018 Summer
KA	KINS 53	CURRENT TOPICS IN PERSONAL TRAINING		2018 Summer
KA	KINS 62A	CLINICAL EXPERIENCES IN SPORTS MEDICINE I	Yes	2018 Summer
KA	KINS 62B	CLINICAL EXPERIENCES IN SPORTS MEDICINE II	Yes	2018 Summer
KA	KINS 62C	CLINICAL EXPERIENCES IN SPORTS MEDICINE III	Yes	2018 Summer
KA	KINS 62D	CLINICAL EXPERIENCES IN SPORTS MEDICINE IV	Yes	2018 Summer
KA	KINS 62E	CLINICAL EXPERIENCES IN SPORTS MEDICINE V	Yes	2018 Summer
KA	KINS 65A	PNF: INTRODUCTION TO THE UPPER EXTREMITY	Yes	2018 Summer
KA	KINS 65B	PNF: INTRODUCTION TO THE LOWER EXTREMITY	Yes	2018 Summer
KA	KINS 81	INTRODUCTION TO ADAPTIVE FITNESS	Yes	2018 Summer
SS	LINC 59	INTEGRATING 21ST CENTURY SKILLS INTO INSTRUCTION	Yes	2018 Summer
SS	LINC 60K	GAME-BASED LEARNING	Yes	2018 Summer
SS	LINC 62	CLOUD-BASED WORD PROCESSING TOOLS	Yes	2018 Summer
SS	LINC 63	CLOUD-BASED DATA ANALYSIS TOOLS	Yes	2018 Summer
SS	LINC 66E	CLOUD-BASED PUBLISHING TOOLS	Yes	2018 Summer

SS	LINC 67	DESIGNING WEB-BASED LEARNING PROJECTS	Yes	2018 Summer
SS	LINC 70	WEB PAGE DESIGN OVERVIEW	Yes	2018 Summer
SS	LINC 77	DESIGN THINKING OVERVIEW	Yes	2018 Summer
SS	LINC 77A	DESIGN THINKING PROCESS	Yes	2018 Summer
SS	LINC 77B	DESIGN THINKING & TINKERING	Yes	2018 Summer
SS	LINC 77C	DESIGN THINKING FOR TEACHERS	Yes	2018 Summer
SS	LINC 77D	DESIGN THINKING CHALLENGES	Yes	2018 Summer
SS	LINC 78A	COMPUTATIONAL THINKING FOR EDUCATORS	Yes	2018 Summer
SS	LINC 78B	BLOCK BASED CODING CONCEPTS	Yes	2018 Summer
SS	LINC 78C	PROJECT BASED TECHNOLOGY PROJECTS	Yes	2018 Summer
SS	LINC 83A	ADOBE PREMIERE	Yes	2018 Summer
SS	LINC 83C	IMOVIE	Yes	2018 Summer
SS	LINC 84A	3-D DESIGN CONCEPTS	Yes	2018 Summer
SS	LINC 84B	3-D DESIGN & FABRICATION	Yes	2018 Summer
SS	LINC 86B	SCREENCASTING II	Yes	2018 Summer
SS	LINC 87	SEMINAR IN TEACHING WITH EDUCATIONAL TECHNOLOGY	Yes	2018 Summer
SS	LINC 88	INTRODUCTION TO COMPUTER OPERATING SYSTEMS	Yes	2018 Summer
SS	LINC 89	INTRODUCTION TO MICROSOFT WINDOWS SERVERS	Yes	2018 Summer
SS	LINC 90B	OPEN EDUCATION RESOURCES	Yes	2018 Summer
SS	LINC 93B	ASSISTIVE TECHNOLOGY & UNIVERSAL ACCESS	Yes	2018 Summer
SS	LINC 94	INTRODUCTION TO COMPUTER NETWORKS	Yes	2018 Summer
SS	LINC 95B	TECHNOLOGY ETHICS & EDUCATIONAL LAW	Yes	2018 Summer
SS	LINC 95C	ASSESSMENT STRATEGIES FOR TECHNOLOGY INTEGRATION	Yes	2018 Summer
SS	LINC 97B	TABLET COMPUTERS & MEDIA CREATION	Yes	2018 Summer
PS	MATH 17	INTEGRATED STATISTICS II		2018 Summer
PS	MATH 105	INTERMEDIATE ALGEBRA		2018 Summer
PS	MATH 180	QUANTITATIVE REASONING		2018 Fall
PS	MATH 217	INTEGRATED STATISTICS I		2018 Summer
PS	MATH 248A	JUST-IN-TIME SUPPORT FOR MATH 48A		2018 Fall
FA	MDIA 1	INTRODUCTION TO FILM STUDIES	Yes	2018 Summer
FA	MDIA 1H	HONORS INTRODUCTION TO FILM STUDIES	Yes	2018 Summer
FA	MDIA 4	EXPERIMENTAL FILM & VIDEO	Yes	2018 Summer
FA	MDIA 7	DOCUMENTARY FILM	Yes	2018 Summer
FA	MDIA 8A	RACE & GENDER IN AMERICAN MEDIA	Yes	2018 Summer
FA	MDIA 20	FUNDAMENTALS OF MEDIA PRODUCTION	Yes	2018 Summer
FA	MTEC 51C	STUDIO RECORDING III	Yes	2018 Summer
FA	MTEC 62B	COMPOSING & PRODUCING ELECTRONIC MUSIC II	Yes	2018 Summer
FA	MTEC 70C	PRO TOOLS 201-AVID CERTIFICATION	Yes	2018 Summer
FA	MTEC 70D	PRO TOOLS 210M-AVID CERTIFICATION	Yes	2018 Summer
FA	MTEC 72C	PRODUCING MUSIC WITH LOGIC PRO X	Yes	2018 Summer
FA	MTEC 82A	CAREERS IN MUSIC TECHNOLOGY	Yes	2018 Summer
FA	MTEC 84A	MUSIC & MEDICINE *Note: cross-listed w/ MUS 83A (also on the list)—please submit the same updates to both CORs*	Yes	2018 Summer
FA	MUS 13A	CLASS VOICE I	Yes	2018 Summer
FA	MUS 13B	CLASS VOICE II	Yes	2018 Summer
FA	MUS 13C	CLASS VOICE III	Yes	2018 Summer
FA	MUS 38A	GUITAR ENSEMBLE I	Yes	2018 Summer
FA	MUS 38B	GUITAR ENSEMBLE II	Yes	2018 Summer
FA	MUS 38C	GUITAR ENSEMBLE III	Yes	2018 Summer
FA	MUS 83A	MUSIC & MEDICINE *Note: cross-listed w/ MTEC 84A (also on the list)—please submit the same updates to both CORs*	Yes	2018 Summer
LR	NCBS 403A	BRIDGE TO COLLEGE LEVEL MATHEMATICS I		2018 Summer
LR	NCBS 403B	BRIDGE TO COLLEGE LEVEL MATHEMATICS II		2018 Summer
LR	NCCS 405	COMMUNICATION & CULTURE		2018 Summer
LA	NCEL 403A	TRANSITIONING TO COLLEGE ESL PART I		2018 Summer
LA	NCEL 403B	TRANSITIONING TO COLLEGE ESL PART II		2018 Summer
LA	NCEL 411	ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE I		2018 Summer
LA	NCEL 412	ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE II		2018 Summer
LA	NCEL 413	ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE III		2018 Summer
LA	NCEL 421	INTERMEDIATE ENGLISH AS A SECOND LANGUAGE I		2018 Summer
LA	NCEL 425	DEVELOPING LISTENING & SPEAKING SKILLS		2018 Summer
LR	NCLA 407A	THE GRAMMAR & RHETORIC OF APPLICATION WRITING		2018 Summer
LR	NCLA 407B	WRITING RESUMES & COVER LETTERS		2018 Summer
LR	NCLA 407C	WRITING UNDER TIME CONSTRAINTS		2018 Summer
LR	NCLA 408	VOCABULARY ACROSS THE DISCIPLINES		2018 Summer
SR	PHDA 16	MODIFIED GENERAL CONDITIONING		2018 Summer
SR	PHDA 17	MODIFIED RESISTIVE EXERCISE		2018 Summer

SR	PHDA 18	INDIVIDUALIZED EXERCISE FOR SPECIAL POPULATIONS	Yes	2018 Summer
SR	PHDA 20	MODIFIED FUNCTIONAL FITNESS	Yes	2018 Summer
SR	PHDA 21A	MODIFIED AQUATICS	Yes	2018 Summer
SR	PHDA 21B	MODIFIED WATER EXERCISE	Yes	2018 Summer
SR	PHDA 23	MODIFIED AEROBIC EXERCISE	Yes	2018 Summer
SR	PHDA 24	MODIFIED STRETCHING & FLEXIBILITY	Yes	2018 Summer
SR	PHDA 25	BALANCE & FUNCTIONAL MOVEMENT	Yes	2018 Summer
KA	PHED 10A	AQUATICS: LEVEL I, BEGINNING SWIMMING	Yes	2018 Summer
KA	PHED 10B	AQUATICS: LEVEL II, INTERMEDIATE SWIMMING	Yes	2018 Summer
KA	PHED 10C	AQUATICS LEVEL III, MASTERS SWIMMING/ADVANCED SWIM TRAINING	Yes	2018 Summer
KA	PHED 11A	WATER EXERCISE	Yes	2018 Summer
KA	PHED 11B	AQUATIC FITNESS	Yes	2018 Summer
KA	PHED 11C	WATER AWARENESS	Yes	2018 Summer
KA	PHED 13	BEGINNING WATER POLO	Yes	2018 Summer
KA	PHED 13A	INTERMEDIATE WATER POLO	Yes	2018 Summer
KA	PHED 13C	WATER POLO: GAME SKILLS	Yes	2018 Summer
KA	PHED 17A	BEGINNING KARATE	Yes	2018 Summer
KA	PHED 17B	INTERMEDIATE KARATE	Yes	2018 Summer
KA	PHED 18	BEGINNING TAI CHI (TAIJI)	Yes	2018 Summer
KA	PHED 18B	INTERMEDIATE TAI CHI (TAIJI)	Yes	2018 Summer
KA	PHED 18C	ADVANCED TAI CHI (TAIJI)	Yes	2018 Summer
KA	PHED 19B	KICKBOXING FOR FITNESS	Yes	2018 Summer
KA	PHED 19C	INTERMEDIATE KICKBOXING FOR FITNESS	Yes	2018 Summer
KA	PHED 19D	ADVANCED KICKBOXING FOR FITNESS	Yes	2018 Summer
KA	PHED 20A	BEGINNING MAT PILATES	Yes	2018 Summer
KA	PHED 20B	INTERMEDIATE MAT PILATES	Yes	2018 Summer
KA	PHED 21	FOUNDATIONS OF YOGA	Yes	2018 Summer
KA	PHED 21A	BEGINNING HATHA YOGA	Yes	2018 Summer
KA	PHED 21B	INTERMEDIATE HATHA YOGA	Yes	2018 Summer
KA	PHED 21C	ADVANCED HATHA YOGA	Yes	2018 Summer
KA	PHED 21D	VINYASA FLOW YOGA	Yes	2018 Summer
KA	PHED 21E	RESTORATIVE YOGA	Yes	2018 Summer
KA	PHED 22	BEGINNING FLEXIBILITY & MOBILITY	Yes	2018 Summer
KA	PHED 22A	INTERMEDIATE FLEXIBILITY & MOBILITY	Yes	2018 Summer
KA	PHED 22C	CORE CONDITIONING	Yes	2018 Summer
KA	PHED 22E	CROSS TRAINING FOR ENDURANCE	Yes	2018 Summer
KA	PHED 23A	TRAIL HIKING	Yes	2018 Summer
KA	PHED 23B	DAY HIKING	Yes	2018 Summer
KA	PHED 24	INTRODUCTION TO GOLF	Yes	2018 Summer
KA	PHED 24A	SWING DEVELOPMENT FOR THE EXPERIENCED GOLFER	Yes	2018 Summer
KA	PHED 24C	INTERMEDIATE GOLF COURSE PLAY	Yes	2018 Summer
KA	PHED 24D	ADVANCED GOLF COURSE PLAY	Yes	2018 Summer
KA	PHED 25A	SWING ANALYSIS	Yes	2018 Summer
KA	PHED 25B	BEGINNING GOLF COURSE PLAY	Yes	2018 Summer
KA	PHED 26	BEGINNING TENNIS SKILLS	Yes	2018 Summer
KA	PHED 26A	INTERMEDIATE TENNIS	Yes	2018 Summer
KA	PHED 26C	BEGINNING DOUBLES TENNIS	Yes	2018 Summer
KA	PHED 27	WALK FOR HEALTH	Yes	2018 Summer
KA	PHED 27A	RUN FOR FITNESS	Yes	2018 Summer
KA	PHED 27B	INTERMEDIATE RUN FOR FITNESS	Yes	2018 Summer
KA	PHED 27C	INTERMEDIATE WALK FOR HEALTH	Yes	2018 Summer
KA	PHED 31A	FUTSAL: INDOOR SOCCER BEGINNING	Yes	2018 Summer
KA	PHED 31B	FUTSAL: INDOOR SOCCER INTERMEDIATE	Yes	2018 Summer
KA	PHED 31C	FUTSAL: INDOOR SOCCER ADVANCED	Yes	2018 Summer
KA	PHED 33	BEGINNING TABLE TENNIS	Yes	2018 Summer
KA	PHED 33A	INTERMEDIATE TABLE TENNIS	Yes	2018 Summer
KA	PHED 33B	ADVANCED TABLE TENNIS	Yes	2018 Summer
KA	PHED 36A	BEGINNING ARCHERY	Yes	2018 Summer
KA	PHED 36B	INTERMEDIATE ARCHERY	Yes	2018 Summer
KA	PHED 36C	ADVANCED ARCHERY	Yes	2018 Summer
KA	PHED 37	BEGINNING BADMINTON: SINGLES & DOUBLES	Yes	2018 Summer
KA	PHED 37A	INTERMEDIATE BADMINTON: SINGLES & DOUBLES	Yes	2018 Summer
KA	PHED 37B	ADVANCED BADMINTON: SINGLES & DOUBLES	Yes	2018 Summer
KA	PHED 38A	BASKETBALL FUNDAMENTALS	Yes	2018 Summer
KA	PHED 38B	BASKETBALL GAME SKILLS	Yes	2018 Summer
KA	PHED 38C	BEGINNING BASKETBALL	Yes	2018 Summer
KA	PHED 40	BEGINNING VOLLEYBALL	Yes	2018 Summer

KA	PHED 40A	INTERMEDIATE VOLLEYBALL	Yes	2018 Summer
KA	PHED 40C	VOLLEYBALL: GAME SKILLS	Yes	2018 Summer
KA	PHED 41	INDOOR CYCLING: SPIN	Yes	2018 Summer
KA	PHED 41B	INTERMEDIATE INDOOR CYCLING	Yes	2018 Summer
KA	PHED 42	BOWLING FOR FITNESS	Yes	2018 Summer
KA	PHED 43A	ULTIMATE I	Yes	2018 Summer
KA	PHED 45	FITNESS FOR LIFE	Yes	2018 Summer
KA	PHED 45A	FOUNDATIONS OF STRENGTH & CONDITIONING	Yes	2018 Summer
KA	PHED 45C	CIRCUIT TRAINING	Yes	2018 Summer
KA	PHED 46	WEIGHT LIFTING FOR HEALTH & FITNESS	Yes	2018 Summer
KA	PHED 46A	INTERMEDIATE WEIGHT TRAINING FOR HEALTH & FITNESS	Yes	2018 Summer
KA	PHED 46B	ADVANCED WEIGHT LIFTING FOR HEALTH & FITNESS	Yes	2018 Summer
KA	PHED 47B	THIGHS, ABS & GLUTEUS (TAG)	Yes	2018 Summer
KA	PHED 47C	HIGH-INTENSITY INTERVAL TRAINING (HIIT)	Yes	2018 Summer
KA	PHED 49B	BOOT CAMP TRAINING	Yes	2018 Summer
SS	PHIL 4	INTRODUCTION TO PHILOSOPHY	Yes	2018 Summer
FA	PHOT 57A	PHOTOGRAPHIC PORTFOLIO DEVELOPMENT	Yes	2018 Summer
FA	PHOT 57B	PROFESSIONAL PRACTICES IN PHOTOGRAPHY	Yes	2018 Summer
FA	PHOT 70R	INDEPENDENT STUDY IN PHOTOGRAPHY *Note: just 70R needs submitted; I will copy any edits over to 71R, 72R & 73R*	Yes	2018 Summer
FA	PHOT 72	LIGHTROOM & PHOTOGRAPHIC DESIGN	Yes	2018 Summer
PS	PHYS 12	INTRODUCTION TO MODERN PHYSICS		2018 Summer
SS	POLI 2	COMPARATIVE GOVERNMENT & POLITICS	Yes	2018 Summer
SS	POLI 2H	HONORS COMPARATIVE GOVERNMENT & POLITICS		2018 Summer
PS	PSE 20	INTRODUCTION TO PHYSICAL SCIENCE	Yes	2018 Summer
SS	PSYC 1	GENERAL PSYCHOLOGY	Yes	2018 Summer
SS	PSYC 7	STATISTICS FOR THE BEHAVIORAL SCIENCES *Note: cross-listed w/ SOC 7 (also on the list)—please submit the same updates to both CORs*	Yes	2018 Summer
SS	PSYC 9	POSITIVE PSYCHOLOGY	Yes	2018 Summer
BH	RSPT 51B	RESPIRATORY PHYSIOLOGY		2018 Summer
BH	RSPT 84	FUNDAMENTALS OF PULMONARY DISEASE	Yes	2019 Winter
BH	RSPT 85	INTERVENTIONAL PULMONOLOGY THEORY & APPLICATION	Yes	2019 Winter
BH	RSPT 86	INTERVENTIONAL PULMONOLOGY PROCEDURES	Yes	2019 Winter
BH	RSPT 87A	INTERVENTIONAL PULMONOLOGY CLINICAL INTERNSHIP I		2019 Winter
BH	RSPT 87B	INTERVENTIONAL PULMONOLOGY CLINICAL INTERNSHIP II		2019 Winter
BH	RSPT 88	INTERVENTIONAL PULMONOLOGY RESEARCH PROJECT	Yes	2019 Winter
BH	R T 52D	DIGITAL IMAGE ACQUISITION & DISPLAY		2018 Summer
BH	R T 53A	APPLIED RADIOGRAPHIC TECHNOLOGY I		2018 Fall
BH	R T 53B	APPLIED RADIOGRAPHIC TECHNOLOGY II		2018 Fall
BH	R T 53C	APPLIED RADIOGRAPHIC TECHNOLOGY III		2018 Fall
BH	R T 61A	RADIOLOGY RESEARCH PROJECT I		2018 Fall
BH	R T 61B	RADIOLOGY RESEARCH PROJECT II		2018 Fall
BH	R T 62C	PROFESSIONAL DEVELOPMENT IN RADIOLOGY	Yes	2018 Summer
BH	R T 72	VENIPUNCTURE		2018 Summer
BH	R T 201	DIGITAL RADIOGRAPHY FOR RADIOLOGIC TECHNOLOGISTS		2018 Fall
BH	R T 202	RADIATION SAFETY IN FLUOROSCOPY FOR RADIOLOGIC TECHNOLOGISTS		2018 Fall
SS	SOC 7	STATISTICS FOR THE BEHAVIORAL SCIENCES *Note: cross-listed w/ PSYC 7 (also on the list)—please submit the same updates to both CORs*		2018 Summer
LA	SPAN 14A	ADVANCED CONVERSATION I		2018 Summer
LA	SPAN 14B	ADVANCED CONVERSATION II		2018 Summer
SR	SPED 8	INTRODUCTION TO COLLEGE & ACCOMMODATIONS	Yes	2018 Summer
FA	THTR 1	INTRODUCTION TO THEATRE	Yes	2018 Summer
FA	THTR 27	LIGHTING DESIGN & TECHNOLOGY	Yes	2018 Summer
FA	THTR 31	MANAGEMENT FOR THE THEATRE & STAGE	Yes	2018 Summer
FA	THTR 40A	BASIC THEATRICAL MAKEUP		2018 Summer
FA	THTR 40B	THEATRICAL MAKEUP FOR PRODUCTION		2018 Summer
FA	THTR 43A	SCRIPT ANALYSIS	Yes	2018 Summer
FA	THTR 63A	FILM & TELEVISION ACTING WORKSHOP		2018 Summer
BH	V T 54A	COMPARATIVE VETERINARY ANATOMY & PHYSIOLOGY FOR THE VETERINARY TECHNICIAN		2018 Summer
BH	V T 54B	COMPARATIVE VETERINARY ANATOMY & PHYSIOLOGY FOR THE VETERINARY TECHNICIAN		2018 Summer
BH	V T 84	ANESTHESIOLOGY FOR TECHNICIANS		2018 Summer
BH	V T 85	VETERINARY EMERGENCY & CRITICAL CARE		2018 Summer
SS	WMN 11	WOMEN IN GLOBAL PERSPECTIVE		2018 Summer

FOOTHILL COLLEGE GENERAL EDUCATION & GRADUATION REQUIREMENTS

The Foothill College general education (GE) pattern is designed to ensure that students meet the four institutional/general education student learning outcomes:

1. **Communication:** Demonstrate analytical reading and writing skills, including evaluation, synthesis and research; deliver focused and coherent presentations; and demonstrate active, discerning listening and speaking skills in lectures and discussions.
2. **Computation:** Demonstrate complex problem-solving skills, technology skills, computer proficiency and decision analysis through synthesis and evaluation; apply mathematical concepts and reasoning; and analyze and use numerical data.
3. **Creative, Critical & Analytical Thinking:** Demonstrate judgment, decision-making skills and intellectual curiosity; demonstrate problem-solving skills through analysis, synthesis and evaluation; develop creativity and aesthetic awareness; conduct research methodology; and identify and respond to a variety of learning styles and strategies.
4. **Community/Global Consciousness & Responsibility:** Demonstrate social perceptiveness, including citizenship, community service, cultural awareness, empathy, ethics, interpersonal skills, personal integrity, respect, self-esteem and sensitivity; and exhibit interest in and pursuit of lifelong learning.

Completion of the Foothill College general education pattern requires that students successfully earn a minimum of 30 units from the courses listed below, with at least one course in humanities, English, natural sciences (with laboratory), social and behavioral sciences, communication and analytical thinking, United States cultures and communities, and two courses in lifelong learning from two different academic departments. Courses may only be used in one area.

Code	Title	Units
I. Humanities		
ART 1	INTRODUCTION TO ART	4.5
ART 2A	HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY	4.5
or ART 2AH	HONORS HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY	
ART 2B	HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE	4.5
or ART 2BH	HONORS HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE	
ART 2C	HISTORY OF WESTERN ART FROM THE BAROQUE TO CONTEMPORARY	4.5
ART 2E	A HISTORY OF WOMEN IN ART	4.5
ART 2F	INTRODUCTION TO ASIAN ART	4.5
ART 2J	AMERICAN ART	4.5
ART 4A	FUNDAMENTALS IN DRAWING	4
ART 4G	MURAL MAKING: COMMUNITY ART PROJECT	4
ART 5A	2-D FOUNDATIONS	4
ART 5B	3-D FOUNDATIONS	4
ART 20B	COLOR II	4
ART 45B	BEGINNING CERAMICS POTTER'S WHEEL	4
BUSI 70	BUSINESS & PROFESSIONAL ETHICS	4
CRWR 6	INTRODUCTION TO CREATIVE WRITING	5
CRWR 25A	POETRY IN COMMUNITY	5
CRWR 39A	INTRODUCTION TO SHORT FICTION WRITING	5
CRWR 41A	POETRY WRITING	5
DANC 10	TOPICS IN DANCE HISTORY	5
ENGL 5	LOUD & QUEER: LITERATURE OF SEXUAL/GENDER IDENTITY	4
ENGL 7	NATIVE AMERICAN LITERATURE	4
ENGL 10A	LITERATURE & THE ENVIRONMENT	4
ENGL 12	AFRICAN AMERICAN LITERATURE	4
ENGL 12A	ALL POWER TO THE PEOPLE: LITERATURE OF THE BLACK PANTHER PARTY	4
ENGL 14	TRAVELING THE WORLD THROUGH CONTEMPORARY LITERATURE	4
ENGL 16	INTRODUCTION TO LITERATURE	4
ENGL 17	INTRODUCTION TO SHAKESPEARE	4
ENGL 22	WOMEN WRITERS	4
ENGL 24	UNMASKING COMICS: THE DAWN OF THE GRAPHIC NOVEL	4
ENGL 27G	DETECTIVE & MYSTERY FICTION	4
ENGL 31	LATINO/A LITERATURE	4
ENGL 34C	LITERATURE INTO FILM	4
ENGL 37	SCIENCE FICTION LITERATURE: REIMAGINEERING REALITY	4
ENGL 38	LITERATURE OF PROTEST	4
ENGL 40	ASIAN AMERICAN LITERATURE	4
ENGL 43A	SURVEY OF BRITISH LITERATURE I: BEOWULF TO THE LATE 18TH CENTURY	5
or ENGL 43AH	HONORS SURVEY OF BRITISH LITERATURE I: BEOWULF TO THE LATE 18TH CENTURY	
ENGL 43B	SURVEY OF BRITISH LITERATURE II: THE ROMANTIC PERIOD TO THE PRESENT	5
or ENGL 43BH	HONORS SURVEY OF BRITISH LITERATURE II: THE ROMANTIC PERIOD TO THE PRESENT	
ENGL 45A	SURVEY OF AMERICAN LITERATURE I: BEGINNINGS TO 1865	5
or ENGL 45AH	HONORS SURVEY OF AMERICAN LITERATURE I: BEGINNINGS TO 1865	
ENGL 45B	SURVEY OF AMERICAN LITERATURE II: 1865 TO THE PRESENT	5
or ENGL 45BH	HONORS SURVEY OF AMERICAN LITERATURE II: 1865 TO THE PRESENT	
ENGL 47A	WORLD LITERATURE I	5
or ENGL 47AH	HONORS WORLD LITERATURE I	
ENGL 47B	WORLD LITERATURE II	5
or ENGL 47BH	HONORS WORLD LITERATURE II	
ENGL 49	CALIFORNIA LITERATURE: GOLDEN STATE CULTURES, GEOGRAPHIES & HISTORIES	4
ETHN 1	INTRODUCTION TO ETHNIC STUDIES	4

ETHN 2	INTRODUCTION TO AFRICAN AMERICAN STUDIES	4
ETHN 3	INTRODUCTION TO LATINX STUDIES	4
ETHN 4	INTRODUCTION TO NATIVE AMERICAN STUDIES	4
ETHN 5	INTRODUCTION TO ASIAN AMERICAN STUDIES	4
GID 1	HISTORY OF GRAPHIC DESIGN	4
HUMN 1	CULTURES, CIVILIZATIONS & IDEAS: THE ANCIENT WORLD	4
or HUMN 1H	HONORS CULTURES, CIVILIZATIONS & IDEAS: THE ANCIENT WORLD	
HUMN 2	CULTURES, CIVILIZATIONS & IDEAS: OF EMPIRES & CONFLICT	4
HUMN 3	WORLD MYTHS IN LITERATURE ARTS & FILM	4
or HUMN 3H	HONORS WORLD MYTHS IN LITERATURE ARTS & FILM	
HUMN 4	TRAUMA & THE ARTS	4
or HUMN 4H	HONORS TRAUMA & THE ARTS	
HUMN 5	CULTURES, CIVILIZATIONS & IDEAS: THE MODERN WORLD	4
or HUMN 5H	HONORS CULTURES, CIVILIZATIONS & IDEAS: THE MODERN WORLD	
HUMN 6	THE SHOCK OF THE NEW: FROM THE MODERN TO THE CONTEMPORARY	4
HUMN 7	GLOBAL RELIGIONS: CONTEMPORARY PRACTICES & PERSPECTIVES	4
or HUMN 7H	HONORS GLOBAL RELIGIONS: CONTEMPORARY PRACTICES & PERSPECTIVES	
HUMN 8	EX MACHINA: THE PARADOX OF BEING HUMAN IN THE DIGITAL AGE	4
HUMN 9	ONCE UPON A TIME? THE IMMORTAL LURE OF FAIRY TALES	4
HUMN 10	ON THE MOVE: THE IMMIGRANT EXPERIENCE IN LITERATURE, FILM & MULTIMEDIA	4
HUMN 11	INTRODUCTION TO POPULAR CULTURE	4
or HUMN 11H	HONORS INTRODUCTION TO POPULAR CULTURE	
HUMN 13	VIDEO GAMES & POPULAR CULTURE	4
HUMN 14	THE ART OF PEACE: NARRATIVE REPRESENTATIONS OF PACIFISM	4
JAPN 14A	ADVANCED CONVERSATION I	4
JAPN 14B	ADVANCED CONVERSATION II	4
KINS 5	SPORTS & CINEMA	4
MDIA 1	INTRODUCTION TO FILM STUDIES	4
or MDIA 1H	HONORS INTRODUCTION TO FILM STUDIES	
MDIA 2A	HISTORY OF FILM 1895-1945	4
MDIA 2B	HISTORY OF FILM 1945-CURRENT	4
MDIA 2C	CURRENT TRENDS IN FILM, TV & THE INTERNET	4
MDIA 4	EXPERIMENTAL FILM & VIDEO	4
MDIA 7	DOCUMENTARY FILM	4
MDIA 11	INTRODUCTION TO POPULAR CULTURE	4
or MDIA 11H	HONORS INTRODUCTION TO POPULAR CULTURE	
MDIA 13	VIDEO GAMES & POPULAR CULTURE	4
MUS 1	INTRODUCTION TO MUSIC	4
MUS 2A	GREAT COMPOSERS & MUSIC MASTERPIECES	5
or MUS 2AH	HONORS GREAT COMPOSERS & MUSIC MASTERPIECES	
MUS 2B	GREAT COMPOSERS & MUSIC MASTERPIECES	5
or MUS 2BH	HONORS GREAT COMPOSERS & MUSIC MASTERPIECES	
MUS 2C	GREAT COMPOSERS & MUSIC MASTERPIECES	5
or MUS 2CH	HONORS GREAT COMPOSERS & MUSIC MASTERPIECES	
MUS 2D	WORLD MUSIC: ROOTS TO CONTEMPORARY GLOBAL FUSION	5
MUS 2F	HISTORY OF AMERICAN MUSICAL THEATRE	4
MUS 7F	MUSIC IN FILM	4
MUS 8	MUSIC OF AMERICAN CULTURES	5
or MUS 8H	HONORS MUSIC OF AMERICAN CULTURES	
MUS 11D	HISTORY OF ELECTRONIC MUSIC: ORIGINS-1970	4
MUS 11E	HISTORY OF ELECTRONIC MUSIC: 1970-PRESENT	4
PHIL 2	INTRODUCTION TO SOCIAL & POLITICAL PHILOSOPHY	4
PHIL 4	INTRODUCTION TO PHILOSOPHY	4
PHIL 11	INTRODUCTION TO THE PHILOSOPHY OF ART & AESTHETICS	4
PHIL 20A	HISTORY OF WESTERN PHILOSOPHY FROM SOCRATES THROUGH ST. THOMAS	4
PHIL 20B	HISTORY OF WESTERN PHILOSOPHY FROM THE RENAISSANCE THROUGH KANT	4
PHIL 24	COMPARATIVE WORLD RELIGIONS: EAST	4
PHIL 25	COMPARATIVE WORLD RELIGIONS: WEST	4
PHOT 5	INTRODUCTION TO PHOTOGRAPHY	4
PHOT 8	PHOTOGRAPHY OF AMERICAN CULTURES	5
or PHOT 8H	HONORS PHOTOGRAPHY OF AMERICAN CULTURES	
PHOT 10	HISTORY OF PHOTOGRAPHY	4
or PHOT 10H	HONORS HISTORY OF PHOTOGRAPHY	
PHOT 11	CONTEMPORARY ISSUES IN PHOTOGRAPHY	4
or PHOT 11H	HONORS CONTEMPORARY ISSUES IN PHOTOGRAPHY	
SPAN 4	INTERMEDIATE SPANISH I	5
SPAN 5	INTERMEDIATE SPANISH II	5
SPAN 6	INTERMEDIATE SPANISH III	5
SPAN 13A	INTERMEDIATE CONVERSATION I	4
SPAN 13B	INTERMEDIATE CONVERSATION II	4
SPAN 14A	ADVANCED CONVERSATION I	4
SPAN 14B	ADVANCED CONVERSATION II	4
THTR 1	INTRODUCTION TO THEATRE	4
THTR 2A	HISTORY OF DRAMATIC LITERATURE: CLASSICAL TO MOLIERE	4
THTR 2F	HISTORY OF AMERICAN MUSICAL THEATRE	4
THTR 8	MULTICULTURAL THEATRE ARTS IN MODERN AMERICA	4
THTR 26	INTRODUCTION TO FASHION HISTORY & COSTUME DESIGN	4
II. English		
ENGL 1A	COMPOSITION & READING	5
or ENGL 1AH	HONORS COMPOSITION & READING	
ENGL 1S & ENGL 1T	INTEGRATED COMPOSITION & READING and INTEGRATED COMPOSITION & READING	8
ESLL 26	ADVANCED COMPOSITION & READING	5

Additionally, students who complete the major requirements for the Apprenticeship - Plumbing Technology program will satisfy Area II.

III. Natural Sciences (with Laboratory)		
ANTH 1 & 1L	INTRODUCTION TO PHYSICAL ANTHROPOLOGY and PHYSICAL ANTHROPOLOGY LABORATORY	5
or ANTH 1H & 1HL	HONORS INTRODUCTION TO PHYSICAL ANTHROPOLOGY and HONORS PHYSICAL ANTHROPOLOGY LABORATORY	
ANTH 13 & 13L	INTRODUCTION TO FORENSIC ANTHROPOLOGY and FORENSIC ANTHROPOLOGY LABORATORY	5
ASTR 10A & ASTR 10L	GENERAL ASTRONOMY: SOLAR SYSTEM and ASTRONOMY LABORATORY	6
ASTR 10B & ASTR 10L	GENERAL ASTRONOMY: STARS, GALAXIES, COSMOLOGY and ASTRONOMY LABORATORY	6
or ASTR 10BH & ASTR 10L	HONORS GENERAL ASTRONOMY: STARS, GALAXIES, COSMOLOGY and ASTRONOMY LABORATORY	
BIOL 9 & 9L	ENVIRONMENTAL BIOLOGY and ENVIRONMENTAL BIOLOGY LABORATORY	5
BIOL 10	GENERAL BIOLOGY: BASIC PRINCIPLES	5
BIOL 13	MARINE BIOLOGY	5
BIOL 14	HUMAN BIOLOGY	5
BIOL 15	CALIFORNIA ECOLOGY/NATURAL HISTORY	5
BIOL 41	MICROBIOLOGY	6
CHEM 1A	GENERAL CHEMISTRY	5
CHEM 25	FUNDAMENTALS OF CHEMISTRY	5
CHEM 30A	SURVEY OF INORGANIC & ORGANIC CHEMISTRY	5
GEOG 1	PHYSICAL GEOGRAPHY	5
PHYS 2A	GENERAL PHYSICS	5
PHYS 4A	GENERAL PHYSICS (CALCULUS)	6
PSE 20	INTRODUCTION TO PHYSICAL SCIENCE	5
Additionally, students who complete the major requirements for the Apprenticeship - Plumbing Technology program will satisfy Area III.		
IV. Social and Behavioral Sciences		
ANTH 2A	CULTURAL ANTHROPOLOGY	4
or ANTH 2AH	HONORS CULTURAL ANTHROPOLOGY	
ANTH 2B	PATTERNS OF CULTURE	4
ANTH 3	WORLD PREHISTORY: THE RISE & FALL OF EARLY CIVILIZATIONS	4
ANTH 5	MAGIC, SCIENCE & RELIGION	4
ANTH 8	INTRODUCTION TO ARCHAEOLOGY	4
or ANTH 8H	HONORS INTRODUCTION TO ARCHAEOLOGY	
ANTH 12	APPLIED ANTHROPOLOGY	4
ANTH 14	LINGUISTIC ANTHROPOLOGY	4
ANTH 15	MEDICAL ANTHROPOLOGY: METHODS & PRACTICE	4
ANTH 20	NATIVE PEOPLES OF CALIFORNIA	4
ANTH 22	THE AZTEC, MAYA, INCA & THEIR PREDECESSORS: CIVILIZATIONS OF THE AMERICAS	4
BUSI 22	PRINCIPLES OF BUSINESS	5
or BUSI 22H	HONORS PRINCIPLES OF BUSINESS	
BUSI 53	SURVEY OF INTERNATIONAL BUSINESS	4
CHLD 1	CHILD GROWTH & DEVELOPMENT: PRENATAL THROUGH EARLY CHILDHOOD	4
CHLD 2	CHILD GROWTH & DEVELOPMENT II: MIDDLE CHILDHOOD THROUGH ADOLESCENCE	4
CNSL 3	IDENTITY, CULTURE & EDUCATION	4.5
or CNSL 3H	HONORS IDENTITY, CULTURE & EDUCATION	
ECON 1A	PRINCIPLES OF MACROECONOMICS	5
ECON 1B	PRINCIPLES OF MICROECONOMICS	5
ECON 9	POLITICAL ECONOMY	4
or ECON 9H	HONORS POLITICAL ECONOMY	
ECON 25	THE GLOBAL ECONOMY	4
GEOG 2	HUMAN GEOGRAPHY	4
GEOG 5	INTRODUCTION TO ECONOMIC GEOGRAPHY	4
GEOG 10	WORLD REGIONAL GEOGRAPHY	4
HIST 3A	WORLD HISTORY FROM PREHISTORY TO 750 CE	4
HIST 3B	WORLD HISTORY FROM 750 CE TO 1750 CE	4
HIST 3C	WORLD HISTORY FROM 1750 CE TO THE PRESENT	4
HIST 4A	HISTORY OF WESTERN CIVILIZATION TO 800 CE	4
HIST 4B	HISTORY OF WESTERN CIVILIZATION: 700-1800	4
HIST 4C	HISTORY OF WESTERN CIVILIZATION 1789-PRESENT	4
HIST 8	HISTORY OF LATIN AMERICA	4
HIST 10	HISTORY OF CALIFORNIA: THE MULTICULTURAL STATE	4
HIST 17A	HISTORY OF THE UNITED STATES TO 1815	4
HIST 17B	HISTORY OF THE UNITED STATES FROM 1812 TO 1914	4
HIST 17C	HISTORY OF THE UNITED STATES FROM 1914 TO THE PRESENT	4
or HIST 17CH	HONORS HISTORY OF THE UNITED STATES FROM 1914 TO THE PRESENT	
HIST 18	INTRODUCTION TO MIDDLE EASTERN CIVILIZATION	4
HIST 20	HISTORY OF RUSSIA & THE SOVIET UNION	4
KINS 2	SPORT IN SOCIETY	5
KINS 10	WOMEN IN SPORTS	5
KINS 51	PERFORMANCE ENHANCING SUBSTANCES IN SPORT & EXERCISE	4
POLI 1	POLITICAL SCIENCE: INTRODUCTION TO AMERICAN GOVERNMENT & POLITICS	5
POLI 3	INTRODUCTION TO POLITICAL PHILOSOPHY/ POLITICAL THEORY	5
or POLI 3H	HONORS INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY	
POLI 4	CALIFORNIA POLITICS & GOVERNMENT	5
POLI 9	POLITICAL ECONOMY	4
or POLI 9H	HONORS POLITICAL ECONOMY	
POLI 15	INTERNATIONAL RELATIONS/WORLD POLITICS	4
or POLI 15H	HONORS INTERNATIONAL RELATIONS/WORLD POLITICS	
PSYC 1	GENERAL PSYCHOLOGY	5
or PSYC 1H	HONORS GENERAL PSYCHOLOGY	
PSYC 2	CULTURAL PSYCHOLOGY	4

PSYC 4	INTRODUCTION TO BIOPSYCHOLOGY	5
PSYC 9	POSITIVE PSYCHOLOGY	4
PSYC 10	RESEARCH METHODS & DESIGNS	5
PSYC 14	CHILD & ADOLESCENT DEVELOPMENT	4
PSYC 21	PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES	4
PSYC 22	PSYCHOLOGY OF PREJUDICE & DISCRIMINATION	4
PSYC 25	INTRODUCTION TO ABNORMAL PSYCHOLOGY	4
PSYC 30	SOCIAL PSYCHOLOGY	4
PSYC 33	INTRODUCTION TO PERSONALITY PSYCHOLOGY	4
PSYC 40	HUMAN DEVELOPMENT	5
PSYC 49	HUMAN SEXUALITY	4
SOC 1	INTRODUCTION TO SOCIOLOGY	5
or SOC 1H	HONORS INTRODUCTION TO SOCIOLOGY	
SOC 10	RESEARCH METHODS & DESIGNS	5
SOC 11	INTRODUCTION TO SOCIAL WELFARE	5
SOC 15	LAW & SOCIETY	4
SOC 19	ALCOHOL & DRUG ABUSE	4
SOC 20	MAJOR SOCIAL PROBLEMS	4
SOC 23	RACE & ETHNIC RELATIONS	4
SOC 28	SOCIOLOGY OF GENDER	4
SOC 30	SOCIAL PSYCHOLOGY	4
SOC 40	ASPECTS OF MARRIAGE & FAMILY	4
SOC 45	SOCIOLOGY OF SEXUALITY	4
WMN 5	INTRODUCTION TO WOMEN'S STUDIES	4
WMN 21	PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES	4

Additionally, students who complete the major requirements for the Apprenticeship - Plumbing Technology program will satisfy Area IV.

V. Communication and Analytical Thinking

COMM 1A	PUBLIC SPEAKING	5
or COMM 1AH	HONORS PUBLIC SPEAKING	
COMM 1B	ARGUMENTATION & PERSUASION	5
or COMM 1BH	HONORS ARGUMENTATION & PERSUASION	
COMM 2	INTERPERSONAL COMMUNICATION	5
COMM 3	INTRODUCTION TO COMMUNICATION STUDIES	5
COMM 4	GROUP DISCUSSION	5
COMM 55	CAREER & LEADERSHIP COMMUNICATION IN THE GLOBAL WORKPLACE	5
C S 1A	OBJECT-ORIENTED PROGRAMMING METHODOLOGIES IN JAVA	4.5
C S 1B	INTERMEDIATE SOFTWARE DESIGN IN JAVA	4.5
C S 1C	ADVANCED DATA STRUCTURES & ALGORITHMS IN JAVA	4.5
C S 2A	OBJECT-ORIENTED PROGRAMMING METHODOLOGIES IN C++	4.5
C S 2B	INTERMEDIATE SOFTWARE DESIGN IN C++	4.5
C S 2C	ADVANCED DATA STRUCTURES & ALGORITHMS IN C++	4.5
C S 3A	OBJECT-ORIENTED PROGRAMMING METHODOLOGIES IN PYTHON	4.5
C S 18	DISCRETE MATHEMATICS	5
ENGL 1B	COMPOSITION, CRITICAL READING & THINKING THROUGH LITERATURE	5
or ENGL 1BH	HONORS COMPOSITION, CRITICAL READING & THINKING THROUGH LITERATURE	
ENGL 50C	TECHNICAL WRITING	5
GEOG 11	INTRODUCTION TO MAPPING & SPATIAL REASONING	4
GIST 11	INTRODUCTION TO MAPPING & SPATIAL REASONING	4
MATH 1A	CALCULUS	5
or MATH 1AH	HONORS CALCULUS I	
MATH 1B	CALCULUS	5
or MATH 1BH	HONORS CALCULUS II	
MATH 1C	CALCULUS	5
MATH 10	ELEMENTARY STATISTICS	5
MATH 12	CALCULUS FOR BUSINESS & ECONOMICS	5
MATH 17	INTEGRATED STATISTICS II	5
MATH 22	DISCRETE MATHEMATICS	5
MATH 44	MATH FOR THE LIBERAL ARTS	5
MATH 48A	PRECALCULUS I	5
MATH 48B	PRECALCULUS II	5
MATH 48C	PRECALCULUS III	5
MDIA 3	INTRODUCTION TO FILM & MEDIA CRITICISM	4
PHIL 1	CRITICAL THINKING & WRITING	5
PHIL 7	INTRODUCTION TO SYMBOLIC LOGIC	5
PSYC 7	STATISTICS FOR THE BEHAVIORAL SCIENCES	5
SOC 7	STATISTICS FOR THE BEHAVIORAL SCIENCES	5

Additionally, students who complete the major requirements for the Apprenticeship - Plumbing Technology program will satisfy Area V.

VI. United States Cultures and Communities

CHLD 51A	AFFIRMING DIVERSITY IN EDUCATION	4
CNSL 3	IDENTITY, CULTURE & EDUCATION	4.5
or CNSL 3H	HONORS IDENTITY, CULTURE & EDUCATION	
COMM 10	GENDER, COMMUNICATION & CULTURE	5
COMM 12	INTERCULTURAL COMMUNICATION	5
ENGL 7	NATIVE AMERICAN LITERATURE	4
ENGL 12	AFRICAN AMERICAN LITERATURE	4
ENGL 12A	ALL POWER TO THE PEOPLE: LITERATURE OF THE BLACK PANTHER PARTY	4
ENGL 40	ASIAN AMERICAN LITERATURE	4
ENGL 45A	SURVEY OF AMERICAN LITERATURE I: BEGINNINGS TO 1865	5
or ENGL 45AH	HONORS SURVEY OF AMERICAN LITERATURE I: BEGINNINGS TO 1865	
ENGL 45B	SURVEY OF AMERICAN LITERATURE II: 1865 TO THE PRESENT	5
or ENGL 45BH	HONORS SURVEY OF AMERICAN LITERATURE II: 1865 TO THE PRESENT	
ETHN 1	INTRODUCTION TO ETHNIC STUDIES	4
ETHN 2	INTRODUCTION TO AFRICAN AMERICAN STUDIES	4
ETHN 3	INTRODUCTION TO LATINX STUDIES	4
ETHN 4	INTRODUCTION TO NATIVE AMERICAN STUDIES	4
ETHN 5	INTRODUCTION TO ASIAN AMERICAN STUDIES	4
HIST 10	HISTORY OF CALIFORNIA: THE MULTICULTURAL STATE	4
HUMN 12	POPULAR CULTURE & UNITED STATES HISTORY	4

MDIA 8A	RACE & GENDER IN AMERICAN MEDIA	4
MDIA 12	POPULAR CULTURE & UNITED STATES HISTORY	4
MUS 8	MUSIC OF AMERICAN CULTURES	5
or MUS 8H	HONORS MUSIC OF AMERICAN CULTURES	
PHOT 8	PHOTOGRAPHY OF AMERICAN CULTURES	5
or PHOT 8H	HONORS PHOTOGRAPHY OF AMERICAN CULTURES	
PSYC 22	PSYCHOLOGY OF PREJUDICE & DISCRIMINATION	4
SOC 8	POPULAR CULTURE	4
SOC 23	RACE & ETHNIC RELATIONS	4
THTR 8	MULTICULTURAL THEATRE ARTS IN MODERN AMERICA	4
WMN 5	INTRODUCTION TO WOMEN'S STUDIES	4

Additionally, students who complete the major requirements for the Apprenticeship - Plumbing Technology program will satisfy Area VI.

VII. Lifelong Learning

The student must successfully complete a total of four units or more in lifelong learning from two different academic departments. For the purpose of this area, ATHL, DANC, PHDA and PHED will be considered one academic department.

ATHL 4	INTERCOLLEGIATE FOOTBALL I (MEN)	2
ATHL 4A	PRESEASON CONDITIONING FOR FOOTBALL	2
ATHL 4B	SPORT TECHNIQUES & CONDITIONING FOR FOOTBALL	2
ATHL 4C	FUNCTIONAL FITNESS FOR FOOTBALL	1
ATHL 4E	INTERCOLLEGIATE FOOTBALL (MEN)	1
ATHL 4F	INTERCOLLEGIATE FOOTBALL II (MEN)	3
ATHL 11	INTERCOLLEGIATE BASKETBALL I (MEN)	3
ATHL 11A	PRESEASON CONDITIONING FOR MEN'S BASKETBALL	2
ATHL 11B	SPORT TECHNIQUES & CONDITIONING FOR MEN'S BASKETBALL	2
ATHL 12	INTERCOLLEGIATE BASKETBALL I (WOMEN)	3
ATHL 12A	PRESEASON CONDITIONING FOR WOMEN'S BASKETBALL	2
ATHL 12B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S BASKETBALL	2
ATHL 12E	INTERCOLLEGIATE BASKETBALL (WOMEN)	1
ATHL 21	INTERCOLLEGIATE SOCCER I (MEN)	2
ATHL 21A	PRESEASON CONDITIONING FOR MEN'S SOCCER	2
ATHL 21B	SPORT TECHNIQUES & CONDITIONING FOR MEN'S SOCCER	2
ATHL 21C	FUNCTIONAL FITNESS FOR MEN'S SOCCER	1
ATHL 21F	INTERCOLLEGIATE SOCCER II (MEN)	3
ATHL 22	INTERCOLLEGIATE SOCCER I (WOMEN)	2
ATHL 22A	PRESEASON CONDITIONING FOR WOMEN'S SOCCER	2
ATHL 22B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S SOCCER	2
ATHL 22C	FUNCTIONAL FITNESS FOR WOMEN'S SOCCER	1
ATHL 22F	INTERCOLLEGIATE SOCCER II (WOMEN)	3
ATHL 31	INTERCOLLEGIATE SOFTBALL I (WOMEN)	3
ATHL 31A	PRESEASON CONDITIONING FOR SOFTBALL	2
ATHL 31C	FUNCTIONAL FITNESS FOR SOFTBALL	1
ATHL 31E	INTERCOLLEGIATE SOFTBALL (WOMEN)	1
ATHL 31F	INTERCOLLEGIATE SOFTBALL II (WOMEN)	2
ATHL 32	INTERCOLLEGIATE SWIMMING I (MEN & WOMEN)	3
ATHL 32A	PRESEASON CONDITIONING FOR SWIMMING	2
ATHL 32C	FUNCTIONAL FITNESS FOR SWIMMING	1
ATHL 32F	INTERCOLLEGIATE SWIMMING II (MEN & WOMEN)	2
ATHL 33	INTERCOLLEGIATE WATER POLO I (WOMEN)	2
ATHL 33A	PRESEASON CONDITIONING FOR WOMEN'S WATER POLO	2
ATHL 33B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S WATER POLO	2
ATHL 33C	FUNCTIONAL FITNESS FOR WOMEN'S WATER POLO	1
ATHL 33F	INTERCOLLEGIATE WATER POLO II (WOMEN)	3
ATHL 41A	INTERCOLLEGIATE SAND VOLLEYBALL I (WOMEN)	2
ATHL 41B	INTERCOLLEGIATE SAND VOLLEYBALL II (WOMEN)	3
ATHL 42	INTERCOLLEGIATE VOLLEYBALL I (WOMEN)	2
ATHL 42B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S VOLLEYBALL	2
ATHL 42C	FUNCTIONAL FITNESS FOR WOMEN'S VOLLEYBALL	1
ATHL 42F	INTERCOLLEGIATE VOLLEYBALL II (WOMEN)	3
ATHL 44	INTERCOLLEGIATE TENNIS I (MEN)	3
ATHL 44A	PRESEASON CONDITIONING FOR MEN'S TENNIS	2
ATHL 44B	SPORT TECHNIQUES & CONDITIONING FOR MEN'S TENNIS	2
ATHL 44C	FUNCTIONAL FITNESS FOR MEN'S TENNIS	1
ATHL 44F	INTERCOLLEGIATE TENNIS II (MEN)	2
ATHL 45	INTERCOLLEGIATE TENNIS I (WOMEN)	3
ATHL 45A	PRESEASON CONDITIONING FOR WOMEN'S TENNIS	2
ATHL 45C	FUNCTIONAL FITNESS FOR WOMEN'S TENNIS	1
ATHL 45F	INTERCOLLEGIATE TENNIS II (WOMEN)	2
BIOL 8	BASIC NUTRITION	5
BIOL 9	ENVIRONMENTAL BIOLOGY	4
BIOL 12	HUMAN GENETICS	4
BIOL 81	LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE	4
CHEM 81	LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE	4
CNSL 1	COLLEGE SUCCESS	3
CNSL 52	COLLEGE & LIFE MANAGEMENT	4
CNSL 56	LIFELONG LEARNING STRATEGIES	3
CNSL 72	STRESS, WELLNESS & COPING	3
CNSL 90	INTRODUCTION TO ONLINE LEARNING	1.5
COMM 2	INTERPERSONAL COMMUNICATION	5
COMM 10	GENDER, COMMUNICATION & CULTURE	5
COMM 12	INTERCULTURAL COMMUNICATION	5
COMM 55	CAREER & LEADERSHIP COMMUNICATION IN THE GLOBAL WORKPLACE	5
CRLP 7	SELF-ASSESSMENT	4
CRLP 73	EFFECTIVE RESUME WRITING	1
CRLP 74	SUCCESSFUL INTERVIEWING TECHNIQUES	1
DANC 1A	BEGINNING BALLET	1

DANC 1B	INTERMEDIATE BALLET	1
DANC 1C	ADVANCED BALLET	1
DANC 2A	BEGINNING MODERN DANCE	1
DANC 2B	INTERMEDIATE MODERN DANCE	1
DANC 3A	BEGINNING JAZZ DANCE	1
DANC 3B	INTERMEDIATE JAZZ DANCE	1
DANC 4A	BEGINNING BALLROOM & SOCIAL DANCE	1
DANC 4B	INTERMEDIATE BALLROOM & SOCIAL DANCE	1
DANC 4C	ADVANCED BALLROOM & SOCIAL DANCE	1
DANC 6	BEGINNING COUNTRY-WESTERN LINE DANCING	1
DANC 7	CHOREOGRAPHY	1
DANC 13A	INTRODUCTION TO CONTEMPORARY DANCE	1
DANC 13B	INTERMEDIATE CONTEMPORARY DANCE	1
DANC 14	DANCE CONDITIONING	1
DANC 18A	INTRODUCTION TO HIP-HOP DANCE	1
DANC 18B	INTERMEDIATE HIP-HOP DANCE	1
HLTH 20	INTRODUCTION TO PUBLIC HEALTH	5
HLTH 21	CONTEMPORARY HEALTH CONCERNS	4
HLTH 22	HEALTH & SOCIAL JUSTICE	4
HLTH 23	DRUGS, HEALTH & SOCIETY	4
KINS 4	CONCEPTS OF PHYSICAL FITNESS & WELLNESS	4
KINS 16A	PREVENTION OF ATHLETIC INJURIES	3
KINS 16B	EMERGENCY ATHLETIC INJURY CARE	3
KINS 16C	TREATMENT & REHABILITATION OF ATHLETIC INJURIES	3
KINS 49	MANAGING PHYSICAL STRESS	3
LIBR 10	INTRODUCTION TO COLLEGE RESEARCH	1
or LIBR 10H	HONORS INTRODUCTION TO COLLEGE RESEARCH	
MATH 83	LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE	4
PHDA 15A	MODIFIED TOTAL FITNESS	1
PHDA 15B	INTERMEDIATE MODIFIED TOTAL FITNESS	1
PHDA 15C	PROGRESSIVE MODIFIED TOTAL FITNESS	1
PHDA 16	MODIFIED GENERAL CONDITIONING	1
PHDA 17	MODIFIED RESISTIVE EXERCISE	1
PHDA 18	INDIVIDUALIZED EXERCISE FOR SPECIAL POPULATIONS	1
PHDA 20	MODIFIED FUNCTIONAL FITNESS	1
PHDA 21A	MODIFIED AQUATICS	1
PHDA 21B	MODIFIED WATER EXERCISE	1
PHDA 23	MODIFIED AEROBIC EXERCISE	1
PHDA 24	MODIFIED STRETCHING & FLEXIBILITY	1
PHDA 25	BALANCE & FUNCTIONAL MOVEMENT	1
PHED 10A	AQUATICS: LEVEL I, BEGINNING SWIMMING	1
PHED 10B	AQUATICS: LEVEL II, INTERMEDIATE SWIMMING	1
PHED 10C	AQUATICS LEVEL III, MASTERS SWIMMING/ ADVANCED SWIM TRAINING	1
PHED 11A	WATER EXERCISE	1
PHED 11B	AQUATIC FITNESS	1
PHED 11C	WATER AWARENESS	1
PHED 13	BEGINNING WATER POLO	1
PHED 13A	INTERMEDIATE WATER POLO	1
PHED 13C	WATER POLO: GAME SKILLS	1
PHED 15A	BEGINNING PICKLEBALL	1
PHED 15B	INTERMEDIATE PICKLEBALL	1
PHED 15C	ADVANCED PICKLEBALL	1
PHED 17A	BEGINNING KARATE	1
PHED 17B	INTERMEDIATE KARATE	1
PHED 18	BEGINNING TAI CHI (TAIJI)	1
PHED 18B	INTERMEDIATE TAI CHI (TAIJI)	1
PHED 18C	ADVANCED TAI CHI (TAIJI)	1
PHED 19B	KICKBOXING FOR FITNESS	1
PHED 19C	INTERMEDIATE KICKBOXING FOR FITNESS	1
PHED 19D	ADVANCED KICKBOXING FOR FITNESS	1
PHED 20A	BEGINNING MAT PILATES	1
PHED 20B	INTERMEDIATE MAT PILATES	1
PHED 21	FOUNDATIONS OF YOGA	1
PHED 21A	BEGINNING HATHA YOGA	1
PHED 21B	INTERMEDIATE HATHA YOGA	1
PHED 21C	ADVANCED HATHA YOGA	1
PHED 21D	VINYASA FLOW YOGA	1
PHED 21E	RESTORATIVE YOGA	1
PHED 22	BEGINNING FLEXIBILITY & MOBILITY	1
PHED 22A	INTERMEDIATE FLEXIBILITY & MOBILITY	1
PHED 22B	PILATES & YOGA	1
PHED 22C	CORE CONDITIONING	1
PHED 22E	CROSS TRAINING FOR ENDURANCE	1
PHED 23A	TRAIL HIKING	1
PHED 23B	DAY HIKING	1
PHED 24	INTRODUCTION TO GOLF	1
PHED 24A	SWING DEVELOPMENT FOR THE EXPERIENCED GOLFER	1
PHED 24C	INTERMEDIATE GOLF COURSE PLAY	2
PHED 24D	ADVANCED GOLF COURSE PLAY	2
PHED 25A	SWING ANALYSIS	1
PHED 25B	BEGINNING GOLF COURSE PLAY	2
PHED 26	BEGINNING TENNIS SKILLS	1
PHED 26A	INTERMEDIATE TENNIS	1
PHED 26C	BEGINNING DOUBLES TENNIS	1
PHED 27	WALK FOR HEALTH	1
PHED 27A	RUN FOR FITNESS	1
PHED 27B	INTERMEDIATE RUN FOR FITNESS	1
PHED 27C	INTERMEDIATE WALK FOR HEALTH	1
PHED 31A	FUTSAL: INDOOR SOCCER BEGINNING	1
PHED 31B	FUTSAL: INDOOR SOCCER INTERMEDIATE	1
PHED 31C	FUTSAL: INDOOR SOCCER ADVANCED	1
PHED 33	BEGINNING TABLE TENNIS	1
PHED 33A	INTERMEDIATE TABLE TENNIS	1
PHED 33B	ADVANCED TABLE TENNIS	1
PHED 36A	BEGINNING ARCHERY	1
PHED 36B	INTERMEDIATE ARCHERY	1
PHED 36C	ADVANCED ARCHERY	1
PHED 37	BEGINNING BADMINTON: SINGLES & DOUBLES	1
PHED 37A	INTERMEDIATE BADMINTON: SINGLES & DOUBLES	1

PHED 37B	ADVANCED BADMINTON: SINGLES & DOUBLES	1
PHED 38A	BASKETBALL FUNDAMENTALS	1
PHED 38B	BASKETBALL GAME SKILLS	1
PHED 38C	BEGINNING BASKETBALL	1
PHED 40	BEGINNING VOLLEYBALL	1
PHED 40A	INTERMEDIATE VOLLEYBALL	1
PHED 40C	VOLLEYBALL: GAME SKILLS	1
PHED 41	INDOOR CYCLING: SPIN	1
PHED 41A	INDOOR CYCLING: HILLS & SPRINTS	1
PHED 41B	INTERMEDIATE INDOOR CYCLING	1
PHED 42	BOWLING FOR FITNESS	1
PHED 43A	ULTIMATE I	1
PHED 45	FITNESS FOR LIFE	1
PHED 45A	FOUNDATIONS OF STRENGTH & CONDITIONING	1
PHED 45C	CIRCUIT TRAINING	1
PHED 46	WEIGHT LIFTING FOR HEALTH & FITNESS	1
PHED 46A	INTERMEDIATE WEIGHT TRAINING FOR HEALTH & FITNESS	1
PHED 46B	ADVANCED WEIGHT LIFTING FOR HEALTH & FITNESS	1
PHED 47B	THIGHS, ABS & GLUTEUS (TAG)	1
PHED 47C	HIGH-INTENSITY INTERVAL TRAINING (HIIT)	1
PHED 49A	SURVIVOR TRAINING	1
PHED 49B	BOOT CAMP TRAINING	1
PSYC 49	HUMAN SEXUALITY	4
SOC 19	ALCOHOL & DRUG ABUSE	4
SOC 40	ASPECTS OF MARRIAGE & FAMILY	4

Additionally, students who complete the major requirements for the Apprenticeship - Plumbing Technology program will satisfy Area VII.

Minimum proficiency: ENGL 1A or ENGL 1AH or ENGL 1S and ENGL 1T or ESLL 26; MATH 105[1] or MATH 180 or any MATH course approved for Foothill GE Area V, Communication and Analytical Thinking.

[1] Intermediate Algebra or equivalent means MATH 105 or completion of a higher-level course with a grade of "C" or better.

It is imperative to note that the Foothill College general education pattern is only appropriate for students pursuing the Foothill College associate in arts or associate in science degree. However, it is not appropriate for students pursuing an A.A.–T or A.S.–T degree. Students planning to earn an A.A.–T or A.S.–T must complete either the IGETC or CSU GE Breadth general education pattern. Note that completion of the IGETC or CSU GE Breadth pattern may also be used to satisfy the general education requirements for the Foothill A.A./A.S. degree. **Because there are significant differences between the three patterns, students are strongly advised to meet with a counselor to determine which pattern will best meet the student's goals.**

Effective Summer Session 2022

4/19/22

FOOTHILL COLLEGE
CHANGES TO GENERAL EDUCATION & GRADUATION REQUIREMENTS 2022-23

Area I - Humanities

- Added: ENGL 10A, ENGL 12A, ETHN 4, HUMN 10, HUMN 11*, HUMN 11H*, HUMN 13*, HUMN 14
- Removed (deactivated): ENGL 41, MUS 7, MUS 7D, MUS 11F, PHIL 12, THTR 2B, THTR 12A

Area II - English

- Added: ESLL 26

Area III - Natural Sciences (with laboratory)

- Removed (deactivated): CHEM 1AH, CHEM 9

Area IV - Social & Behavioral Sciences

- Added: ANTH 8H*, PSYC 2
- Removed (deactivated): HIST 4CH

Area V - Communication & Analytical Thinking

No changes

Area VI - United States Cultures & Communities

- Added: ENGL 12A, ETHN 4, HUMN 12*

Area VII - Lifelong Learning

- Added: CHEM 81*, KINS 49, MATH 83*
- Removed (deactivated): ATHL 31B, ATHL 45B, PHED 14

**New cross-listing or honors version of course previously approved for GE area*

ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

58th SESSION RESOLUTIONS
Spring Plenary

ADOPTED RESOLUTIONS

Resolutions Committee 2021-2022
Amber Gillis, ASCCC South Representative, Area C (Chair)
Stephanie Curry, ASCCC Area A Representative (2nd Chair)
Nancy Persons, Santa Rosa College, Area B
Craig Rutan, Santiago Canyon College, Area D
Manuel Velez, ASCCC South Representative, Area D

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1.0 ACADEMIC SENATE

1.01 S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges

Whereas, In fall 2021 the Academic Senate for California Community Colleges (ASCCC) adopted the *Periodic Review of the Academic Senate for California Community Colleges*[1] through Resolution F21 01.01 *Adopt the updated Periodic Review of the Academic Senate for California Community Colleges* which required the ASCCC to do the following:

> Following the approval of this document through the ASCCC resolution process (for consideration Fall 2021), the ASCCC will form a workgroup to create the Periodic Review Criteria Template and Rubric:
>
> 1. A version to be completed by the ASCCC and
> 2. A version to be completed by the PRC.
>
> The templates and rubrics will be considered through the resolution process by the delegates of the ASCCC at the next Plenary Session (Spring 2022); and

Whereas, The Academic Senate for California Community Colleges Executive Committee formed a work group and created the required documents in the *Periodic Review Rubric and Report Template*[2] for consideration by the delegates at the spring Plenary Session 2022;

Resolved, That the Academic Senate for California Community Colleges adopt the *Periodic Review Rubric* and *Report Template*.

Contact: ASCCC Executive Committee

MSC

1.02 S22 Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement

Whereas, The Academic Senate for California Community Colleges (ASCCC) adopted its new Vision statement at its Fall 2020 Plenary Session;

Whereas, Since that time, the ASCCC has focused on the prioritization and inclusion of anti-racism in its DEI efforts through various resolutions and position papers;

Whereas, The ASCCC recognizes that effective progress at anti-racism requires life-long approaches and commitments; and

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[1] *Periodic Review Overview*

[2] Periodic Review Rubric and Report Template

Whereas, The ASCCC Executive Committee, at its March 5, 2022 meeting, voted to adopt "Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA)" as its acronym for the work that the ASCCC is doing;

Resolved, That the Academic Senate for California Community Colleges update its vision, mission, and values statements to include anti-racism for consideration by delegates at the Fall 2022 Plenary session.

Contact: ASCCC Executive Committee

MSC

3.0 DIVERSITY AND EQUITY

3.01 S22 Develop and Publish an Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Liaison Handbook

Whereas, The California Community Colleges system has prioritized inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work—including through the California Community Colleges Chancellor's Office (CCCCO) Call to Action, the DEI Task Force Recommendations, and the Vision for Success goals—to eliminate equity gaps and to align with the CCCCO inclusion of accessibility[3];

Whereas, In June of 2020, the president of the Academic Senate for California Community Colleges (ASCCC), in the Call for Action, challenged system faculty to support infusing anti-racism/no hate education in community colleges and "to put these words into practice";

Whereas, The ASCCC passed Resolution SP21 3.02 *Include Cultural Competence in Faculty Evaluations,* recommending that local academic senates establish a local inclusion, diversity, equity, and anti-racism (IDEA) liaison because "[i]nformation related to inclusion, diversity, equity, and anti-racism may not always be disseminated to all faculty at local colleges and districts and therefore all faculty would benefit from the creation of a local inclusion, diversity, equity, and anti- racism liaison to act as a conduit between the Academic Senate for Community Colleges and local faculty"; and

Whereas, Currently, information related to inclusion, diversity, equity, anti-racism, and accessibility can be found in various locations on the ASCCC website, creating an unnecessary barrier to needed resources for IDEAA liaisons and other interested faculty;

Resolved, That the Academic Senate for California Community Colleges develop and publish an IDEAA Liaison Handbook by spring 2023.

Contact: Muhamed Sharif-Idiris, Equity and Diversity Action Committee

[3] DEIA, the acronym used by the California Community Chancellor's Office, is *diversity, equity, inclusion,* and *accessibility.*

MSC

3.02 S22 Adopt the DEI in Curriculum Model Principles and Practices Framework

Whereas, Resolution F20 3.04 *Develop Resources on Effective Practices for Anti-Racist, Equitable, and Inclusive Instructional Strategies*[4] directed the "Academic Senate for California Community Colleges [to] develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies and present the resources to local academic senates";

Whereas, Curriculum is one of the areas of academic senate 10+1 academic and professional matters purview per Title 5 §53200, and the ASCCC has committed to supporting inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work through multiple resolutions, approved papers, its mission statement, and its role in professional learning;

Whereas, The California Community College Curriculum Committee (5C) has produced a resource entitled *DEI in Curriculum Model Principles and Practices* that was developed collaboratively with representatives from the ASCCC, the Student Senate for California Community Colleges (SSCCC), the California Community College Chancellor's Office, and representatives from administrative and classified constituencies; and

Whereas, The SSCCC, in its Anti-Racism Plan of Action[5], calls for curriculum changes to "Ensure that the community college curriculum is responsive to all cultures in an effort to foster cultural appreciation, awareness, acceptance, and value";

Resolved, That the Academic Senate for California Community Colleges adopt the *DEI In Curriculum Model Principles and Practices*[6] and encourage local academic senates to use the model to review their curriculum practices; and

Resolved, That the Academic Senate for California Community Colleges work with system partners to support the implementation of the *DEI in Curriculum Model Principles and Practices* through collaborative professional learning.

Contact: ASCCC Executive Committee

MSC

3.03 S22 Oppose Reliance on Textbook Publishers to Achieve Zero Textbook Cost

Whereas, California Education Code §78052 (a) states that "It is the intent of the Legislature 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

[4] https://www.asccc.org/resolutions/develop-resources-effective-practices-anti-racist-equitable-and-inclusive-instructional
[5] https://ssccc.org/file_download/inline/d0fb70f5-a721-4f61-9815-778806fcd3b6
[6] DEI in Curriculum Model Principles and Practices

decrease the time it takes students to complete degree programs," a goal that can promote student success without impinging on either academic freedom or faculty's rights to choose appropriate instructional materials;

Whereas, California Education Code §78052 establishes that community college districts that develop and implement zero-textbook-cost degrees shall do the following:

- prioritize the development and implementation of a degree from an existing associate degree for transfer and, to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content.
- develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented.
- develop and implement a degree that other community college districts can use or adapt, and post each degree, and the contents of the degree, on the online clearinghouse of information established pursuant to Item 6870-101-0001 of the Budget Act of 2016, or a successor internet website. All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408. Testing and assessment materials posted online pursuant to this paragraph shall be safeguarded to maintain the integrity of those materials. This paragraph shall not be construed to prohibit faculty from providing sample test and assessment materials to students;

Whereas, Higher Education Emergency Relief Funds (HEERF) and similar funding have been used to purchase textbooks for students, an efficient and temporary approach to textbook affordability that does not meet the intent or requirements established in California Education Code §78052; and

Whereas, Governor Gavin Newsom expressed a commitment to lowering costs for students by disrupting the entire system of commercial textbook publishing during his press conference unveiling his 2021 – 2022 budget proposal, saying he was "committed" to addressing the "usurious costs associated with textbooks,"[7] which emphasizes his interest in seeing the state's substantial financial commitment to zero-textbook-cost degrees implemented in ways that are consistent with the intent of California Education Code §78052 through long-term, sustainable solutions rather than primarily through short-term solutions such as funding for one-time or temporary purchases from commercial publishers;

Resolved, That the Academic Senate for California Community Colleges support the stated intent of California Education Code §78052, recognizing the importance of eliminating or reducing textbook costs in a sustainable manner while still preserving the faculty's right and responsibility under academic freedom to select the most appropriate instructional materials, whether digital or in print; and

[7] Zinshteyn, Mikhail. (2021, January 13). "Newsom calls textbooks 'racket,' proposes money to create free ones." *CalMatters.* https://calmatters.org/education/2021/01/newsom-fund-free-textbooks/.

Resolved, That the Academic Senate for California Community Colleges oppose the use of mechanisms to achieve zero-textbook-costs that are not sustainable and are inconsistent with the intent of California Education Code §78052.

Contact: ASCCC Executive Committee

MSC

3.04 S22 Expand Methods of Data Collection and Analysis to Fully Measure the Successes and Challenges of AB705

Whereas, The California Community Colleges Chancellor's Office (CCCCO) required that all California community colleges submit an Equitable Placement Validation Report on their AB 705 implementation strategies for the lowest GPA band of entering students using a template that asked colleges to report enrollments as placements and de-coupled pre-transfer level coursework from college-level courses (with or without a corequisite) so colleges could not separate enrollments from placement, and colleges might have reported intermediate algebra as a college-level course;

Whereas, Most California community colleges' pre-college level mathematics courses are two or more levels below transfer, and the Equitable Placement Validation Report template allowed for a local comparison of throughput rates of pre-transfer level courses and pre-college level courses resulting in an outcome that over 90% of California community colleges were not maximizing throughput;

Whereas, Previous CCCCO memos related to AB 705 were co-signed by the Academic Senate for California Community Colleges (ASCCC), but the CCCCO memo ESS 21-300-015 (November 18, 2021) was not co-signed by the ASCCC, and ESS 21-300-015 strongly guides colleges to place students in transfer-level courses based on the outcomes from the Equitable Placement Validation Report, and colleges should ensure that placements are equitable and do not disproportionately impact students regardless of GPA; and

Whereas, The charge of the ASCCC's Data and Research Task Force is "to assist local academic senates in using data effectively to improve teaching and learning," "to establish data-driven processes to evaluate and advance diversity, equity, and inclusion in areas of academic and professional matters," and to include "data examination and exploration to improve educational programs and services to students;"

Resolved, That the Academic Senate for California Community Colleges and the ASCCC Data and Research Task Force work with the California Community Colleges Chancellor's Office to develop more robust and thorough methodologies that provide student-centered guidance to colleges that account for the differences among pre-college level, college level, and transfer level when reporting on AB 705 implementation efforts for disproportionate impacts;

Resolved, That the Academic Senate for California Community Colleges and the ASCCC Data and Research Task Force work with the California Community Colleges Chancellor's Office to examine throughput rates for students who begin one level below transfer and throughput rates for students who begin in transfer level and receive a substandard grade; and

Resolved, That the Academic Senate for California Community Colleges and the ASCCC Data and Research Task Force work with the California Community Colleges Chancellor's Office to reinvestigate the outcomes of the 2021 Equitable Placement Validation Report in light of the clearer definitions of course levels, course enrollment, and course placement and include disaggregated student outcomes for all GPA bands and course-taking patterns.

Contact: Eric Wada, Folsom Lake College, Area A

MSC

3.05 S22 Disaggregate Asian and Pacific Islander Student Data

Whereas, The Asian and Pacific Islander (API) population is more heterogeneous than any other racial group in the US, with more than 48 ethnicities, over 300 spoken languages, various socioeconomic statuses, immigration histories, cultures, and religions, and "Asian American" is a political term originally intended to unite Asian sub-groups in a unified fight for justice and equity, and the California Community Colleges Chancellor's Office (CCCCO) only publicly disaggregates API students into three ethnic groups—Asian, Filipino, and Pacific Islander[8]—and therefore misrepresents the needs of underserved API populations;

Whereas, The Academic Senate for California Community Colleges' (ASCCC) Inclusivity Statement specifies a "goal of ensuring the equal educational opportunity of all students," and a "commitment to diversity requires that we strive to eliminate those barriers to equity," and a lack of access to disaggregated API student data is a barrier to informed, targeted resource allocation and equitable educational opportunities;

Whereas, Only 27% of South East Asian Americans (SEAA) hold a higher-education degree compared to 49% of Asian Americans, and therefore access to higher education disproportionately affects the 910,000 SEAA living in California, including Hmong, Vietnamese, Cambodian, and Laotian communities, when compared to Asian Americans as a whole community[9]; and

Whereas, The CCCCO's current grouping of API students does not allow for the identification of disproportionately impacted API student groups and therefore places SEAA and other unidentified disproportionately impacted API students at a disadvantage for resource allocation and decision-making purposes relating to initiatives such as AB 705 (Irwin, 2017), student equity, and guided pathways;

[8] https://datamart.cccco.edu/Students/Education_Status_Summary.aspx

[9] https://www.searac.org/wp-content/uploads/2020/02/SEARAC_NationalSnapshot_PrinterFriendly.pdf

Resolved, That the Academic Senate for California Community Colleges collaborate with the California Community Colleges Chancellor's Office to refine data disaggregation processes to increase transparency of and access to CCCCO data so colleges can better serve misrepresented student populations such as South East Asian Americans and other unidentified disproportionately impacted Asian and Pacific Islander groups;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to apply fully disaggregated data to allocate resources relating to equity initiatives and provide guidelines to make equitable decisions relating to students;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop guidelines for regularly reviewing and revising data practices to ensure students are correctly represented; and

Resolved, That Academic Senate for California Community Colleges work with local academic senates to implement best practices regarding regularly reviewing data to ensure that disproportionately impacted Asian and Pacific Islander students are identified.

Contact: Michael Takeda, Fresno City College, Area A

ACCLAMATION

3.06 S22 Noncredit Spanish Language Course Outlines of Record and Regional Support

Whereas, The state of California has seen a significant increase in Spanish-speaking residents over the last 10 years, an increase that is reflected in student enrollment trends; and

Whereas, Several colleges, including Cerritos College and Los Angeles Trade Tech College, have already successfully implemented processes by which Spanish-language versions of their courses can be offered; and

Whereas, Demand for noncredit courses in Spanish has significantly increased, especially in noncredit and vocational education/career technical education program areas such as automotive technology, culinary arts, sewing, computer literacy, electrical, and entrepreneurship; and

Whereas, The current lack of processes at local community colleges that could encourage and include Spanish-language courses could also result in a lack of regional collaborations that may benefit Spanish-speaking students in expanding their academic opportunities;

Resolved, That the Academic Senate for California Community Colleges work with California Community Colleges Chancellor's Office to review and provide a current or updated *Legal Opinion: 06-10- Provision of Instruction in Languages Other than in English*;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to encourage noncredit programs through regional collaborations to support the demand of Spanish-speaking students and explore new and existing noncredit, basic skills, and vocational

education/career technical education courses that will allow for the courses to be taught in Spanish;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their curriculum committees through their curricular processes to develop or amend Spanish language indicators to be added to titles and course descriptions of noncredit, basic skills, and vocational education/career technical education courses; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their curriculum committees to develop or amend course outlines of record that are intended to be taught in Spanish.

Contact: Luciano Morales, Cerritos College, Area C

MSC

5.0 BUDGET AND FINANCE

5.01 S22 Request Funding for Mental Health Resources, Services, and Professional Learning

Whereas, The Academic Senate for California Community Colleges (ASCCC) adopted Resolution F21 03.03 *Support for Mental Health Awareness and Trauma Informed Teaching and Learning*, which calls for the ASCCC to continue to support and advocate for funding for mental health resources, services, and professional learning on trauma-informed teaching and learning; and

Whereas, The ASCCC adopted Resolution S16 06.04 *Mental Health Services,* which urges "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";

Resolved, That the Academic Senate for California Community Colleges include a request for funding for mental health resources, services, and professional learning on trauma-informed teaching and learning in the California Community Colleges Chancellor's Office 2023-24 System Budget Proposal; and

Resolved, That the Academic Senate for California Community Colleges support AB1987[10] (Salas, 2022, as of March 5, 2022) Postsecondary education: student mental health spending: report and AB 2122[11] (Choi, 2022, as of March 5, 2022) Public postsecondary education: mental health hotlines: student identification cards.

Contact: ASCCC Legislative and Advocacy Committee

[10] https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1987
[11] https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

MSC

6.0 LEGISLATIVE ISSUES

6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)

Whereas, The Academic Senate for California Community Colleges (ASCCC) adopted Resolution S16 06.01[12] *Support Legislation to Increase Cal Grant Awards*, as proposed in AB 1721 (Medina, 2016) and AB 1892 (Medina, 2016), at the 2016 Spring Plenary Session;

Whereas, The ASCCC has prioritized support on expansion of Cal Grants[13];

Whereas, The ASCCC continues to advocate for increases to Cal Grant awards[14]; and

Whereas, AB 1746[15] (Medina, 2022, as of March 5, 2022) Student financial aid: Cal Grant Reform Act would revise the existing Cal Grant Program into a new Cal Grant Program that would revise and recast the provisions establishing and governing the existing Cal Grant Program into a new Cal Grant 2 and Cal Grant 4 program, expand eligibility to be consistent with Pell Grant income eligibility, and include an inflationary increase to community college awards;

Resolved, That the Academic Senate for California Community Colleges support AB 1746[16] (Medina, 2022, as of March 5, 2022) Student Financial Aid: Cal Grant Reform Act; and

Resolved, That the Academic Senate for California Community Colleges continue to advocate for increases in Cal Grant award amounts in order to help students with funding for the total cost of attendance.

Contact: ASCCC Legislative and Advocacy Committee

ACCLAMATION

6.02 S22 Support of SR 45 (Min, 2021) on Academic Freedom as of March 17, 2022

Whereas, The Academic Senate for California Community Colleges (ASCCC) acknowledges the importance of academic freedom, most recently through the fall 2020 adoption of the paper *Protecting the Future of Academic Freedom in a Time of Great Change* and the adoption of

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[12] Resolution S16 06.01: https://asccc.org/resolutions/support-legislation-increase-cal-grant-awards

[13] ASCCC Position January 2019: https://www.asccc.org/sites/default/files/Cal%20Grant%20Letter%20of%20Support%20-%20Jan%2014%202019.pdf

[14] Rostrum article, *Cal Grant Modernization and the True Cost of College*, April 2021

[15] https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

[16] https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

Resolution 06.02 F20 *Legislative and System Support for Academic Freedom*, which called for the ASCCC "to work with system partners and faculty unions to advocate for inclusion of the definition, rights, and responsibilities of academic freedom into California Education Code, guard against legislative changes that erode educational freedom, and educate all stakeholders on the importance of protecting academic freedom"; and

Whereas, Current polarizing racial, cultural, and political events and increasing efforts to silence opposing viewpoints necessitate public reaffirmation of core principles of academic freedom, including that "academic freedom allows for students to be introduced to a diverse range of ideas that often contrast and even compete with each other within an academic framework and invites them to participate in a rigorous analysis and comparison of these ideas as a means of developing their own interpretations" (Vélez & Curry, Academic Freedom and Equity, *ASCCC Rostrum*, November 2020);

Whereas, While Title 5 §51023 requires governing boards of community college districts to adopt a policy statement on academic freedom, California Education Code does not include specific provisions protecting academic freedom, resulting in a wide variety of academic freedom policies across districts and colleges and a lack of "the uniformity necessary to uphold and ensure the principles of academic freedom across all of California's community colleges" (SR45, Min as of March 17, 2022); and

Whereas, SR45 (Min, 2021) acknowledges that "Freedom of thought and expression are necessary for every higher education institution " and "Academic freedom is foundational for the free flow of knowledge, ideas, and governance on college campuses" while also declaring "that academic freedom is an essential requisite for teaching and learning in California Community Colleges," a position that the ASCCC Executive Committee expressed in its letter of support following action at its February 4-5, 2022 Executive Committee meeting: "[SR 45] is thus both timely and important, and the ASCCC appreciates and endorses its accurate explanation of the significance of and issues surrounding academic freedom as well as its strong statement of support for the concept";

Resolved, That the Academic Senate for California Community Colleges support SR 45 (Min, as of March 17, 2022); and

Resolved, That the Academic Senate for California Community Colleges advocate for the explicit inclusion of academic freedom in California Education Code.

Contact: Sharyn Eveland, Taft College, Area A

ACCLAMATION

6.03 S22 Upholding the California Community College Mission – Oppose AB 1705 (Irwin, 2022) as of April 9, 2022 Unless Amended

Whereas, California Education Code 66010.4. (a) (1) defines the primary mission for the California community colleges as to "offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school";

Whereas, California Education Code 66010.4. (2) requires the California community colleges to offer instruction and courses to achieve all of the following:

> (A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.
>
> (B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.
>
> (C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions;

Whereas, California Education Code 66010.4. (3) expands the primary mission of the California community colleges "to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement"; and

Whereas, The language of AB 1705 (Irwin, 2022) as of April 9, 2022 defines pre-transfer courses to include "basic skills," "remedial," and "college-level" including noncredit courses, and mandates that most students be placed and enrolled directly in transfer-level written communication and quantitative reasoning courses for programs that require any math or English courses;

Resolved, That the Academic Senate for California Community Colleges oppose AB1705 (Irwin, 2022) as of April 9, 2022 unless the following amendments are enacted to protect the mission and serve the students of the California community colleges:

> Placement and enrollment of students in a transfer-level English or mathematics course should not prevent students from enrolling in a pre-transfer level English or mathematics course when a *student determines* a course fulfills their academic needs based on the desire to do any of the following:
>
> 1. Complete a certificate or Career Technical Education program.
> 2. Make up for learning loss from the COVID-19 global pandemic or break in education.
> 3. Build skills or re-skill.
> 4. Fulfill a lifelong learning priority in written communication and quantitative reasoning courses.
>
> It is the intent of the legislature to neither prohibit nor deny a student the opportunity to enroll in any pre-transfer level English or mathematics course based on students' rights to determine their educational goals and academic needs.

It is the intent of the legislature neither to create additional English or mathematics requirements in program pathways nor to increase the level of the English or mathematics requirements in program pathways.

It is the intent of the legislature to add support and resources for faculty to implement equitable placement, such as a lower ratio of instructor to students not exceeding 1:10, professional development, embedded faculty tutors in the classrooms, and update the classroom environment to accommodate small groups.

It is the intent of the legislature to exclude noncredit from the definition of pre-transfer in this bill.

Contact: Wendy Brill-Wynkoop, College of the Canyons, Area C

MSC

6.04 S22 Students' Right to Choose to Take a Pre-Transfer Level English or Mathematics Course

Whereas, The right of students to enroll in a transfer level English or mathematics course resulting from AB 705 should not require that students forfeit their right to take a pre-transfer level English or mathematics course for the purpose of academic preparation, meeting non-transfer degree/certificate requirements[17], re-skilling, or life-long education[18];

Whereas, AB 705 requires colleges to maximize the probability that students will complete transfer-level English and mathematics within a one-year timeframe but does not explicitly prohibit colleges from offering pre-transfer level English and mathematics courses as an option for students;

Whereas, Concluding that pre-transfer level English and mathematics courses should no longer be offered runs counter to the intent of AB 705 given data suggesting otherwise[19] or widening of equity gaps[20] that require further exploration; and

Whereas, That the Academic Senate for California Community Colleges has urged stakeholders to address COVID-19 related learning disruption by providing students with access to a

[17] Intermediate Algebra satisfies mathematics competence for the Associate Degree per CCR, Title 5, § 55063.
[18] "There is a broad consensus among economists and higher education experts that re-skilling and life-long learning are central to the future of work." Page 26, The Master Plan for Higher Education in California and State Workforce Needs (2018), https://opr.ca.gov/docs/20181226-Master_Plan_Report.pdf
[19] Data from the Los Angeles Community College District's Office of Institutional Effectiveness https://go.boarddocs.com/ca/laccd/Board.nsf/files/CBY5UU11FD33/$file/Success%20Rates%20in%20English%2C%20Mathematics%20and%20Stat%20-%20disaggregated%20-%20Fall%202021%20-%2001-31-2022%20v1.pdf found that students who recently completed intermediate algebra had a higher rate of success in transfer level mathematics in Fall 2019, Fall 2020, and Fall 2021.
[20] PPIC, A New Era of Student Access at California's Community Colleges Technical Appendices, 2022, https://www.ppic.org/wp-content/uploads/1120mcr-appendix.pdf, found that while throughput grew for all student groups, there has been a widening of the equity gap in throughput for Black and LatinX students.

community college education by offering adequate English and mathematics courses to serve the needs of all students, especially those who have been disproportionately impacted by the pandemic[21];

Resolved, That the Academic Senate for California Community Colleges support the right of any student to choose to take pre-transfer level English or mathematic courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Chancellor's Office and Board of Governors encourage colleges to offer the option of pre-transfer level English and mathematics courses for students interested in such courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education; and

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urge the California legislature not to adopt reform measures that would deprive students of their right to choose to take pre-transfer English or mathematics courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education.

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

MSC

6.05 S22 Regarding Chancellor's Office Student Enrollment Data in AB 1705 (Irwin, 2022)

Whereas, AB 1705 (Irwin, 2022, as of March 16, 2022)[22] would require that California community colleges create a Transfer Level Gateway Completion Dashboard by July 2023 that shall be updated annually and shall contain data on a statewide basis disaggregated by regional, district, and college levels, including drop out prior to census date counts in mathematics, English, and ESL English;

Whereas, The California Community Colleges Chancellor's Office is assessing and evaluating AB 705 (Irwin, 2017)[23] or California Education Code section 78213[24] compliance by using student enrollment data in transfer-level coursework but does not include all enrollment data in the evaluation and assessment; and

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[21] ASCCC Fall 2021 Plenary Resolution 20.01, Improve Mathematics and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption, https://asccc.org/resolutions/improve-mathematics-and-english-outcomes-expanding-access-and-addressing-covid-19-related

[22] AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

[23] AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

[24] CA EDC: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78213.&lawCode=EDC

Whereas, AB 1705 (Irwin, 2022, as of March 16, 2022)[25] would require that colleges not only place but also enroll students in transfer-level courses with limited exceptions;

Resolved, That the Academic Senate for California Community Colleges work with system practitioners, partners, and stakeholders as well as the legislature to include the requirement in AB 1705 (Irwin, 2022)[26] that the California Community Colleges Chancellor's Office Transfer Level Gateway Completion Dashboard include a data element on student enrollment from the first day of each course through the census date for each college; and

Resolved, That the Academic Senate for California Community Colleges advocate for additional funding for colleges and districts to support expanding reporting requirements and development of appropriate data elements associated with a Transfer Level Gateway Completion Dashboard as described in AB1705 (Irwin, 2022).

Contact: Wendy Brill-Wynkoop, College of the Canyons, Area C

ACCLAMATION

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

7.01 S22 Public Access for Vision Resource Center Materials

Whereas, The California Community Colleges system has taken a national lead on transforming educational systems through inclusion, equity, diversity, anti-racism and accessibility, creating a repository of supporting materials;

Whereas, The California Community Colleges Chancellor's Office has collected documents, powerpoints, trainings, webinars, and other resources in the Vision Resource Center that are used across the system for professional learning; and

Whereas, Current access to the Vision Resource Center is restricted by password authentication that requires a current email with a .edu address, which restricts access of materials for retired faculty, part-time faculty, industry partners, some students, and the general public;

[25] AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705
[26] AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office to establish an option for public access to the materials in the Vision Resource Center.

Contact: ASCCC Executive Committee

MSC

7.02 S22 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program

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" and that the California Community Colleges Chancellor's Office ensure that "a grant does not result in the development or implementation of duplicate degrees for a subject matter to avoid duplication of effort and ensure the development and implementation of the greatest number of degrees for the benefit of the greatest number of students," a requirement that can only be met for the Zero-Textbook-Cost Degree Program if the implementation of the program is truly statewide and collaborative;

Whereas, The Academic Senate for California Community Colleges (ASCCC) recognizes that open educational resources are "the preferred and most sustainable mechanism for eliminating course costs" (Resolution 03.05 F21);

Whereas, The ASCCC has requested 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 to facilitate the adaptation and adoption of open educational resources (Resolution 07.01 F21), effectively advocating for a statewide solution to address local zero-textbook-cost implementation challenges; and

Whereas, The ASCCC has established mechanisms for convening discipline faculty for the purposes of making curriculum determinations, including systems for ensuring statewide vetting of developed resources;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, as part of the Zero-Textbook-Cost Degree Program, to establish the funding and process necessary to ensure that ZTC resources will remain current and relevant beyond the 2027 reporting deadline established in California Education Code §78052.

Contact: Julie Bruno, ASCCC Open Educational Resources Initiative

MSC

9.0 CURRICULUM

9.01 S22 Definition and Guidance for Cross-Listing Courses

Whereas, The course outline of record is at the center of local curricular process, its required elements have been outlined in California Code of Regulations Title 5 § 55002, and the application of those requirements is detailed in the *Program and Course Approval Handbook*; and

Whereas, There is a lack of system guidance on the definition and appropriate practice of cross-listing sufficient to guide colleges on course development and submission;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise the *Program and Course Approval Handbook* to include a definition of cross-listing and guidance for its implementation; and

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 whether, how, and when to appropriately cross-list courses.

Contact: Sarah Harris, ASCCC Curriculum Committee

MSC

9.02 S22 Co-Requisites and Pre-Requisites of Intermediate Algebra and Articulation and C-ID Alignment

Whereas, AB 705 (Irwin, 2017) was passed in 2017 and discouraged the placement of students into pre-transfer intermediate algebra and encouraged placing students directly into transfer-level math based on multiple measures data;

Whereas, With the implementation of AB 705 (Irwin, 2017), the scheduling of pre-transfer math courses, such as intermediate algebra, has significantly reduced over the past three years, with some colleges completely eliminating offerings in response to a 2022 required plan from the California Community College Chancellor's Office that asks colleges to justify, with data, the scheduling of pre-transfer math courses;

Whereas, California State University and University of California articulation requirements require a prerequisite or corequisite of intermediate algebra skills for the transfer of courses such as biology; and

Whereas, C-ID also recommends prerequisites of intermediate algebra skills for course alignment;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office and the academic senates of the California State University and University of California to provide continued guidance for the articulation of courses that require requisites below transfer-level math.

Contact: Adrienne C. Brown, ASCCC Curriculum Committee

MSC

9.03 S22 Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs

Whereas, AB 927 (Medina, 2021) expands baccalaureate degree programs in the California Community Colleges;

Whereas, Applicants to California community college baccalaureate degree programs currently must complete the CSU General Education Breadth pattern or Intersegmental General Education Transfer Curriculum, both of which may soon be obsolete given the AB 928 (Berman, 2021) mandate to "establish a singular lower division general education pathway that meets the academic requirements necessary for admission to the California State University and the University of California" for implementation by fall 2025 and that the pathway "be the only lower division general education pathway used to determine eligibility and sufficient academic preparation for transfer into both segments"; and

Whereas, The scope and purpose of baccalaureate degrees differ between the California Community Colleges, the California State University, and the University of California, and specifics for lower division general education preparation differs based on those scopes and purposes;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop a lower division general education pathway specific to California community college baccalaureate degree programs for approval by Spring 2023 and system-wide implementation by fall 2024.

Contact: Erica Menchaca, Bakersfield College, Area A

MSC

9.04 S22 Creation of a Separate Transfer Model Curriculum for Women and Gender Studies

Whereas, C-ID constructed a template in "Social Justice Studies" as a general "Area of Emphasis" for students wishing to transfer into Ethnic Studies programs or Women and Gender Studies programs;

Whereas, The fields of Ethnic Studies and Women and Gender Studies have long been recognized in higher education as distinct and legitimate disciplines and exist as separate programs and degrees at transfer institutions including California State University and University of California;

Whereas, Assembling a transfer pattern for students wishing to pursue degrees in Ethnic Studies or Women and Gender Studies under the designator, "Social Justice Studies," does not align with California State University and University of California disciplinary majors and denies students a disciplinary identity and home at the community college level and a clear transfer pathway; and

Whereas, The forthcoming departure of Ethnic Studies from the Social Justice Studies designator offers an opportunity to create a new transfer model curriculum (TMC) for Women and Gender Studies and reassess the effectiveness of the Social Justice Studies TMC;

Resolved, That the Academic Senate for California Community Colleges works with the Intersegmental Curriculum Workgroup, C-ID Advisory Committee, and the California State University Chancellor's Office to consider creating a transfer model curriculum for Women and Gender Studies by December 2022.

Contact: Carl Sjovold, Sacramento City College, Area A

MSC

9.06 S22 Professional Learning Support for Increased Faculty Understanding and Further Discussion on the Impact of AB928 (Berman, 2021) Student Transfer Achievement Reform Act of 2021 on Local Colleges

Whereas, AB928 (Berman, 2021) presents unintended consequences for students in many disciplines, including kinesiology, within the California Community Colleges system;

Whereas, The mental and physical well-being of all California community college and university students continues to be of serious concern, with Area E[27] of the CSU transfer curriculum designed "to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings," and therefore the retention of Area E is vital to any unified transfer curriculum;

Whereas, The California Master Plan for Higher Education (CMPHE) differentiates the distinct roles and respective missions of California's three tier higher educational systems – California Community Colleges, California State University, and University of California – and a single transfer curriculum should recognize these system differences without ignoring the physical and mental health needs of all students served by the CMPHE; and

Whereas, The possible exclusion of lifelong learning and self-development courses due to streamlining the general education pattern will impact various disciplines, such as, kinesiology, social sciences, humanities, communications, nutrition, counseling, and health education and

[27] "Area E requirement is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Physical activity may be included, if it is an integral part of the study elements described herein and other content such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning."

through the potential elimination of Area E could further perpetuate existing health disparities and may contribute to the success gaps in disproportionately impacted students;

Resolved, That the Academic Senate for California Community Colleges work with the Associate Degree for Transfer Intersegmental Implementation Committee to communicate the importance of critical holistic needs of students in order to retain the lifelong learning category in the general education transfer curriculum;

Resolved, The Academic Senate for California Community Colleges urge local academic senates to engage their faculty in a discussion on the impact of AB928 on their students' holistic collegial experience; and

Resolved, That the Academic Senate for California Community Colleges provide professional learning opportunities for faculty in order to increase dialog and understanding about both the impact of AB928 on local colleges and recommendations made by the subcommittee on AB928 to the Intersegmental Committee of Academic Senates.

Contact: Kathleen O'Connor, Santa Barbara City College

MSC

10.0 DISCIPLINES LIST

10.01 S22 Disciplines List – Asian American Studies

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following revision of the Asian American studies discipline:

> Master's degree in Asian American studies OR a master's in Ethnic Studies and bachelor's degree in Asian American studies OR the equivalent; and

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Asian American studies.

Contact: ASCCC Standards & Practices Committee

ACCLAMATION

10.02 S22 Disciplines List – Native American/American Indian Studies

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following addition of the Native American/American Indian studies discipline:

> Master's degree in Native American/American Indian studies OR a master's in ethnic studies and bachelor's degree in Native American/American Indian studies OR the equivalent; and

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Native American/American Indian studies.

Contact: ASCCC Standards & Practices Committee

ACCLAMATION

10.03 S22 Disciplines List – Nanotechnology

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

> Master of science degree in a STEM-related field, such as chemistry, physics, biochemistry, or engineering, and a minimum of two years teaching nanotechnology courses in a college/university or two years of industry work experience as a leading scientist/engineer on a nanotechnology project; and

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

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

Contact: ASCCC Standards & Practices Committee

MSC

13.0 GENERAL CONCERNS

13.01 S22 Ensure the Transparency of Resources Used to Establish Zero-Textbook-Cost (ZTC) Certificates and Degrees

Whereas, The California Community Colleges Chancellor's Office, in its 2020 Zero-Textbook-Cost Degree Grant Program Legislative Report, has recommended that future zero-textbook-cost (ZTC) funding should focus on investment priorities, including efforts to do the following:

- Evaluate existing ZTC programs and courses and incorporate culturally relevant content to contribute to advancing equity in teaching and learning;
- Share and adopt existing quality ZTC program and course materials, especially within the same community college district;
- Develop and curate quality ZTC materials for courses that satisfy general education requirements; and
- Post ZTC program courses on the California Virtual Campus Course Exchange and quickly make ZTC programs and courses available to all California community college students;

Whereas, The Academic Senate for California Community Colleges (ASCCC) "recognize[s] open educational resources as the preferred and most sustainable mechanism for eliminating course costs" (Resolution 3.05 F21);

Whereas, Resources may only be modified, developed, curated, and freely shared when those resources are openly licensed, and the ASCCC "encourage[s] the establishment of support structures for OER development that require developed resources to be openly licensed and made available to expand the diversity of OER resources" (Resolution 9.05 S19); and

Whereas, California Education Code §78052 requires that "All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408," yet no public-facing information is available that delineates how colleges that established ZTC certificates and degrees did so, and the list of ZTC degrees developed reveals duplication of resources and degree pathways (Zero-Textbook-Cost Degree Grant Program Legislative Report, CCCCO 2020);

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to require that all recipient colleges and districts of zero-textbook-cost (ZTC) funds delineate how ZTC status was achieved for all courses in a given pathway in a designated public-facing location and ensure that openly-licensed resources are shared as required by law; and

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office to support the development of a repository for the sharing of open educational resources used to establish zero-textbook-cost certificates and

degrees that can be searched by specific course parameters as defined by faculty.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

MSC

13.02 S22 Faculty Responsibility for Equitable, Accessible Learning Environments

Whereas, Accessibility in the digital learning environment is an essential part of an equitable learning environment, and students deserve to have access to digital learning materials and environments without revealing their disability status as provisioned by Section 508 of the Rehabilitation Act;

Whereas, Accessibility in the digital learning environment—or compliance with Section 508 of the Rehabilitation Act—is required for all government-funded institutions, including the California Community Colleges, and the California Community Colleges' Chancellor's Office Information and Communication Technology and Instructional Material Accessibility Standard [28](2020) says that "ensuring equal access to equally effective instructional materials and ICT [information communication technology] is the responsibility of all California Community College administrators, faculty, and staff"; and

Whereas, Accessibility is an academic and professional matter per Title 5 §53200, and faculty should have and maintain full freedom of and purview over their instructional materials and digital learning environments while fulfilling their obligation as educators to provide accessible learning environments as required legally and as a tool for closing equity gaps;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to advocate for making accessibility a campus-wide priority because it relates to faculty agency over equitable student access in all teaching and learning environments;

Resolved, That the Academic Senate for California Community Colleges update its paper *Ensuring Effective Online Programs: A Faculty Perspective* by Fall 2023 to include clarification of the differences between accommodations (as referenced in Section 504 of the Rehabilitation Act) and accessibility (as referenced in Section 508 of the Rehabilitation Act), as these definitions relate to faculty fulfilling their responsibility as educators in all modalities, and also develop other resources as appropriate; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to guide the development of the local infrastructure necessary to support faculty with professional learning, tools, and expert support in the creation of fully accessible learning environments.

Contact: ASCCC Online Education Committee

[28] https://drive.google.com/file/d/1Bss1F09dH4yrc6cCid6zNK0HfLuXV5vp/view

ACCLAMATION

13.03 S22 Establish ASCCC Rising Scholars Faculty Advisory Committee

Whereas, At this time, California community colleges serve over 15,000 incarcerated students at 35 California Department of Corrections and Rehabilitation (CDCR) site locations, in addition to numerous unique county regions, and expect that number to reach over 20,000 students and 1,000 FTE within 3 years;

Whereas, CDCR, county justice centers, and California community colleges are bound by complicated constraints, including laws, contractual agreements, policies, and funding formulas, and policies, procedures, and processes that meet the needs of incarcerated students, faculty, and collegiate support staff serving the incarcerated students and support the needs of the corrections staff under the memorandum of understanding between the California Community Colleges Chancellor's Office (CCCCO) and CDCR need to be established to preserve the best interest of both systems while meeting the goals of educating incarcerated students; and

Whereas, All parties, including but not limited to the CCCCO, local colleges, the Academic Senate for California Community Colleges (ASCCC), the Student Senate for California Community Colleges, and the CDCR, must work together to ensure that those working within the colleges and those working within the various facilities, representing the various government (federal, state, and local) agencies and unions, are appropriately relied upon to address incarcerated student needs, curricular and support services, curriculum and program development, transitional (incarcerated to paroled or released) support services, and community college to state university transfer needs, but current faculty representation in academic and professional matters is minimal at best as the ASCCC only has two representative seats on the Chancellor's Office Rising Scholars Advisory Committee, and there is no current mechanism for ASCCC to collaborate with, regularly solicit input from, or prepare and provide professional learning for faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges establish a Rising Scholars Faculty Advisory Committee to include faculty teaching in incarcerated education and at least one formerly incarcerated student;

Resolved, That the Academic Senate for California Community Colleges charge the Rising Scholars Faculty Advisory Committee with developing and sustaining a regional professional learning network in the area of prison education utilizing local senate structures, dedicated to the ASCCC's 10+1 academic and professional matters purview per Title 5 §53200, with furthering the advancement of local programs and local professional learning in the areas of equity, pedagogy, and community building among prison education practitioners, and with advancing the faculty voice in spaces where incarcerated education is discussed and policies or agreements are made, including with the California Community College Chancellor's Office, the CCCCO's Rising Scholars Advisory Committee, and the CDCR, so that faculty primacy in academic and professional matters is honored and the education provided to incarcerated students by California community colleges is a model for educating incarcerated students;

Resolved, That the Academic Senate for California Community Colleges expects expects the ASCCC Rising Scholars Faculty Advisory Committee to disseminate policies, procedures, and memorandums of understanding produced by the ASCCC, the Rising Scholars Network, the California Community Colleges Chancellor's Office, and the California Department of Corrections and Rehabilitation to their local networks of faculty teaching in incarcerated environments and share faculty-related concerns, problems, and barriers experienced at the local level to the ASCCC Rising Scholars Faculty Advisory Committee for communication with the Rising Scholars Network, the CCCCO, and the CDCR; and

Resolved, That the Academic Senate for California Community Colleges requests of the California Community Colleges Chancellor's Office (CCCCO) and the California Department of Corrections and Rehabilitation (CDCR) that the ASCCC and the ASCCC Rising Scholars Faculty Advisory Committee be consulted for Memorandums of Understanding (MOUs) concerning prison education, particularly the ASCCC's 10+1 academic and professional matters purview per Title 5 §53200 between the CDCR and the CCCCO and, for local MOUs between the CDCR and local colleges, with local academic senates.

Contact: Alec Griffin, ASCCC Rising Scholars Mellon Grant Team

ACCLAMATION

13.04 S22 Establish Rising Scholars Faculty Liaisons

Whereas, Facilitation of teaching and learning in incarcerated environments is a coordinated effort of many entities, including the California Department of Corrections and Rehabilitation (CDCR), the California Community Colleges Chancellor's Office, the Chancellor's Office Rising Scholars Advisory Committee, and local jails, and faculty are often excluded from system-level communications specific to Rising Scholars programs;

Whereas, Direct communication to faculty as a critical constituency in incarcerated education is currently missing, and system-level memorandums of understanding, standard procedure, and best practices have been imposed on California community college faculty without knowledge of or participation in those processes, and, when top-down policies, procedures, and practices affect the work of faculty working inside of the prisons, the Academic Senate for California Community Colleges' (ASCCC) 10+1 academic and professional matters purview per Title 5 §53200 has been ignored; and

Whereas, The ASCCC and faculty engaged in incarcerated education, whether through face-to-face college, correspondence, or other distance education college instruction, could benefit from having a mechanism for direct sharing of information with and for solicitation of input from faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a faculty member teaching or engaged in incarcerated instruction inside of prisons, jails, or other local carceral facilities, or who has been formerly incarcerated, to act as a

local Rising Scholars liaison to facilitate communication among Rising Scholars faculty, the local senate, and the ASCCC;

Resolved, That the Academic Senate for California Community Colleges work collaboratively with these liaisons to ensure communication and opportunities for input on the ASCCC's 10+1 academic and professional matters purview per Title 5 §53200 are provided by the California Department of Corrections and Rehabilitation, the California Community Colleges Chancellor's Office, the CCCCO's Rising Scholars Advisory Committee, and the ASCCC before implementation of those policies, procedures, and practices; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to request utilization of local Rising Scholars funds to compensate their designated Rising Scholars liaisons.

Contact: Alec Griffin, ASCCC Rising Scholars Mellon Grant Team

MSC

13.05 S22 Advocate for State and Local Rising Scholars Funding to Support Faculty Professional Learning

Whereas, AB 417 Rising Scholars Network: justice-involved students (McCarty, 2021)[29] charges the California Community Colleges Chancellor's Office (CCCCO) with establishing the Rising Scholars Network and providing funding to up to 50 community colleges for services in support of justice-involved students; and

Whereas, Faculty are integral participants in the education of justice-involved students, and ongoing professional learning specific to education in incarcerated environments is critical to ensuring the delivery of high quality instruction within the constructs and opportunities in these environments;

Resolved, That the Academic Senate for California Community Colleges request of the California Community Colleges Chancellor's Office through the Rising Scholars Network compensation to support ongoing preparation and delivery of statewide faculty professional learning and facilitation of a statewide faculty community of practice for incarcerated education; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to advocate for designation of Rising Scholars funds or other monies to support ongoing professional learning at the local level for part-time and full-time faculty delivering incarcerated instruction.

Contact: Alec Griffin, ASCCC Rising Scholars Mellon Grant Team

ACCLAMATION

[29] AB 417 Rising Scholars Network (McCarty, 2021)

13.06 S22 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 information may in some cases be inaccurate, misleading, or missing despite the best efforts of faculty to submit clear and accurate information in a timely manner;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with local administration to ensure the online class schedule contains the clear and accurate textbook and class resource information submitted by the instructor, that their sections are properly noted with the zero-cost or low-cost icon if appropriate, and that accountability processes are established.

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

MSC

13.07 S22 Advocate for the Protection of Online Learning Integrity

Whereas, During the last decade, there has been significant support from the California Legislature for online and distance education to improve access to California community colleges, and during the COVID-19 pandemic online course offerings at California community colleges have increased dramatically, and enrollment trends indicate a continued increased interest in online learning;

Whereas, Faculty have engaged in professional learning including strategies, pedagogies, and course design for online learning, all while meeting federal and state regulations to provide sustainable and flexible access to college in order to meet the increasing demand for high quality remote learning;

Whereas, The sharp increase in online learning has also created an economic market for educational fraud where companies sell their services to take courses on behalf of students for a fee or companies masquerade as study sites but in practice are fraud libraries providing paying users answers to assignments or access to essays for sale as documented in reporting from *The Los Angeles Times*[30], *The Atlantic*[31], and The Hechinger Report[32] and thus violate the integrity of degrees and security of college enterprise systems; and

Whereas, It is evident that online education is here to stay and the solution to the nefarious mischiefs caused by this growing cottage industry of fraud is to innovate and protect the integrity of online courses and enterprise systems, not to backtrack from this inclusive learning modality;

Resolved, That the Academic Senate for California Community Colleges advocate with the California Community Colleges Chancellor's Office for vital resources to support local IT departments in the implementation of additional online learning protections such as multifactor authentication or IP address monitoring to help protect against educational fraud; and

Resolved, That the Academic Senate for California Community Colleges advocate with the California Community Colleges Chancellor's Office for continued and expanded support of professional learning to gain additional pedagogical skills to help prevent and identify educational fraud of this nature.

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

MSC

13.08 S22 The Open Educational Resources Initiative and Technical Assistance for the Zero-Textbook-Cost Degree Program

Whereas, The Academic Senate for California Community Colleges Open Educational Resources Initiative (OERI) was formally launched in early 2019 with funds allocated to the Academic Senate for California Community Colleges (ASCCC) in Assembly Bill 1809 (Higher Education Trailer Bill, 2017-2018) "to support the development of, and the expansion of the use of, open educational resources for the California Community Colleges" and has established a faculty-led infrastructure to support local open educational resources (OER) implementation efforts, but the funding for the OERI was scheduled to end in 2023, thereby dramatically curtailing or ending the statewide development, curation, and implementation efforts as well as coordinated maintenance and updating of resources developed under the OERI;

Whereas, The OERI, in helping to unlock the potential of faculty to create innovative learning experiences for students through the development of new content, has a proven track record of meeting the OER needs of faculty and students across the state, and, as reported in the ASCCC

[30] https://www.latimes.com/opinion/story/2021-10-24/online-cheating-apps-remote-learning
[31] https://www.theatlantic.com/education/archive/2015/11/cheating-through-online-courses/413770/
[32] https://hechingerreport.org/another-problem-with-shifting-education-online-cheating/

OERI Department of Finance Progress Report in February, 2022, accomplishments of the OERI since its inception include the following:

- Facilitated the awareness, adoption, and adaptation of OER through the hosting of over 135 general, discipline-specific, and tool-specific webinars that have been attended by over 2100 faculty. In addition, 56 webinars were hosted for local OER advocates or OER liaisons,
- Identified—and supported—OER liaisons at each of the colleges to ensure on-going communication between the OERI and local faculty and college colleagues,
- Created a website—asccc-oeri.org—to promote OER and simplify the identification of available OER by providing easy access to OER resources organized by 27 comprehensive discipline collections, general education area, and 25 transfer model curricula,
- Established a team of over 30 discipline leads to curate existing OER and facilitate OER awareness and adoption,
- Initiated the formation of discipline-specific communities of practice to support faculty OER efforts,
- Developed a wide array of resources to support OER-related work, including two self-paced courses (OER Basics and Accessibility Basics), a series of OER "Quick Guides" on OER-related topics that can be accessed online or printed for local use, a variety of resources for OER developers, and an ever-expanding collection of resources to support local OER advocacy,
- Supported the creation of 63 new OER over three competitive funding cycles, with an emphasis on collaboration, meeting state-wide needs, and sustainability,
- Developed the ASCCC OERI IDEA Framework for reviewing and revising OER and other course resources to ensure that they are inclusive, diverse, equitable, and antiracist, which will be integrated into future OERI supported projects and used to review and modify existing resources, and
- Collaborated with representatives from the California State University and the University of California to host Cal OER, a free OER conference intended to highlight the state's OER/ZTC work and attended by over 400 faculty;

Whereas, In the 2021-2022 Budget Act, the California Legislature and Governor Gavin Newsom designated $115 million for investment in the expansion of zero-textbook-cost (ZTC) degrees and open educational resources at the state's community colleges, and in Resolution 3.05 F21**,** **"**the Academic Senate for California Community Colleges recognized open educational resources as the preferred and most sustainable mechanism for eliminating course costs unless where instances will arise in which eliminating costs is not possible"; and

Whereas, Education Code §78052 states "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" and "to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content," indicating the legislative intent of the use of OER in ZTC degrees and the need for collaboration with established initiatives such as OERI;

Resolved, That the Academic Senate for California Community Colleges advocate to the California Community Colleges Chancellor's Office and system partners for allocating a portion of the $115 million for ZTC degrees in the 2021-2022 Budget Act to fund the work of the OERI to reduce duplication and guarantee usability in OER development and implementation as well as ensure a statewide approach and promote sustainability in ZTC degrees.

Contact: Josh Franco, Cuyamaca College, Area D

MSC

13.09 S22 Understanding the Impact of Non-Academic Entities on HyFlex Instruction and Preserving the Local Collegial Consultation Process in Determining Local Course Modalities Offerings[33]

Whereas, The COVID-19 pandemic has increased the desire for greater distance education course offerings using online and hybrid modalities of instruction, including the "HyFlex" modality that attempts to create a classroom environment that includes fully online and traditional face-to-face options for students within the same section;

Whereas, Universal access to education cannot be addressed by technology alone but requires the commitment of pedagogical adaptation, human facilitation of access, changes to the built environment, and affordability;

Whereas, Numerous concerns over the impact of HyFlex modalities in the classroom have been expressed by faculty and students, including concerns over accessibility, quality of education, surveillance, confidentiality, workload, academic freedom, and student rights; and

Whereas, Concerns have also been expressed by faculty that the technical requirements of HyFlex modalities may encourage the participation of for-profit companies and other non-academic entities whose primary purposes are not student-focused and who may negatively impact the learning environment;

[33] Note: The Resolutions Committee has made edits to this resolution, in consultation with the contact, to increase clarity and to include supporting Title 5 language without changing the original intent.

Resolved, That the Academic Senate for California Community College conduct expedited research in order to determine the role and prevalence of for-profit technology companies and other non-academic entities in HyFlex course offerings in California's community colleges and the impact of HyFlex technology on instruction and student learning and present their findings no later than the spring of 2023; and

Resolved, That the Academic Senate for California Community Colleges reaffirm that the processes and approval of distance education courses as an academic and professional matter requiring separate approval, per Title 5 §55206, and any local decisions regarding adding additional distance education modalities must include collegial consultation between the college administration and the local academic senate and curriculum committee.

Contact: Paul Alexander, San Diego City College, Area D

ACCLAMATION

13.10 S22 Student-Facing Zero-Textbook-Cost Information

Whereas, The California Community Colleges Chancellor's Office, in its 2020 Zero-Textbook-Cost Degree Grant Program Legislative Report (Zero-Textbook-Cost Degree Grant Program Legislative Report, CCCCO 2020), has recommended that future zero-textbook-cost (ZTC) funding should focus on investment priorities, including efforts to share and adopt existing quality ZTC programs and course materials, and California Education Code §78052 requires that "All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408," yet no public-facing information is available that delineates how colleges established ZTC certificates and degrees;

Whereas, In October 2021, the ASCCC Open Educational Resources Initiative completed an analysis of public-facing ZTC degree information provided by California community colleges and found no information regarding when ZTC sections would be offered, minimal information regarding the ZTC courses that were available and would meet specific general education requirements, and no information regarding how ZTC status was achieved for specific courses;

Whereas, The Academic Senate for California Community Colleges passed Resolution 20.02 in fall 2020, encouraging 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" and providing this same clear messaging and information regarding the planned availability of ZTC sections that would enable students to plan to truly complete a ZTC degree; and

Whereas, Clear messaging for planning purposes is an integral part of guided pathways implementation to better serve students, and integrating information regarding ZTC sections would further advance the equity and achievement goals of the California Community Colleges by clearly mapping ZTC degree pathways.

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to require all colleges and districts that receive zero-textbook-cost (ZTC) funds to provide public-facing information and student messaging that delineates the planned scheduling of ZTC sections; and

Resolved, That the Academic Senate for California Community Colleges advocate for the California Community Colleges Chancellor's Office to require that all colleges and districts receiving zero-textbook-cost (ZTC) funds delineate in a designated public-facing location how ZTC status was achieved for all courses in a given pathway, demonstrate that sufficient ZTC sections are available to enable student completion of ZTC degree pathway, and ensure that openly-licensed resources are shared as required by law.

Contact: Dave Dillon, Grossmont College

MSC

17.0 LOCAL SENATES

17.01 S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students

Whereas, The COVID-19 pandemic forced a quick pivot, within weeks after California Governor Newsom's March 19, 2020 Stay At Home Order, of most of California's community colleges' course offerings from in-person to online teaching and learning;

Whereas, Most of this online teaching and learning necessitated faculty and students quickly learning how to use and navigate learning management systems (LMS) and other online educational tools and services for course delivery and engagement;

Whereas, The California Community Colleges Chancellor's Office responded by November 2, 2020[34] to the sudden systemwide shift to online teaching and learning by providing all California community colleges with funding support until June 30, 2021 for an array of online learning tools including Canvas LMS, Canvas Studio, Pisces Online Tutoring Platform, Zoom, Labster virtual science lab platform, and NetTutor online tutoring service as well as special pricing for California community colleges to access or purchase SmarterServices online readiness assessment, Urkund and Turnitin online plagiarism and student integrity services, Proctorio online proctoring service, Pronto online student engagement service, Esri geographic information system, Grackledocs accessibility for Google G-Suite, Adobe digital and electronic signature platform, TimelyMD Telehealth services, OptimumHQ contact tracing software, Cranium Café online student services platform, and Uber Eats food aid distribution platform; and

Whereas, The impact of this sudden and dramatic increase of online learning tools on local college campuses, even beyond the California Community Colleges Chancellor's Office June 30,

[34] https://www.cccco.edu/-/media/CCCCO-Website/Files/DII/nov022020-ongoing-digital-resources-support-memo-dii-v2.pdf?la=en&hash=E284243BE2321D09DC590BF69D1C85BC47EC003A

2021 funding support deadline, has created a very high demand for local campus online education support services and staff to assist faculty, staff, students, and administrators in the adoption, setup, and use, including the troubleshooting, of these online tools;

Resolved, That the Academic Senate for California Community Colleges survey local academic senates about online education tools used at their campuses, online education support their campuses provide, and whether there is equitable access to and use of online education support across all faculty and student groups;

Resolved, That the Academic Senate for California Community Colleges urge all local colleges and districts to work collaboratively with their local academic senates and online education support areas to identify and mitigate equity gaps regarding online education support access and delivery to faculty and students and ensure that online education support areas receive adequate support from their local colleges in order to provide services needed by students and faculty; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to formally acknowledge their appreciation for their online education and course design support professionals for all the ways in which they have supported faculty and students, especially during the COVID-19 pandemic and the unprecedented demand that it created for online education support services.

Contact: ASCCC Online Education Committee

MSC

17.02 S22 Increase Part-Time Faculty Representation and Communication through Local Part-Time Faculty Liaisons

Whereas, Part-time faculty comprise the majority of the faculty on every community college campus[35] and are vital to the success and retention of students throughout the California Community Colleges system, and the representation of part-time faculty is crucial for the Academic Senate for California Community Colleges (ASCCC) and California Community College Chancellor's Office to fulfill their respective missions;

Whereas, Although the ASCCC continues to encourage local academic senates to include part-time faculty participation in governance, professional learning, committee service, and other leadership opportunities in response to Resolutions F20 1.02 and S21 19.01, and yet support for the participation of part-time faculty still varies widely and is generally insufficient;

[35] AB 1269, as amended, Cristina Garcia. Community colleges: part-time faculty. AB-1269 Community colleges: part-time faculty. This bill would instead require the California Community Colleges Chancellor's Office to conduct a comprehensive study of part-time faculty as specified, to be completed by July 1, 2023. Section 1, paragraph C: Part-time faculty comprise approximately 70 percent (2022) of the faculty at the California Community Colleges and teach approximately 50 percent of the classes.

Whereas, The ASCCC appoints part-time faculty to numerous initiatives, workgroups, committees, and task forces to ensure their voices are represented, but it is often difficult to retain part-time faculty involvement throughout the academic year; and

Whereas, Information pertinent to teaching and learning that impacts the roles and responsibilities of part-time faculty may not always be disseminated to all local colleges and districts;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to identify a part-time faculty member to act as a part-time faculty liaison to serve as a conduit and increase communication among part-time faculty, the local academic senate, and the Academic Senate for California Community Colleges; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with their respective collective bargaining units to advocate for compensation for their part-time faculty liaisons, especially in districts and colleges where college service is not part of the job duties for part-time faculty.

Contact: ASCCC Part-Time Faculty Committee

MSC

17.03 S22 Faculty Participation in the Creation of Course Enrollment Maximums for Community College Departments and Courses

Whereas, Previous Academic Senate for California Community Colleges presentations have recognized that course enrollment maximums are maximum student enrollment limits specified for each course, and course enrollment maximum determinations have sometimes been made inconsistently on the basis of classroom size and other arbitrary factors;

Whereas, Even though California community colleges are functioning under a new funding formula that also binds student attainment to funding, most colleges still rely too heavily on an enrollment strategy that chases full-time equivalent students by foregrounding perceived notions of efficiency and productivity;

Whereas, Pedagogical practices that foreground inclusion, diversity, equity, antiracism, and accessibility (IDEAA) thrive in an environment that humanizes the student/teacher relationship and allows the space for the building of trust, community, and unity, conditions that require both time and space to achieve and are antithetical to the "full classrooms" strategy of enrollment; and

Whereas, Faculty members who practice IDEAA pedagogies work hard to cultivate relationships of trust and learning with their students and community and should be able to have a hand in deciding what constitutes a full class for the sake of true learning and educational connection;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to engage in collaboration with their bargaining agents to determine

appropriate course enrollment maximums in consideration of pedagogical, health, and safety factors, including but not limited to the methods of instruction, course modality, objectives and outcomes of the course, and the assessment methods as established on the course outline of record and in alignment with inclusion, diversity, equity, anti-racism, and accessibility values; and

Resolved, That the Academic Senate for California Community Colleges update the 2012 paper[36] *Setting Course Enrollment Maximums: Process, Roles, and Principles* with guidelines to assist faculty in the determination of course enrollment maximums based on promising practices and culturally responsive pedagogy, teaching, and learning that are framed by IDEAA principles, academic freedom, and the exigencies occasioned by the COVID-19 pandemic and bring the revised paper for approval at the Fall 2023 Plenary Session.

Contact: Matthew Goldstein, College of Alameda, Area B

MSC

17.04 SP22 Ongoing Support for Academic Senate for California Community Colleges Liaisons to Local Colleges

Whereas, The Academic Senate for California Community Colleges (ASCCC) has established the creation of formal liaison positions, including Resolution 03.02 SP21 *Inclusion Diversity Equity and Anti-racism Liaison*, Resolution 17.02 FA18 *Open Educational Resources Liaison*, Resolution 17.02 SP15 *CTE Liaison*, Resolution 17.03 SP15 *Legislative Liaison*, and Resolution 17.05 SP15 *Noncredit Liaison*, and continues to consider other relevant liaisons to local academic senates;

Whereas, Through previous *Rostrum* articles and resolutions, the ASCCC recognizes that local academic senates play a crucial role in informing faculty and advancing initiatives that ultimately support student success; and

Whereas, The ASCCC liaison positions have corresponding position duties and expectations;

Resolved, That the Academic Senate for California Community Colleges strongly advocate for local academic senates to identify faculty for each of the ASCCC liaison positions;

Resolved, That the Academic Senate for California Community Colleges develop guidelines for local academic senates on effective practices for incorporation of liaison positions; and

Resolved, That the Academic Senate for California Community Colleges develop and implement an annual orientation training for all liaison positions.

Contact: Anastasia Zavodny, Palomar College

[36] *Setting Course Enrollment Maximums: Process, Roles, and Principles*: https://www.asccc.org/sites/default/files/ClassCapsS12_0.pdf

MSC

19.0 PROFESSIONAL STANDARDS

19.01 S22 Cultural Humility Driving Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Work

Whereas, Resolution 3.01 SP14 *Infusing Cultural Competence* directed "the Academic Senate for California Community Colleges [to] engage in cultural competency and equity training at its annual Executive Committee orientation, and use the information from that training to develop its cultural competency plan as a model for local senates";

Whereas, Resolution 3.01 SP14 *Infusing Cultural Competence* directed "the Academic Senate for California Community Colleges [to] report its cultural competency plan to the body by Spring 2015 and include in that plan a component that will encourage greater diversity in local senates";

Whereas, Cultural competence, as an epistemological and ontological concept, reifies approaches that fail to recognize that the only constant of culture is that it is constantly changing, which, in turn, demands that one's understanding and appreciation of culture must constantly evolve and progress; and

Whereas, Cultural humility, as an epistemological and ontological concept, offers approaches that align with inclusion, diversity, equity, anti-racism, and accessibility work that the Academic Senate for California Community Colleges has been engaged in;

Resolved, That the Academic Senate for California Community Colleges recognize that cultural humility, as an epistemological and ontological concept, shall inform the professional training at its annual Executive Committee orientation; and

Resolved, That the Academic Senate for California Community Colleges make available the Cultural Humility Tool[37] and respective resources as a model for local academic senates to develop their own cultural humility action plan that will guide and enhance the inclusion, diversity, equity, anti-racism, and accessibility efforts engaged in by local academic senates and the ASCCC.

Contact: Nadia Khan, Equity and Diversity Action Committee

MSC

REFERRED RESOLUTIONS

9.05 S22 Defining Competencies for Associate Degree Requirements

[37] Cultural Humility Tool

Whereas, California Code of Regulations Title 5 §55063 establishes requirements for students to earn an associate degree, including demonstrated competence in reading, written expression, and mathematics;

Whereas, Current regulations define the standards to meet these requirements by associating those requirements with specific courses or disciplines and outlining methods for establishing equivalencies to courses in those specific disciplines rather than defining reading, written expression, and mathematics competency statements; and

Whereas, The discipline-specific language in the regulation stifles colleges from allowing courses from a variety of disciplines to meet the requirements and severely impedes students from taking courses more relevant to their academic program and career goals that would also meet reading, written expression, and mathematics competency statements;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Curriculum Committee and the California Community Colleges Chancellor's Office to revise the requirements in section Title 5 §55063 to include competency statements for reading, written expression, and mathematics rather than associating student demonstration of competence with any specific courses or disciplines.

Contact: Randy Beach, Southwestern College, Area D

MSR

FAILED RESOLUTIONS

9.05 S22 Defining Competencies for Associate Degree Requirements

Resolved, That the Academic Senate for California Community Colleges bring faculty discipline groups together to create necessary and sufficient competency statements for the reading, written expression, and mathematics competency requirements associated with student demonstration of competency to meet graduation requirements.

Contact: Randy Beach, Southwestern College, Area D

MSF

DELEGATES

COLLEGE	FIRST NAME	LAST NAME
Alameda, College of	Matthew	Goldstein
Allan Hancock College	Trevor	Passage
American River College	Alisa	Shubb
Antelope Valley College	Van	Rider
Bakersfield College	Lisa	Harding

Barstow College	Rodolfo	Duque Jr
Berkeley City College	Joseph J	Bielanski Jr.
Butte College	Robert	White
Cabrillo College	Anna	Zagorska
Calbright College	Michael	Stewart
Canada College	David	Eck
Canyons, College of	David	Andrus
Cerro Coso College	Yvonne	Mills
Chaffey College	Nicole	DeRose
Clovis College	Cynthia	Elliott
College of Marin	Alicia (Meg)	Pasqual
Columbia College	Lahna	VonEpps
Compton College	Sean	Moore
Contra Costa CCD	Lisa	Smiley-Ratchford
Contra Costa College	Gabriela	Segade
Copper Mountain College	LeeAnn	Christensen
Cosumnes River College	Scott	Crosier
Crafton Hills College	Brandi	Bailes
Cuesta College	Wesley	Sims
Cuyamaca College	Manuel	Mancillas-Gomez
De Anza College	Cheryl Jaeger	Balm
Desert, College of	Kim	Dozier
Diablo Valley College	John	Freytag
East Los Angeles College	Jeffrey	Hernandez
El Camino College	Darcie	McClelland
Folsom Lake College	Eric	Wada
Foothill College	Kathryn	Maurer
Foothill DeAnza CCD	Mary	Pape
Fresno City College	Tom	Boroujeni
Fullerton College	Jennifer	Combs
Gavilan College	Cherise	Mantia
Glendale College	Roger	Dickes
Golden West College	Pete	Bouzar
Grossmont College	Pearl	Lopez
Hartnell College	Cheryl	O'Donnell
Imperial Valley College	Ric	Epps
Irvine Valley College	Daniel	de Roulet
Laney College	Eleni	Economides Gastis
Lassen College	Adam	Runyan
Long Beach City College	Suman	Mudunuri
Los Angeles CCD	Angela	Echeverri
Los Angeles City College	Mickey	Hong

Los Angeles Harbor College	William	Hernandez
Los Angeles Mission College	Carole	Akl
Los Angeles Pierce College	Barbara	Anderson
Los Angeles Southwest College	Naja	El-Khoury
Los Angeles Trade Tech College	Marvin	Da Costa
Los Angeles Valley College	Chauncey	Maddren
Los Medanos College	Mark	Lewis
Los Rios CCD	Julie	Oliver
Madera College	Brad	Millar
Mendocino College	Catherine	Indermill
Merced College	Lee Anne	Hobbs
Merritt College	Thomas	Renbarger
MiraCosta College	Luke	Lara
Mission College	Aram	Shepherd
Modesto Junior College	Aishah	Saleh
Moorpark College	Erik	Reese
Moreno Valley College	Felipe	Galicia
Mt. San Antonio College	Raul	Madrid
Napa Valley College	Eileen	Tejada
Orange Coast College	Lee	Gordon
Oxnard College	Amy	Fara Edwards
Palo Verde College	Sarah	Frid
Palomar College	Rocco	Versaci
Peralta CCD	Donald	Saotome Moore
Rancho Santiago CCD	Mike	Taylor
Reedley College	Richell	Swallow
Rio Hondo College	Juan	Mora
Riverside City College	Mary	Legner
Riverside CCD	Mark	Sellick
Sacramento City College	Lori	Petite
Saddleback College	Margot	Lovett
San Bernardino Valley College	Davena	Burns-Peter
San Diego City College	Maria-Jose	Zeledon-Perez
San Diego Continuing Ed	John	Bromma

San Diego Mesa College	John	Crocitti
San Diego Miramar College	Laura	Murphy
San Francisco, City College of	Edward Simon	Hanson
San Joaquin Delta College	Becky	Plaza
San Jose City College	Judith	Bell
San Jose-Evergreen CCD	Alejandro	Lopez
San Mateo, College of	Teresa	Morris
San Mateo CCD	Kathryn	Williams Browne
Santa Ana College	Jim	Isbell
Santa Barbara City College	Tara	Carter
Santa Monica College	Jamar	London
Santa Rosa Junior College	Julie	Thompson
Santiago Canyon College	Craig	Rutan
Sequoias, College of the	Landon	Spencer
Shasta College	James	Crooks
Sierra College	Soni	Verma
Siskiyous, College of the	Ron	Slabbinck
Skyline College	Lindsey	Ayotte
Solano College	Lanae	Jaimez
Southwestern College	Caree	Lesh
Taft College	Sharyn	Eveland
Ventura College	Dan	Clark
West Hills Coalinga	Matt	Magnusun
West Los Angeles College	Patricia	Zuk
West Valley College	Gretchen	Ehlers
Woodland College	Deanna	Pierro
Yuba College	Christopher	Noffsinger

EXECUTIVE COMMITTEE	FIRST NAME	LAST NAME
President	Dolores	Davison
Vice President	Virginia "Ginni"	May
Treasurer	Michelle	Bean
Secretary	Cheryl	Aschenbach
Area A	Stephanie	Curry
Area B	Karen	Chow
Area C	Robert L.	Stewart Jr.
Area D	LaTonya	Parker
North Rep	Christopher	Howerton
North Rep	Karla	Kirk

South Rep	Amber	Gillis
South Rep	Manuel	Velez
At Large Rep	Juan	Arzola
At Large Rep	Carrie	Roberson

California Community Colleges

MEMORANDUM
March 21, 2022

ESS 22-200-003 | Via Email

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Academic Senate Presidents

FROM: Raul Arambula, Dean, Educational Services & Support

RE: (revised) Policy Change: International Baccalaureate (IB), College-Level Examinations Placement (CLEP) Examinations, and Advanced Placement (AP) Examination Chart Updates

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This revised memorandum contains the following corrections:

- Appendix C: CLEP Examination Passing Scores Chart – Introductory Business Law passing score corrected to state 50
- Appendix D: AP Examination Passing Scores Chart – Music corrected to state Music Theory

This memorandum is to provide guidance regarding title 5, §55052.5 regulations that went into effect May 1, 2021 pertaining to IB and CLEP examinations. Title 5, §55052.5 requires the Chancellor of the California Community Colleges, in collaboration with the Academic Senate of California Community Colleges, to develop and require each community college district to implement a uniform policy regarding IB and CLEP credit.

In accordance with the regulation, the policy stipulates that any student who passes an International Baccalaureate Organization IB examination and/or a CLEP examination with a minimum passing score in the subject matter (see Appendices B & C), is awarded general education area credit. Where no general education area credit matches are available, the college may award elective credit. Each community college shall also note on the student's academic record that the credit was earned through an IB and/or CLEP examination.

The text for title 5, §55052.5 is attached as a reference (Appendix A). Also included for reference is an updated Advanced Placement (AP) Examination chart (see Appendix D), which also requires a uniform policy per title 5, §55052.

If you have any questions regarding this guidance, please contact Dean Raul Arambula (rarambula@CCCCO.edu) and Specialist Bob Quinn (bquinn@CCCCO.edu).

cc: Daisy Gonzales, Acting Chancellor
Marty Alvarado, Executive Vice Chancellor, ESS
Aisha Lowe, Vice Chancellor, ESS
Rebecca Ruan-O'Shaunessey, Vice Chancellor, ESS

Dolores Davison, ASCCC President
CCCCO Staff

Appendices:

- Appendix A: Title 5, §55052.5
- Appendix B: IB Examination Passing Scores Chart
- Appendix C: CLEP Examination Passing Scores Chart
- Appendix D: AP Examination Passing Scores Chart

Appendix A: Title 5, Section 55052.5

§ 55052.5. International Baccalaureate and College Level Examination Program Examinations.

The Chancellor, in collaboration with the Academic Senate for the California Community Colleges, shall develop policy guidelines on the minimum passing scores for the International Baccalaureate and/or College Level Examination Program examinations. The policy guidelines shall be distributed to community college districts on an annual basis.

The governing board of a community college district shall adopt policies to grant credit for satisfactory completion of International Baccalaureate and/or College Level Examination Program examinations typically recognized by colleges and universities as measuring competencies comparable to those achieved in baccalaureate level courses or general education areas.

The faculty in the appropriate discipline must approve International Baccalaureate and/or College Level Examination Program examination scores deemed to constitute satisfactory performance for direct course credit and/or general education area credit. Credit may be awarded for the California Intersegmental General Education Transfer Curriculum, California State University General Education Breadth, or local community college general education requirements, as most appropriate. Where no direct course or general education area matches an International Baccalaureate or College Level Examination Program exam, the college may award elective credit. Requirements may be met by such examinations in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002.

The student's academic record shall be clearly annotated to reflect that credit was earned through an international baccalaureate and/or college level examination program examination.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

Appendix B: IB Examination Passing Scores Chart

IB Examination	Passing Scores	CCC Title 5 GE Areas	Minimum Semester Units[1]
Biology HL	5	Natural Science	3
Chemistry HL	5	Natural Science	3
Economics HL	5	Social/Behavioral Sciences	3
Geography HL	5	Social/Behavioral Sciences	3
History (any region) HL	5	Social/Behavioral Sciences or Humanities	3
Language A Literature HL	4	Humanities	3
Language A Language and Literature HL	4	Humanities	3
Language B (any language) HL	4	Not Applicable	0
Mathematics HL	4	Language & Rationality	3
Physics HL	5	Natural Science	3
Psychology HL	5	Social/Behavioral Sciences	3
Theatre HL	4	Humanities	3

[1] Minimum Units: 3 semester/4 quarter

Appendix C: CLEP Examination Passing Scores Chart

CLEP Examination	Passing Scores	CCC Title 5 GE Areas	Minimum Semester Units[2]
American Government	50	Social/Behavioral Sciences	3
American Literature	50	Humanities	3
Analyzing and Interpreting Literature	50	Humanities	3
Biology	50	Natural Sciences	3
Calculus	50	Language and Rationality	3
Chemistry	50	Natural Sciences	3
College Algebra	50	Language and Rationality	3
College Algebra – Trigonometry	50	Language and Rationality	3
College Composition	50	Not Applicable	0
College Composition – Modular	50	Not Applicable	0
College Mathematics	50	Not Applicable	0
English Composition (no essay)	50	Not Applicable	0
English Composition (with essay)	50	Not Applicable	0

[2] Minimum Units: 3 semester/4 quarter

CLEP Examination	Passing Scores	CCC Title 5 GE Areas	Minimum Semester Units
English Literature	50	English	3
Financial Accounting	50	Not Applicable	0
French Level I	50	Not Applicable	0
French Level II	59	Humanities	3
Freshman College Composition	50	Not Applicable	0
German Level I	50	Not Applicable	0
German Level II	60	Humanities	3
History, United States I	50	Social/Behavioral Sciences	3
History, United States II	50	Social/Behavioral Sciences	3
Human Growth and Development	50	Social/Behavioral Sciences	3
Humanities	50	Humanities	3
Information Systems and Computer Apps	50	Not Applicable	0
Introduction to Educational Psychology	50	Not Applicable	0
Introductory Business Law	50	Not Applicable	0
Introductory Psychology	50	Social/Behavioral Sciences	3
Introductory Sociology	50	Social/Behavioral Sciences	3

Natural Sciences	50	Natural Sciences	3
CLEP Examination	**Passing Scores**	**CCC Title 5 GE Areas**	**Minimum Semester Units**
Pre-Calculus	50	Language and Rationality	3
Principles of Accounting	50	Not Applicable	0
Principles of Management	50	Not Applicable	0
Principles of Marketing	50	Not Applicable	0
Principles of Macroeconomics	50	Social/Behavioral Sciences	3
Principles of Microeconomics	50	Social/Behavioral Sciences	3
Social Sciences and History	50	Not Applicable	0
Spanish Level I	50	Not Applicable	0
Spanish Level II	63	Humanities	3
Spanish with Writing I	50	Not Applicable	0
Spanish with Writing Level II	63	Humanities	3
Western Civilization I	50	Humanities or Social/Behavioral Sciences	3
Western Civilization II	50	Social/Behavioral Sciences	3

Appendix D: AP Examination Passing Scores Chart

AP Examination	Passing Scores	CCC Title 5 GE Areas	Minimum Semester Units[3]
Art History	3	Humanities	3
Biology	3	Natural Sciences	4
Calculus AB	3	Language and Rationality	3
Calculus BC	3	Language and Rationality	3
Chemistry	3	Natural Sciences	4
Chinese Language and Culture	3	Humanities	3
Comparative Government and Politics	3	Social/Behavioral Sciences	3
Computer Science A	3	Not Applicable	0
Computer Science Principles	3	Language and Rationality	3
English Language and Composition	3	Language and Rationality	3
English Literature and Composition	3	Language and Rationality and Humanities	6
Environmental Science	3	Natural Sciences	4

[3] Minimum Units: 3 semester/4 quarter (except Biology, Chemistry, Environmental Science, Physics I & II, Physics C mechanics, Physics C electricity/magnetism: 4 semester/5 quarter), and (English Literature & Composition: 6 semester/8 quarter).

AP Examination	Passing Scores	CCC Title 5 GE Area	Minimum Semester Units
European History	3	Social/Behavioral Sciences or Humanities	3
French Language and Culture	3	Humanities	3
German Language and Culture	3	Humanities	3
Human Geography	3	Social/Behavioral Sciences	3
Italian Language and Culture	3	Humanities	3
Japanese Language and Culture	3	Humanities	3
Latin	3	Humanities	3
Macroeconomics	3	Social/Behavioral Sciences	3
Microeconomics	3	Social/Behavioral Sciences	3
Music Theory	3	Humanities	3
Physics 1	3	Natural Sciences	4
Physics 2	3	Natural Sciences	4
Physics C (mechanics)	3	Natural Sciences	4
Physics C (electricity/magnetism)	3	Natural Sciences	4
Psychology	3	Social/Behavioral Sciences	3

AP Examination	Passing Scores	CCC Title 5 GE Area	Minimum Semester Units
Seminar	3	Not Applicable	0
Spanish Language and Culture	3	Humanities	3
Spanish Literature and Culture	3	Humanities	3
Statistics	3	Language and Rationality	3
Studio Art – 2D Design	3	Not Applicable	0
Studio Art – 3D Design	3	Not Applicable	0
Studio Art – Drawing	3	Not Applicable	0
U.S. Government and Politics	3	Social/Behavioral Sciences	3
U.S. History	3	Social/Behavioral Sciences or Humanities	3
World History Modern	3	Social/Behavioral Sciences or Humanities	3

Foothill College
Credit Program Narrative
Associate in Science in Air Conditioning Mechanic

Item 1. Program Goals and Objectives

The Air Conditioning Mechanic program is offered in partnership with Sheet Metal Local 104 and Bay Area Training Fund. The program goals and objectives are to provide students on-the-job training and in-class instruction in the service sector of the sheet metal and heating, ventilating and air conditioning (HVAC) industry. The students will learn how to perform scheduled maintenance, troubleshoot and repair the HVAC systems used in commercial buildings.

Program Learning Outcomes:

- Students will be able to achieve EPA 608 and OHSA 30 Certifications.
- Students will be able to understand the different types, properties, and application of refrigerants.
- Students will be able to demonstrate the ability to measure, cut, bend, and make various types of tubing and piping connections.
- Students will be able to demonstrate the safe use of soldering and brazing equipment.
- Students will be able to explain functions of special components: filter driers, sight glass, suction line accumulator, liquid line receiver, hot gas bypass, ambient controls.
- Students will be able to explain the application and operational sequence of electric and gas heating.
- Students will be able to understand the different types of heat sources for hydronic heating (water, steam, geothermal/waste heat, solar).
- Students will be able to perform start-up, diagnosis, repair, and maintenance of cooling towers and pumps.
- Students will be able to demonstrate an understanding of green construction and energy conservation as it applies to the HVAC industry in California.
- Students will be able to explain the LEED rating system, and how it involves HVAC maintenance over the life of the building.

Item 2. Catalog Description

The Air Conditioning Mechanic program is offered in partnership with Sheet Metal Local 104 and Bay Area Training Fund. This 5-year apprenticeship program provides students with in-class instruction and paid on-the-job training with a sheet metal contractor, in the service sector of the sheet metal and heating, ventilating and air conditioning (HVAC) industry. The students will perform scheduled maintenance and troubleshoot system problems while dealing directly with a variety of customers. The students utilize understanding of refrigerant, electronic and pneumatic controls, filtration and duct systems to maintain safe and efficient system performance. Mechanics use test equipment to verify conditions, research manufacturer's data, and then adjust, repair and replace components as needed. Sheet Metal Air Conditioning Service Mechanics work on residential, light commercial and more often, complex commercial systems. Upgrade training is common in this occupation as more advanced and "greener" equipment is produced.

Per California Code of Regulations, this program is limited to students admitted to the Sheet Metal Local 104 & Bay Area Industry Training Fund's Air Conditioning Mechanic Program.

The Associate in Science in Air Conditioning Mechanic degree builds upon the Certificate of Achievement in Air Conditioning Mechanic by adding requirements for general education courses. Upon completion of the program, students will be eligible to receive an Apprenticeship Completion Certificate from the California Division of Apprenticeship Standards (DAS). The graduates will be employable as HVAC Service Technician/Mechanic; HVAC Service Manager; HVAC Contractor; NATE Certified Air Conditioning Mechanic; Test, Adjust & Balancing Technician; Building Inspector; foreman; estimator/detailer; contractor; instructor; project manager and other related occupations.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (69 units)	APSM 122	SMQ-22 Codes & Standards	3	Year 4, Spring
	APSM 151A	Service Introduction & Safety	2.5	Year 1, Fall
	APSM 151B	Essential HVAC Service Skills	2.5	Year 1, Winter
	APSM 151C	Heat, Matter & Energy in HVAC Systems	2.5	Year 1, Fall
	APSM 152A	Piping, Refrigerant Evacuation & Recovery	1.5	Year 1, Spring
	APSM 152B	Charging Refrigerant Systems	2	Year 2, Winter
	APSM 152C	Introduction to Electricity	2.5	Year 1, Spring
	APSM 153B	Electric Motors & Motor Controls in HVAC Systems	2.5	Year 2, Fall
	APSM 154A	Refrigeration in Air Conditioning	2	Year 2, Winter
	APSM 154B	Gas & Electric Heating	2	Year 2, Spring
	APSM 154C	Hydronic Heating	2	Year 2, Spring
	APSM 155A	Sheet Metal Fabrication	1.5	Year 2, Fall
	APSM 156A	Heat Pump Efficient Operation & Service	2.5	Year 3, Fall
	APSM 156B	Cooling Towers, Pumps & Piping	2.5	Year 3, Winter
	APSM 156C	Chilled Water HVAC Systems & Components	2.5	Year 3, Winter
	APSM 157A	Plans & Specifications for the Service Technician	2.5	Year 3, Fall
	APSM 157B	HVAC Energy Codes & Standards	2.5	Year 4, Winter
	APSM 158A	Introduction to Direct Digital HVAC Controls	2	Year 5, Fall
	APSM 158C	Inverter, VRF & Heat Recovery Technology	2.5	Year 3, Spring
	APSM 159B	Airflow & Psychrometrics for TAB	2.5	Year 1, Winter
	APSM 172B	Proportional Balancing	2	Year 3, Spring
	APSM 173B	Temperature Measurements, Duct Systems & Basic Controls	2.5	Year 4, Fall

	APSM 173C	HVAC Fans, Fan Laws & V-Belt Drives	2.5	Year 4, Fall
	APSM 174A	Hydronic Systems, Pumps & Hydronic Balancing	2.5	Year 4, Winter
	ASPM 175B	DDC Controls & Programs	2	Year 5, Fall
	APSM 177A	Title 24 Mechanical Acceptance Testing	2.5	Year 4, Spring
	APSM 177B	Advanced DDC Controls/ Commissioning of HVAC Systems	2	Year 5, Winter
	APSM 177C	Energy Auditing	2.5	Year 5, Spring
	APSM 178A	Indoor Air Quality	2	Year 5, Spring
	APSM 178C	Foreman Training/Project Management for HVAC	2.5	Year 5, Winter

TOTAL UNITS: 69 units

Proposed Sequence:

Year 1, Fall = 5
Year 1, Winter = 5
Year 1, Spring = 4

Year 2, Fall = 4
Year 2, Winter = 4
Year 2, Spring = 4

Year 3, Fall = 5
Year 3, Winter = 5
Year 3, Spring = 4.5

Year 4, Fall = 5
Year 4, Winter = 5
Year 4, Spring = 5.5

Year 5, Fall = 4
Year 5, Winter = 4.5
Year 5, Spring = 4.5

TOTAL UNITS: 69 units

Item 4. Master Planning

The Associate in Science in Air Conditioning Mechanic aligns with the Foothill College Mission statement well. As part of a state registered apprenticeship program, it provides high level technical training to diverse students with different socio-economic backgrounds. It serves the students who live in the Santa Clara, Alameda, Contra Costa, SF, San Mateo, Monterey, and San Benito counties, and it provides on-the-job training with local employers. The program provides students with livable wages and health benefits for them and their families in the most prosperous state.

Item 5. Enrollment and Completer Projections

Currently, there are 110 students enrolled in the Air Conditioning Mechanic program. The retention rate for this program is between 90 to 95 percent because it also offers employment opportunities. We project to have 5 students graduating in 2021-22 and approximately 60-70 students will graduate by 2025-2026.

		Year 1 (FY 2018-19)		Year 2 (FY 2019-20)	
Course #	**Title**	**Annual Sections**	**Annual Enrollment**	**Annual Sections**	**Annual Enrollment**
APSM 122	SMQ-22 Codes & Standards	9	116	6	68
APSM 151A	Service Introduction & Safety	4	25	3	15
APSM 151B	Essential HVAC Service Skills	3	8	1	5
APSM 151C	Heat, Matter & Energy in HVAC Systems	5	25	3	22
APSM 152A	Piping, Refrigerant Evacuation & Recovery	4	20	4	21
APSM 152B	Charging Refrigerant Systems	0	0	0	0
APSM 152C	Introduction to Electricity	0	0	7	43
APSM 153B	Electric Motors & Motor Controls in HVAC Systems	1	15	5	26
APSM 154A	Refrigeration in Air Conditioning	3	15	5	26
APSM 154B	Gas & Electric Heating	4	20	3	15
APSM 154C	Hydronic Heating	0	0	4	19
APSM 155A	Sheet Metal Fabrication	0	0	7	41
APSM 156A	Heat Pump Efficient Operation & Service	2	6	3	15
APSM 156B	Cooling Towers, Pumps & Piping	1	5	4	16
APSM 156C	Chilled Water HVAC Systems & Components	3	8	4	26
APSM 157A	Plans & Specifications for the Service Technician	3	17	4	20
APSM 157B	HVAC Energy Codes & Standards	1	10	2	19
APSM 158A	Introduction to Direct Digital HVAC Controls	0	0	0	0
APSM 158C	Inverter, VRF & Heat Recovery Technology	3	8	1	5
APSM 159B	Airflow & Psychrometrics For TAB	0	0	2	13
APSM 172B	Proportional Balancing	6	68	2	21
APSM 173B	Temperature Measurements, Duct Systems & Basic Controls	0	0	1	13
APSM 173C	HVAC Fans, Fan Laws & V-Belt Drives	0	0	2	22

APSM 174A	Hydronic Systems, Pumps & Hydronic Balancing	1	5	1	13
ASPM 175B	DDC Controls & Programs	1	10	2	15
APSM 177A	Title 24 Mechanical Acceptance Testing	11	125	13	171
APSM 177B	Advanced DDC Controls/ Commissioning of HVAC Systems	1	6	3	28
APSM 177C	Energy Auditing	1	6	1	6
APSM 178A	Indoor Air Quality	1	6	2	13
APSM 178C	Foreman Training/Project Management for HVAC	1	6	1	6

Item 6. Place of Program in Curriculum/Similar Programs

The Associate in Science in Air Conditioning Mechanic is an addition to our existing CTE programs and registered apprenticeship programs.

While this degree program is similar to the existing Air Conditioning and Refrigeration Technology program at Foothill, it differentiates itself in the need to train Sheet Metal workers as Air Conditioning Mechanics and by including Testing and Balancing of HVAC equipment as part of the curriculum. Industry needs require both trades to be trained independently of each other.

Item 7. Similar Programs at Other Colleges in Service Area

There are three (3) community colleges in the Bay Region issuing 130 awards on average annually (last 3 years) on TOP 09460.00 - Environmental Control Technology. There is one college (San Jose City College) in the Silicon Valley Sub-Region issuing 70 awards on average annually (last 3 years) on this TOP Code.

Additional Information Required for State Submission:

TOP Code: 0946.00 - Environmental Control Technology (HVAC)

Annual Completers: 12-17

Net Annual Labor Demand: 908

Faculty Workload: 2 full-time and 10 part-time

New Faculty Positions: 0

New Equipment: 0

New/Remodeled Facilities: 0

Library Acquisitions: 0

Gainful Employment: Yes

Program Review Date: December 2023

Distance Education: 0%

Air Conditioning Mechanic Occupations
Labor Market Information Report
Foothill College

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

Recommendation

Based on all available data, there appears to be an undersupply of Air Conditioning Mechanic 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 908 students in the Bay region and 249 students in the Silicon Valley Sub-Region.

This report also provides student outcomes data on employment and earnings for programs on TOP 09460.00 - Environmental Control Technology 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 Air Conditioning Mechanic Occupations in the 12 county Bay region and in the Silicon Valley sub-region for Foothill College.

- **Heating, Air Conditioning, and Refrigeration Mechanics and Installers (SOC 49-9021)**: Install or repair heating, central air conditioning, or refrigeration systems, including oil burners, hot-air furnaces, and heating stoves.
  Entry-Level Educational Requirement: Postsecondary nondegree *award*
  Training Requirement: Long-term *on-the-job training*
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 42%

Occupational Demand

Table 1. Employment Outlook for Air Conditioning Mechanic Occupations in Bay Region

Occupation	2018 Jobs	2023 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	8,012	9,046	1,034	13%	5,192	1,038	$20.36	$27.98

Source: EMSI 2019.4
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 Air Conditioning Mechanic Occupations in Silicon Valley Sub-Region

Occupation	2018 Jobs	2023 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	2,321	2,697	376	16%	1,597	319	$19.37	$30.10

Source: EMSI 2019.4
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 (March 2019 - February 2020)

Occupation	Bay Region	Silicon Valley
Heating and Air Conditioning Mechanics and Installers	2,164	705
Refrigeration Mechanics and Installers	209	40
TOTAL	**2,373**	**745**

Source: Burning Glass

Table 4a. Top Job Titles for Air Conditioning Mechanic Occupations for latest 12 months (March 2019 - February 2020) Bay Region

Common Title	Bay	Common Title	Bay
Service Technician	381	Journeyman	19
HVAC Technician	263	HVAC Foreman	14
HVAC Installer	222	Lead Installer	13
HVAC Service Technician	205	Entry Level HVAC	13
Refrigeration Technician	149	HVAC Foreman, Commercial	12
HVAC Journeyman	127	Residential Installer	11
Mechanic	85	Dispatcher	11
Technician	65	HVACR Technician	10
Estimator	65	HVAC Commercial Foreman	10
Appliance Repair Technician	54	Senior Technician, General	9
Installer	39	Operations Technician	9
HVAC Mechanic	38	Lead Technician	8
HVAC Project Manager	34	Field Controls Integration Technician	8
Maintenance Technician	23	Equipment Mechanic	8

Table 4b. Top Job Titles for Air Conditioning Mechanic Occupations for latest 12 months (March 2019 - February 2020) Silicon Valley Sub-Region

Common Title	Silicon Valley	Common Title	Silicon Valley
Service Technician	146	Residential Installer	5
HVAC Technician	106	Project Estimator	5
HVAC Service Technician	73	Journeyman	5
HVAC Installer	55	Entry Level HVAC	5
HVAC Journeyman	39	Sign - On	4
Technician	33	Maintenance Technician	4
Mechanic	33	Installer	4
Refrigeration Technician	28	HVAC Technical Support	4
Estimator	24	Utility Technician	3
HVAC Mechanic	16	Technician Supervisor	3
Appliance Repair Technician	11	Plumbing HVAC Project Manager	3
HVAC Project Manager	9	Lead Technician	3
Dispatcher	8	Lead Installer	3
Operations Technician	6	HVACR Technician	3

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Air Conditioning Mechanic Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2018)	Jobs in Industry (2022)	% Change (2018-22)	% in Industry (2018)
Plumbing, Heating, and Air-Conditioning Contractors (238220)	5,562	6,451	16%	69%
Residential Remodelers (236118)	221	252	14%	3%
Electrical Contractors and Other Wiring Installation Contractors (238210)	162	180	11%	2%
Commercial and Industrial Machinery and Equipment (except Automotive and Electronic) Repair and Maintenance (811310)	100	108	8%	1%
All Other Specialty Trade Contractors (238990)	101	108	7%	1%
New Single-Family Housing Construction (except For-Sale Builders) (236115)	96	97	1%	1%
Local Government, Excluding Education and Hospitals (903999)	92	98	7%	1%

Source: EMSI 2019.4

Table 6. Top Employers Posting Air Conditioning Mechanic Occupations in Bay Region and Silicon Valley Sub-Region (March 2019 - February 2020)

Employer	Bay	Employer	Bay	Employer	Silicon Valley
Blue Mountain Air Inc.	239	Multiband Corporation	12	Blue Mountain Air Inc	60
Sears	148	Bellows Plumbing Inc	12	Sears	32
Alliance Residential Company	46	American Technologies Inc	12	Emcor Group	20
Service Champions	37	ABM Industries	12	Alliance Residential Co	18
Emcor Group	37	Lennox	11	Service Champions	15
Sunbelt Rentals Incorporated	33	FedEx	11	Sunbelt Rentals Inc	14
Legacy Air	26	Cushman & Wakefield	11	Jones Lang Lasalle Inc	12
Jones Lang Lasalle Inc	26	Service Experts Llc	10	Cushman & Wakefield	11
Alliance Residential	26	Legacy Air Hvac	10	Alliance Residential	11
Gulfstream Strategic Placements	22	Ais Heating & Air Conditioning	10	Legacy Air	10
General Electric Company	22	Service Experts Inc	9	Gulfstream Strategic Placements	10
Semper Solaris	20	Fidelitone	9	Ars Rescue Rooter	9
Best Buy	20	Ars Rescue Rooter	9	American Wheatley Hvac Products	9
Johnson Controls Incorporated	17	American Wheatley Hvac Products	9	Stanford University	8
Kdc Service & Maintenance	16	University California	8	Jacobs Engineering Group Incorporated	8
Workyard	13	Stanford University	8	Semper Solaris	7
United Rentals	12	Service Experts	8	Lennox	7

Source: Burning Glass

Educational Supply

There are three (3) community colleges in the Bay Region issuing 130 awards on average annually (last 3 years) on TOP 09460.00 - Environmental Control Technology. There is one college (San Jose City College) in the Silicon Valley Sub-Region issuing 70 awards on average annually (last 3 years) on this TOP code.

Table 7. Awards on TOP 09460.00 - Environmental Control Technology in Bay Region

College	Sub-Region	Associates	Certificate 18+ Units	Certificate Low Unit	Total
City College of San Francisco	Mid-Peninsula			12	12
Laney College	East Bay	12	33	3	48
San Jose City College	Silicon Valley	7	63		70
Total Bay Region		**19**	**96**	**15**	**130**
Total Silicon Valley Sub-Region		**7**	**63**	**0**	**70**

Source: Data Mart

Note: The annual average for awards is 2015-16 to 2017-18.

Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 1,038 annual openings for the Air Conditioning Mechanic occupational cluster and 130 annual (3-year average) awards for an annual undersupply of 908 students. In the Silicon Valley Sub-Region, there is also a gap with 319 annual openings and 70 annual (3-year average) awards for an annual undersupply of 249 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0946.00 - Environmental Control Technology

2015-16	Bay (All CTE Programs)	Foothill College (All CTE Programs)	State (0946.00)	Bay (0946.00)	Silicon Valley (0946.00)	Foothill College (0946.00)
% Employed Four Quarters After Exit	74%	77%	75%	75%	79%	100%
Median Quarterly Earnings Two Quarters After Exit	$10,550	$15,301	$10,505	$13,526	$15,089	n/a
Median % Change in Earnings	46%	82%	45%	54%	58%	71%
% of Students Earning a Living Wage	63%	76%	72%	78%	72%	n/a

Source: Launchboard Pipeline (version available on 3/4/20)

Skills, Certifications and Education

Table 9. Top Skills for Air Conditioning Mechanic Occupations in Bay Region (March 2019 - February 2020)

Skill	Postings	Skill	Postings	Skill	Postings
HVAC	2,167	Sales	173	Project Management	111
Repair	1,494	Carpentry	168	Condensers	110
Plumbing	666	Budgeting	164	Motor Vehicle Operation	107
Customer Service	554	Customer Contact	151	Wiring Diagrams	102
Hand Tools	395	Drywall	140	System Operation	99
Predictive / Preventative Maintenance	373	Cleaning	137	Vimeo	92
Ventilation	335	Brazing	134	Welding	92
Lifting Ability	302	Product Sales	130	Basic Mathematics	91
Power Tools	278	Painting	129	Estimating	90
Appliance Repair	241	Schematic Diagrams	129	Machinery	87
Boilers	238	Electrical Systems	127	Hazardous Material Handling	85

Duct Work	225	New Construction	124	Oil Changes	81
Scheduling	221	Test Equipment	117	Equipment Inventory	76
Wiring	210	Roofing	113	Pipe Cutters	76
Occupational Health and Safety	183	Retrofitting	112	Recruiting	75

Source: Burning Glass

Table 10. Certifications for Air Conditioning Mechanic Occupations in Bay Region (March 2019 - February 2020)

Note: 47% 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	953	Commercial Food Equipment Service Association (CFESA)	14
Environmental Protection Agency Certification	355	Certified A+ Technician	14
EPA CFC/HCFC Certification	163	CDL Class C	13
North American Technician Excellence (NATE)	70	Good Conduct	11
Occupational Safety and Health Administration Certification	41	Hazwoper	9
EPA 608	40	CDL Class B	9
Automotive Service Excellence (ASE) Certification	35	CompTIA Network+	8
Air Conditioning (AC) Certification	24	Contractors License	6
Forklift Operator Certification	23	Security Clearance	5
Certified Pool/Spa Operator	21	Engineer in Training Certification	5
Appliance Repair Certificate	21	Certified Medical Assistant	5
First Aid CPR AED	14	Boiler Operator License	5

Source: Burning Glass

Table 11. Education Requirements for Air Conditioning Mechanic Occupations in Bay Region

Note: 58% 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	951	96%
Associate Degree	37	4%
Bachelor's Degree or Higher	0	0%

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

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Foothill College
Credit Program Narrative
Associate in Science in Test, Adjust and Balancing (TAB) Technician

Item 1. Program Goals and Objectives

Test, Adjust and Balancing (TAB) Technician is a registered apprenticeship program offered in partnership with Sheet Metal Local 104 and Bay Area Training Fund. It provides students with both in-class instruction and paid on-the-job training with the technical aspects of heating, ventilating and air conditioning (HVAC) systems and duct systems for energy efficiency in the construction industry. The program also prepares students to take the Test and Balance Certification from International Certification Board (ICB). The program goals and objectives are to offer a solid career opportunity with livable wages along with retirement and health benefits and provide a highly trained and skilled workforce for students/apprentices in the HVAC industry.

Program Learning Outcomes:

- Students will be able to read plans and equipment performance data to determine the system design.
- Students will be able to measure airflow in HVAC systems using various instruments.
- Students will be able to adjust airflow values to achieve specified pressure differentials.
- Students will be able to make adjustment to system component for optimum efficient performance.
- Students will be able to prepare an IAQ report.
- Students will be able to perform room pressure differential readings.
- Students will be able to perform HEPA filter changes to industry standards.

Item 2. Catalog Description

Test, Adjust and Balancing (TAB) Technician is a registered apprenticeship program offered in partnership with Sheet Metal Local 104 and Bay Area Training Fund. This 5-year apprenticeship program provides students with 216 hours per year of day or evening class instruction and paid on-the-job training with a sheet metal contractor. This is a "green" construction field that is growing due to the need for indoor air quality and energy efficiency compliance. The type of work performed can range from pressure testing, adjusting and balancing of duct systems for energy efficiency to commissioning and completing documentation of HVAC systems in residential and commercial buildings. The work condition ranges from light physical activity to maneuvering into limited access areas with tools and equipment. Good communication skills are needed to interact with clients. Technicians are held to a code of conduct to assure quality measurements. The program offers a solid career opportunity with livable wages along with retirement and health benefits and provides highly trained and skilled workforce for students/apprentices in the HVAC industry.

Per California Code of Regulations, this program is limited to students admitted to the Sheet Metal Local 104 & Bay Area Industry Training Fund's Test, Adjust, and Balancing (TAB) Technician program.

The Associate in Science in Test, Adjust and Balancing (TAB) Technician degree builds upon the Certificate of Achievement in Test, Adjust and Balancing (TAB) Technician by adding requirements for general education courses. Upon completion of the program, students will be eligible to receive an Apprenticeship Completion Certificate from the California Division of Apprenticeship Standards (DAS), and a Test and Balance Certification from International Certification Board (ICB). Career opportunities include, but are not limited to: Test, Adjust and Air Balancing technician; TABB certified supervisor; service technician; Leadership in Energy and Environmental Design (LEED) inspector; sheet metal fabricator; compliance tester; entrepreneur; HVAC educator; business agent; and training coordinator.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (70 units)	APSM 155B	Air Distribution & Efficient Duct Design	2.5	Year 5, Spring
	APSM 157B	HVAC Energy Codes & Standards	2.5	Year 5, Fall
	APSM 158A	Introduction to Direct Digital HVAC Controls	2	Year 5, Fall
	APSM 171A	HVAC Trade History & Introduction to Testing, Adjusting & Balancing	3	Year 1, Fall
	APSM 171B	Basics of Airflow, Heat Energy & Heat Transfer	2.5	Year 1, Winter
	APSM 171C	Safety Training for TAB Apprenticeship	2.5	Year 1, Fall
	APSM 172A	Basic HVAC Systems, Psychrometrics, Air Pressures & Measurements of Air	2.5	Year 1, Winter
	APSM 172B	Proportional Balancing	2	Year 1, Spring
	APSM 172C	Duct Leakage Testing	2	Year 3, Winter
	APSM 173A	Electrical Fundamentals, Electric Motors & Rotational Measurements	2.5	Year 1, Spring
	APSM 173B	Temperature Measurements, Duct Systems & Basic Controls	2.5	Year 2, Fall
	APSM 173C	HVAC Fans, Fan Laws & V-Belt Drives	2.5	Year 2, Fall
	APSM 174A	Hydronic Systems, Pumps & Hydronic Balancing	2.5	Year 2, Winter
	APSM 174B	Balancing Documentation, Cooling Towers & TAB Related Skills	2	Year 2, Winter
	APSM 174C	Fire Life Safety Level 1	2.5	Year 2, Spring
	APSM 175A	TABB Technician Certification	2	Year 2, Spring
	APSM 175B	DDC Controls & Programs	2	Year 3, Spring
	APSM 175C	Fire Life Safety Level 2	2.5	Year 3, Winter
	APSM 176A	Plans & Specifications, Codes & Standards	2.5	Year 3, Fall
	APSM 176B	Basic Refrigeration & Brazing/Soldering	2.5	Year 3, Fall
	APSM 176C	Clean Rooms & HEPA Filter Testing	2	Year 3, Spring

	APSM 177A	Title 24 Mechanical Acceptance Testing	2.5	Year 4, Fall
	APSM 177B	Advanced DDC Controls/Commissioning of HVAC Systems	2	Year 4, Fall
	APSM 177C	Energy Auditing	2.5	Year 4, Winter
	APSM 178A	Indoor Air Quality	2	Year 4, Winter
	APSM 178B	Green Construction & LEED Certification for HVAC	2.5	Year 4, Spring
	APSM 178C	Foreman Training/Project Management for HVAC	2.5	Year 4, Spring
	APSM 179A	Building & Cascading Pressures/Air Change Testing	2	Year 5, Winter
	APSM 179B	Sound & Vibration in HVAC Systems	2.5	Year 5, Winter
	APSM 179C	Biological Safety Cabinets/Laboratory Fume Hoods	2	Year 5, Spring

TOTAL UNITS: 70 units

Proposed Sequence:

Year 1, Fall = 5.5
Year 1, Winter = 5
Year 1, Spring = 4.5

Year 2, Fall = 5-10
Year 2, Winter = 4.5
Year 2, Spring = 4.5

Year 3, Fall = 5
Year 3, Winter = 4.5
Year 3, Spring = 4

Year 4, Fall = 4.5
Year 4, Winter = 4.5

Year 5, Fall = 4.5
Year 5, Winter = 4.5
Year 5, Spring = 4.5

TOTAL UNITS: 70

Item 4. Master Planning

The Associate in Science in Test, Adjust and Balancing (TAB) Technician aligns with the Foothill College Mission statement well. As part of an approved Division of Apprenticeship Standards apprenticeship program, it serves 14 counties in Northern California and provides high level technical training to diverse students with different socio-economic backgrounds and ethnicities. The program provides students with livable wages along with retirement and health benefits for them and their families in the most prosperous state.

Item 5. Enrollment and Completer Projections

Currently, there are 80 students enrolled in the program. The retention rate for this program is between 90 to 95 percent because it offers students with employment opportunities. 9 students are projected to graduate in 2021-22. 70 students are project to graduate in 2025-2026.

		Year 1 (FY 2018-19)		Year 2 (FY 2019-20)	
Course #	**Title**	**Annual Sections**	**Annual Enrollment**	**Annual Sections**	**Annual Enrollment**
APSM 155B	Air Distribution & Efficient Duct Design	0	0	0	0
APSM 157B	HVAC Energy Codes & Standards	1	10	2	20
APSM 158A	Introduction to Direct Digital HVAC Controls	0	0	1	6
APSM 171A	HVAC Trade History & Introduction to Testing, Adjusting & Balancing	1	8	2	13
APSM 171B	Basics of Airflow, Heat Energy & Heat Transfer	1	10	1	11
APSM 171C	Safety Training for TAB Apprenticeship	0	0	3	26
APSM 172A	Basic HVAC Systems, Psychrometrics, Air Pressures & Measurements of Air	3	42	2	21
APSM 172B	Proportional Balancing	6	68	2	21
APSM 172C	Duct Leakage Testing	0	0	0	0
APSM 173A	Electrical Fundamentals, Electric Motors & Rotational Measurements	1	13	1	9
APSM 173B	Temperature Measurements, Duct Systems & Basic Controls	0	0	1	13
APSM 173C	HVAC Fans, Fan Laws & V-Belt Drives	0	0	2	22
APSM 174A	Hydronic Systems, Pumps & Hydronic Balancing	1	5	1	13
APSM 174B	Balancing Documentation, Cooling Towers & TAB Related Skills	1	5	0	0
APSM 174C	Fire Life Safety Level 1	1	5	1	13
APSM 175A	TABB Technician Certification	10	130	10	130
APSM 175B	DDC Controls & Programs	1	10	1	13
APSM 175C	Fire Life Safety Level 2	1	10	1	5
APSM 176A	Plans & Specifications, Codes & Standards	1	7	1	10
APSM 176B	Basic Refrigeration & Brazing/Soldering	1	7	1	10
APSM 176C	Clean Room & HEPA Filter Testing	1	7	1	10

APSM 177A	Title 24 Mechanical Acceptance Testing	1	130	13	171
APSM 177B	Advanced DDC Controls/ Commissioning of HVAC Systems	1	6	3	28
APSM 177C	Energy Auditing	1	6	1	6
APSM 178A	Indoor Air Quality	1	6	2	13
APSM 178B	Green Construction & LEED Certification for HVAC	1	6	1	6
APSM 178C	Foreman Training/Project Management for HVAC	1	6	1	6
APSM 179A	Building & Cascading Pressures/Air Change Testing	0	0	0	0
APSM 179B	Sound & Vibration in HVAC Systems	1	5	0	0
APSM 179C	Biological Safety Cabinets/ Laboratory Fume Hoods	1	6	0	0

Item 6. Place of Program in Curriculum/Similar Programs

The Associate in Science in Test, Adjust and Balancing (TAB) Technician is an addition to our existing CTE programs and registered apprenticeship programs.

Item 7. Similar Programs at Other Colleges in Service Area

According to the labor market report provided by SF Center of Excellence, five colleges in the Bay Region issued 17 awards on TOP Code 0946.10 - Energy Systems Technology, with nine of these in the Silicon Valley Sub-Region. However, our program is unique because it provides comprehensive in-class instruction and paid on-the-job training. In addition, Test, Adjust and Balancing (TAB) Technician is a registered apprenticeship program that is offered in partnership with Sheet Metal Local 104 and Bay Area Training Fund.

Additional Information Required for State Submission:

TOP Code: 0946.10- Energy Systems Technology

Annual Completers: 12-18

Net Annual Labor Demand: 1039

Faculty Workload: 3 full-time and 6 part-time for 5th year students

New Faculty Positions: 0

New Equipment: 0

New/Remodeled Facilities*:* 0

Library Acquisitions: 0

Gainful Employment: Yes

Program Review Date: December 2023

Distance Education: 0%

Testing, Adjusting and Balancing Occupations
Labor Market Information Report
Foothill College

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

Recommendation

Based on all available data, there appears to be an undersupply of Testing, Adjusting and Balancing 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 1,039 students in the Bay region and 56 students in the Silicon Valley Sub-Region.

This report also provides student outcomes data on employment and earnings for programs on TOP 0946.10 - Energy Systems Technology 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 Testing, Adjusting and Balancing Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a program modification at Foothill College.

- **Heating, Air Conditioning, and Refrigeration Mechanics and Installers (SOC 49-9021**): Install or repair heating, central air conditioning, or refrigeration systems, including oil burners, hot-air furnaces, and heating stoves.
  Entry-Level Educational Requirement: Postsecondary nondegree *award*
  Training Requirement: Long-term *on-the-job training*
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 42%

- **Metal-Refining Furnace Operators and Tenders (SOC 51-4051):** Operate or tend furnaces, such as gas, oil, coal, electric-arc or electric induction, open-hearth, or oxygen furnaces, to melt and refine metal before casting or to produce specified types of steel. Excludes "Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic" (51-4191).
  Entry-Level Educational Requirement: High *school* diploma *or equivalent*
  Training Requirement: Moderate-term *on-the-job training*
  Percentage of Community College Award Holders *or Some Postsecondary Coursework: 26%*

Occupational Demand

Table 1. Employment Outlook for Testing, Adjusting and Balancing Occupations in Bay Region

Occupation	2018 Jobs	2023 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	8,012	9,046	1,034	13%	5,192	1,038	$20.36	$27.98
Metal-Refining Furnace Operators and Tenders	133	133	0	0%	86	17	$16.91	$18.97
Total	**8,146**	**9,179**	**1,034**	**13%**	**5,278**	**1,056**	**$20.30**	**$27.84**

Source: EMSI 2019.4

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 Testing, Adjusting and Balancing Occupations in Silicon Valley Sub-Region

Occupation	2018 Jobs	2023 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	580	613	33	6%	326	65	$20.04	$28.16
Metal-Refining Furnace Operators and Tenders	<10	10			<10	Insf. Data	Insf. Data	Insf. Data
TOTAL	**580**	**623**	**43**	**7%**	**326**	**65**	**$20.04**	**$28.16**

Source: EMSI 2019.4

Silicon Valley Sub-Region includes Santa Clara County

Educational Supply

There are five (5) community colleges in the Bay Region issuing 17 awards on average annually (last 3 years) on TOP 0946.10 - Energy Systems Technology. There is one college in the Silicon Valley Sub-Region issuing nine (9) awards on average annually (last 3 years) on this TOP code.

Table 7. Awards on TOP 0946.10 - Energy Systems Technology in Bay Region

College	Sub-Region	Associates	Certificate 18+ Units	Certificate Low Unit	Total
Cabrillo College	Santa Cruz-Monterey	1	1		2
De Anza College	Silicon Valley	2	2	5	9
Diablo Valley College	East Bay	1	1		2
Santa Rosa Junior College	North Bay			2	2
Skyline College	Mid-Peninsula	1	1		2
Total Bay Region		**5**	**5**	**7**	**17**
Total Silicon Valley Sub-Region		**2**	**2**	**5**	**9**

Source: Data Mart

Note: The annual average for awards is 2015-16 to 2017-18.

Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 1,056 annual openings for the Testing, Adjusting and Balancing occupational cluster and 17 annual (3-year average) awards for an annual undersupply of 1,039 students. In the Silicon Valley Sub-Region, there is also a gap with 65 annual openings and 9 annual (3-year average) awards for an annual undersupply of 56 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0946.10 - Energy Systems Technology

2015-16	Bay (All CTE Programs)	Foothill College (All CTE Programs)	State (0946.10)	Bay (0946.10)	Silicon Valley (0946.10)	Foothill College (0946.10)
% Employed Four Quarters After Exit	74%	77%	60%	50%	48%	n/a
Median Quarterly Earnings Two Quarters After Exit	$10,550	$15,301	$9,027	$10,185	$21,056	n/a
Median % Change in Earnings	46%	82%	48%	27%	11%	n/a
% of Students Earning a Living Wage	63%	76%	55%	47%	n/a	n/a

Source: Launchboard Pipeline (version available on 3/9/20)

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

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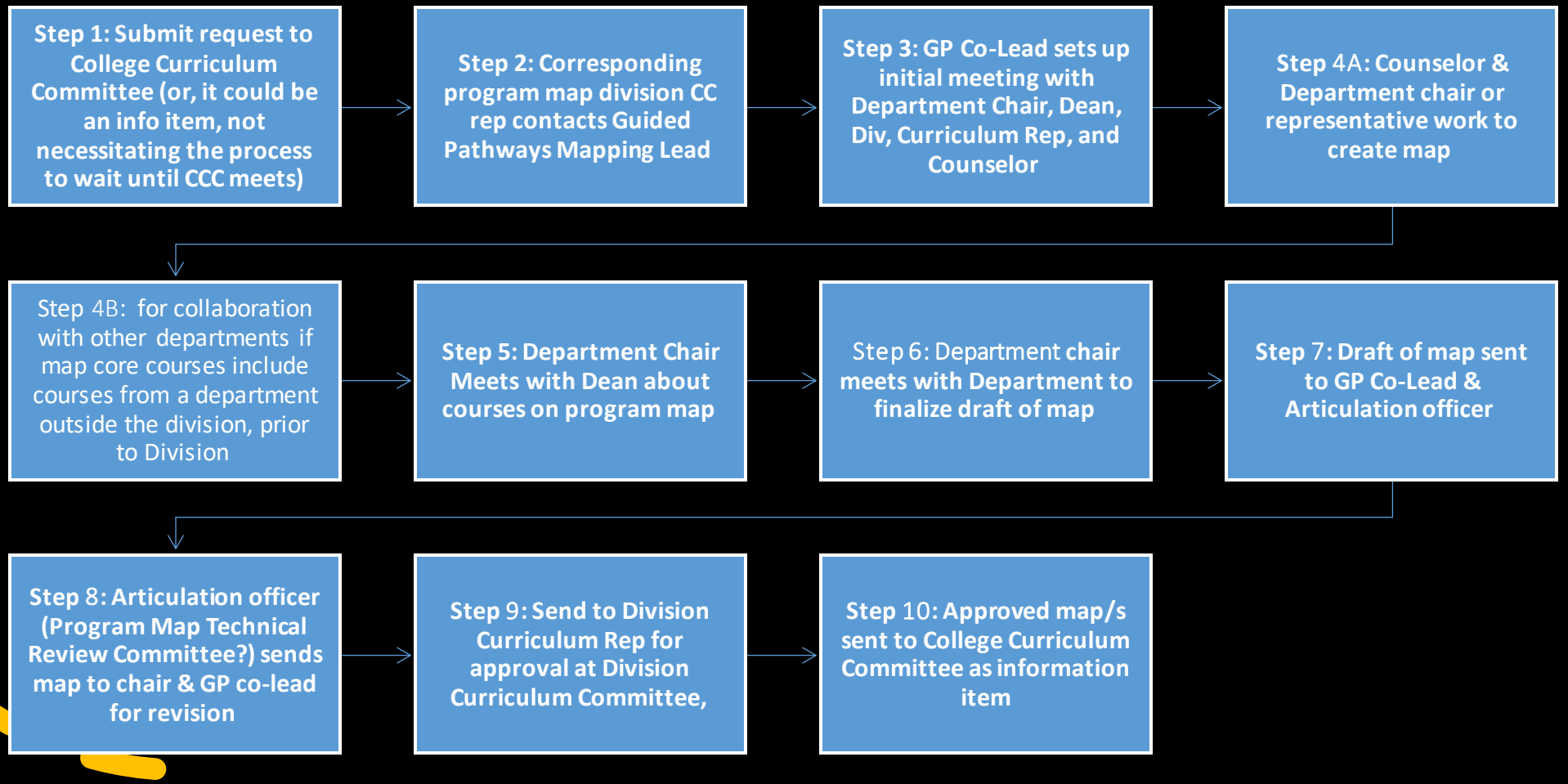
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544

Program Mapping Process

March 15, 2022

Draft of Program Map Process



Program Map Request Form

Name of Program:

Department Chair:

Division Dean:

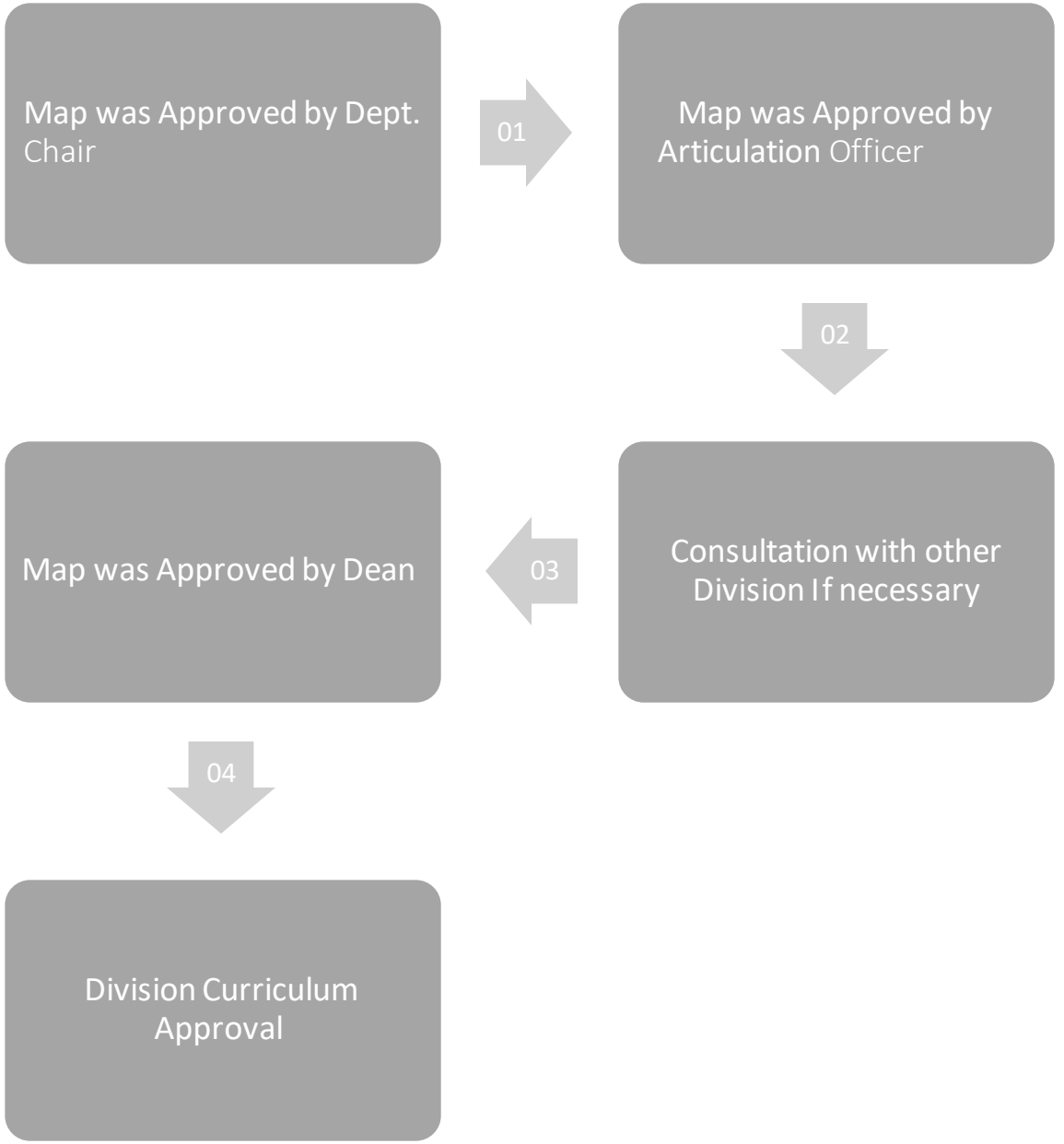
Type of Map:

Full-Time Student Map

Part-Time Student Map

Revised / New

Program Mapping Workflow Form



Foothill College
Credit Program Narrative
Certificate of Achievement in Infant and Toddler Development and Care

Item 1. Program Goals and Objectives

The Certificate of Achievement in Infant and Toddler Development and Care prepares educators to work with infants and toddlers in early childhood programs. This certificate will replace the previous non-transcriptable Infant Toddler Development Certificate of Specialization. The certificate's requirements fulfill the units required for the Associate Teacher Child Development Permit, as well as the requirements to work as a "fully qualified teacher" under Title 22 regulations. Furthermore, the certificate holder would be fully qualified to work as a teacher with the infant and toddler age group under Title 22 regulations.

Program Learning Outcomes:

- Demonstrate understanding of the needs and characteristics of children birth through 3 years of age, and the multiple influences on their development.
- Demonstrate ethical standards and professional behaviors that deepen knowledge and commitment to the field of early care and education as related to NAEYC Code of Ethical Conduct and the Program for Infant Toddler Care.
- Demonstrate understanding of the caregiver's role at each stage of infancy in supporting infant/toddler development in group care environments.

Item 2. Catalog Description

The Certificate of Achievement in Infant and Toddler Development and Care prepares educators to work with infants and toddlers in early childhood programs. The requirements fulfill the units required for the Associate Teacher Child Development Permit, as well as the requirements to work as a "fully qualified teacher" under Title 22 regulations. Furthermore, the certificate holder would be fully qualified to work as a teacher with the infant and toddler age group under Title 22 regulations.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence (2 Year Plan)
Core Courses (22 units)	CHLD 1	Child Growth & Development: Prenatal through Early Childhood	4	Year 2, Spring
	CHLD 8	Child, Family & Community	4	Year 1, Spring
	CHLD 50D	Infant & Toddler Development & Care	5	Year 1, Fall
	CHLD 53NC	Supporting Children with Special Needs in Children's Programs	3	Year 2, Fall
	CHLD 56N	Principles & Practices of Teaching Young Children	4	Year 1, Winter

	CHLD 88B	Positive Behavior Management	2	Year 2, Winter

TOTAL UNITS: 22 units

Proposed Sequences:

2 Year Plan (one course per quarter):
Year 1, Fall = 5 units
Year 1, Winter = 4 units
Year 1, Spring = 4 units
Year 2, Fall = 3 units
Year 2, Winter = 2 units
Year 2, Spring = 4 units
TOTAL UNITS: 22 units

1 Year Plan (two courses per quarter):
Year 1, Fall = 8 units
Year 1, Winter = 6 units
Year 1, Spring = 8 units
TOTAL UNITS: 22 units

Item 4. Master Planning
This program prepares the early childhood education workforce, by supplying entry-level teachers the units they need to start working in early childhood programs. It is a starting place in the workforce and in their education. Students are encouraged to go on to gain an associate's degree with Foothill or a degree for transfer. This program directly supports underrepresented populations, both the students in their career goals and the families of our community.

Item 5. Enrollment and Completer Projections
Initial enrollment of the CHLD 50D course gives us an idea of how many might pursue this certificate in the coming year. In Fall 2021 and in Spring 2022 we immediately had the courses of 40 students fill. We anticipate we could award around 20 certificates the first year and ~30 certificates annually after that.

		Year 1 (2019-2020)		Year 2 (2020-2021)	
Course #	**Course Title**	**Annual Sections**	**Annual Enrollment**	**Annual Sections**	**Annual Enrollment**
CHLD 1	Child Growth & Development: Prenatal through Early Childhood	15	691	12	536
CHLD 8	Child, Family & Community	11	411	10	269

CHLD 50D*	Infant & Toddler Development & Care	N/A	N/A	N/A	N/A
CHLD 53NC	Supporting Children with Special Needs in Children's Programs	2	74	2	77
CHLD 56N	Principles & Practices of Teaching Young Children	5	193	4	177
CHLD 88B	Positive Behavior Management	5	98	3	114

**CHLD 50D was offered for the first time in Fall 2021*

Item 6. Place of Program in Curriculum/Similar Programs

This content does not overlap with any other curriculum/programs at Foothill College.

Given that this certificate consists of only current Child Development courses, the impact is small. Students can use the courses on this certificate towards a Child Development AA degree, as well (both core and support courses).

Item 7. Similar Programs at Other Colleges in Service Area

This certificate will replace the previous non-transcriptable Infant Toddler Development Certificate of Specialization. The curriculum is similar, and we've simply combined two courses (CHLD 50A and CHLD 79) into one (CHLD 50D).

Many/most colleges in our area offer a certificate of this type as it meets the demand of the early education field.

Additional Information Required for State Submission:

TOP Code: 1305.00 Child Development/Early Care and Education

Annual Completers: 15

Net Annual Labor Demand: 104,023 (Bay Region)

Faculty Workload: .638 (no unique courses though)

New Faculty Positions: 0

New Equipment: N/A

New/Remodeled Facilities: N/A

Library Acquisitions: N/A

Gainful Employment: Yes

Program Review Date: Estimate December, 2022

Distance Education: 50-99%

Labor Market Information Report
Infant and Toddler Care Occupations
Foothill College

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

February 2022

Recommendation

Based on all available data, there appears to be an "undersupply" of Infant and Toddler Care 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 13,681 students in the Bay region and 2,584 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 1305.00 Child Development/Early Care and Education programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

This report profiles Infant and Toddler Care Occupations in the 12 county Bay region and in the Silicon Valley sub-region for an existing low unit, local certificate for state chaptering at Foothill College.

- **Preschool Teachers, Except Special Education (25-2011):** Instruct preschool-aged children in activities designed to promote social, physical, and intellectual growth needed for primary school in preschool, day care center, or other child development facility. Substitute teachers are included in "Teachers and Instructors, All Other" (25-3099). May be required to hold State certification. Excludes "Childcare Workers" (39-9011) and "Special Education Teachers" (25-2050).
  Entry-Level Educational Requirement: Associate's degree
  Training Requirement: None
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 38%

- **Teaching Assistants, Except Postsecondary (25-9045):** Perform duties that are instructional in nature or deliver direct services to students or parents. Serve in a position for which a teacher has ultimate responsibility for the design and implementation of educational programs and services. Excludes "Graduate Teaching Assistants" (25-1191).
  Entry-Level Educational Requirement: Some college, no degree
  Training Requirement: None
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 39%

- **Childcare Workers (39-9011):** Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play. Excludes "Preschool Teachers, Except Special Education" (25-2011) and "Teacher Assistants" (25-9041).
  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: 38%

Occupational Demand

Table 1. Employment Outlook for Infant and Toddler Care Occupations in Bay Region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Preschool Teachers, Except Special Education	16,864	16,988	124	1%	9,589	1,918	$16	$41
Teaching Assistants, Except Postsecondary	30,937	31,426	488	2%	18,602	3,720	$14	$40
Childcare Workers	56,222	57,244	1,022	2%	50,372	10,074	$11	$38
Total	**104,023**	**105,658**	**1,635**	**2%**	**78,563**	**15,712**		

Source: EMSI 2021.3

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 Infant and Toddler Care Occupations in Silicon Valley Sub-region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Preschool Teachers, Except Special Education	3,662	3,551	-110	-3%	1,960	392	$16	$40
Teaching Assistants, Except Postsecondary	6,593	6,726	133	2%	3,957	791	$14	$41
Childcare Workers	9,916	9,822	-94	-1%	8,593	1,719	$11	$32
Total	**20,171**	**20,099**	**-72**	**0%**	**14,510**	**2,902**		

Source: EMSI 2021.3

Silicon Valley Sub-Region includes: Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months (Feb 2021 - Jan 2022)

Occupation	Bay Region	Silicon Valley
Preschool Teachers, Except Special Education	7,283	1,860
Teacher Assistants	4,726	893
Nannies	3,375	864
Childcare Workers	2,656	611

Source: Burning Glass

Table 4a. Top Job Titles for Infant and Toddler Care Occupations for latest 12 months (Feb 2021 - Jan 2022) Bay Region

Title	Bay	Title	Bay
Pre-School Teacher	1,410	Instructional Assistant	123
Nanny	729	Paraprofessional/Educator	122
Nanny For 1 Child	253	Babysitter	118
Assistant Teacher	239	Regular Babysitter For 1 Child	116
Infant/Toddler Teacher	168	Toddler Teacher	116
Nanny For 2 Children	151	Child Care	108
After-School Teacher	133	Paraprofessional	106
Teacher At Kindercare	130	Teacher Assistant	98
Teacher	125	Paraeducator	94

Source: Burning Glass

Table 4b. Top Job Titles for Infant and Toddler Care Occupations for latest 12 months (Feb 2021 - Jan 2022) Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Pre-School Teacher	342	Teacher	38
Nanny	175	Teacher Assistant	28
Nanny For 1 Child	78	Paraprofessional	27
Assistant Teacher	50	Regular Babysitter For 1 Child	27
Nanny For 2 Children	50	Babysitter	26
Infant/Toddler Teacher	44	Paraprofessional/Educator	26
After-School Teacher	40	Pre-Kindergarten Teacher	26
Infant Teacher	40	Child Care Teacher	23
Toddler Teacher	39	Instructional Assistant	23

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Infant and Toddler Care Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)
Private Households	38,344	42,313	10%	37%
Child Day Care Services	22,988	22,654	-1%	22%
Elementary and Secondary Schools (Local Government)	21,714	21,422	-1%	21%

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)
Elementary and Secondary Schools	6,202	6,425	4%	6%
Religious Organizations	3,128	3,034	-3%	3%
Local Government, Excluding Education and Hospitals	1,237	1,285	4%	1%
Other Individual and Family Services	842	1,013	20%	1%
Services for the Elderly and Persons with Disabilities	729	880	21%	1%
Civic and Social Organizations	821	877	7%	1%
Fitness and Recreational Sports Centers	885	784	-11%	1%

Source: EMSI 2021.3

Table 6. Top Employers Posting Infant and Toddler Care Occupations in Bay Region and Silicon Valley Sub-Region (Feb 2021 - Jan 2022)

Employer	Bay	Employer	Silicon Valley
Kindercare	723	Kindercare	219
Bright Horizons	561	Bright Horizons	137
Crunch Care	330	Crunch Care	103
YMCA	195	College Nannies Sitters Tutors	51
Stepping Stones	146	College Nannies Sitters Cupertino	49
Genuine Nannies	128	Stratford School	48
Oakland Unified School District	124	Primrose School Of Evergreen	44
La Petite Academy	117	Primrose School Of Willow Glen	43
Learning Care	116	Right At School	40
Tinycare	105	Action Day Primary Plus	38

Source: Burning Glass

Educational Supply

There are 23 community colleges in the Bay Region issuing 2,009 awards on average annually (last 3 years ending 2018-19) on TOP 1305.00 Child Development/Early Care and Education. In the Silicon Valley Sub-Region, there are six (6) community colleges that issued 296 awards on average annually (last 3 years) on this TOP code.

There is one (1) other CTE educational institution in the Bay Region and Silicon Valley Sub-Region issuing 22 awards on average annually (last 3 years ending 2016-17) on TOP 1305.00 Child Development/Early Care and Education.

Table 7a. Community College Awards on TOP 1305.00 Child Development/Early Care and Education in Bay Region

College	Subregion	Associate	Certificate 18+ Units	Certificate Low	Total
Cabrillo	SC-Monterey	29	0	83	112
Canada	Mid-Peninsula	46	0	48	94
Chabot	East Bay	31	0	76	107
Contra Costa	East Bay	9	0	12	21
De Anza	Silicon Valley	44	0	51	95
Diablo Valley	East Bay	35	0	165	200
Foothill	Silicon Valley	32	0	7	39
Gavilan	Silicon Valley	9	0	9	18
Hartnell	SC-Monterey	28	0	14	42
Las Positas	East Bay	17	0	89	106
Los Medanos	East Bay	30	0	119	149
Marin	North Bay	4	0	0	4
Merritt	East Bay	31	0	305	336
Mission	Silicon Valley	27	0	17	44
Monterey	SC-Monterey	26	0	14	40
Napa	North Bay	13	0	1	14
Ohlone	East Bay	11	0	5	16
San Francisco	Mid-Peninsula	64	0	149	213
San Jose City	Silicon Valley	18	0	43	61
Santa Rosa	North Bay	24	0	120	144
Skyline	Mid-Peninsula	40	0	32	72
Solano	North Bay	11	0	32	43
West Valley	Silicon Valley	27	1	11	39
Total		**606**	**1**	**1,402**	**2,009**

Source: Data Mart

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

Table 7b. Other CTE Institutions Awards on TOP 1305.00 Child Development/Early Care and Education in Bay Region

College	Subregion	Award 1 < 2 academic yrs	Total
CET-Sobrato	Silicon Valley	22	22
Total		**22**	**22**

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 large labor market gap in the Bay region with 15,712 annual openings for the Infant and Toddler Care occupational cluster and 2,031 annual (3-year average) awards for an annual undersupply of 13,681 students. In the Silicon Valley Sub-Region, there is also a gap with 2,902 annual openings and 318 annual (3-year average) awards for an annual undersupply of 2,584 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1305.00 Child Development/Early Care and Education

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 1305.00	Bay 1305.00	Silicon Valley 1305.00	Foothill College 1305.00
Students with a Job Closely Related to Their Field of Study	73%	86%	76%	80%	86%	93%
Median Annual Earnings for SWP Exiting Students	$44,575	$63,206	$25,695	$31,887	$34,229	$40,030
Median Change in Earnings for SWP Exiting Students	30%	31%	25%	27%	32%	28%
Exiting Students Who Attained the Living Wage	53%	50%	32%	24%	21%	28%

Source: Launchboard Strong Workforce Program Median of 2016-18.

Skills, Certifications and Education

Table 9. Top Skills for Infant and Toddler Care Occupations in Bay Region (Feb 2021 - Jan 2022)

Skill	Posting	Skill	Posting
Teaching	10,657	Laundry	910
Child Care	8,231	Vaccination	753
Cardiopulmonary Resuscitation (CPR)	5,661	Health Screening	680
Early Childhood Education	4,577	Customer Service	640
Child Development	4,515	Home Care	636
Cleaning	2,503	Cooking	619
Lesson Planning	1,604	Autism Diagnosis/Treatment/Care	543
Scheduling	1,388	Infant Care	539

Skill	Posting	Skill	Posting
Special Education	1,304	Food Preparation	497
Nurturing Environment	1,191	Toileting	460
Personal Protective Equipment (PPE)	1,155	Lifting Ability	453
Caregiving	1,093	Vaccines	450
Babysitting	938	Staff Management	445
Meal Preparation	914	Music	422

Source: Burning Glass

Table 10. Certifications for Infant and Toddler Care Occupations in Bay Region (Feb 2021 - Jan 2022)

Certification	Posting	Certification	Posting
First Aid Cpr Aed	4,810	Clinical Nurse Specialist (CNS) License	31
Child Development Associate (CDA)	2,463	Early Childhood Education Certification	27
Driver's License	2,435	Childhood Development Certification	21
Registered Behavior Technician	288	Certified Health Education Specialist	19
Certified Teacher	180	Special Education Certification	18
Home Health Aide	130	Licensed Vocational Nurse (LVN)	17
Home Care Certificate	63	Psychologist License	16
Certified Cyber Forensics Professional (CCFP)	60	Social Work License	15
ServSafe	53	Cdl Class C	14
Board Certified Behavior Analyst (BCBA)	39	Licensed Practical Nurse (LPN)	12

Source: Burning Glass

Note: 56% of records have been excluded because they do not include a certification. As a result, the chart above may not be representative of the full sample.

Table 11. Education Requirements for Infant and Toddler Care Occupations in Bay Region

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	5,784	62%
Associate's degree	2,304	24%
Bachelor's degree and higher	1,324	14%

Source: Burning Glass

Note: 48% of records have been excluded because they do not include a degree level. As a result, the chart above may not be representative of the full sample.

Methodology

Occupations for this report were identified by use of 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:

• Leila Jamoosian, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), leila@baccc.net

• John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544

Foothill College
Credit Program Narrative
Certificate of Achievement in Nanny, Child, and Family Studies

Item 1. Program Goals and Objectives

The Certificate of Achievement in Nanny, Child, and Family Studies prepares the student to provide quality care in the home through fundamental child development coursework plus courses specific to the needs of nannies, children and families. The certificate demonstrates a specific formal education to employers, as well as satisfies the requirements of "12 ECE units" under Title 22 and the Associate Child Development Permit education requirements under Title 5.

Program Learning Outcomes:

- Demonstrate understanding of the needs and characteristics of children birth through early childhood and how to provide quality care based on those needs.
- Exhibit the ability to sensitively respond to the diverse needs of families, showing competence in communication skills and reflective practices.

Item 2. Catalog Description

The Certificate of Achievement in Nanny, Child, and Family Studies prepares the student to provide quality care in the home through fundamental child development coursework plus courses specific to the needs of nannies, children and families. The certificate demonstrates a specific formal education to employers, as well as satisfies the requirements of "12 ECE units" under Title 22 and the Associate Child Development Permit education requirements under Title 5.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (20 units)	CHLD 1	Child Growth & Development: Prenatal through Early Childhood	4	Year 1, Spring
	CHLD 8	Child, Family & Community	4	Year 1, Winter
	CHLD 50D	Infant & Toddler Development & Care	5	Year 1, Fall
	CHLD 80A	Communication & Self-Reflection Practices for Nannies	2	Year 1, Fall
	CHLD 80B	Curriculum in the Home	2	Year 1, Winter
	CHLD 80C	Safety & Nutrition of Young Children in the Home	1	Year 1, Spring
	CHLD 88B	Positive Behavior Management	2	Year 1, Spring

TOTAL UNITS: 20 units

Proposed Sequence:
Year 1, Fall = 7 units
Year 1, Winter = 6 units
Year 1, Spring = 7 units

TOTAL UNITS: 20 units

Item 4. Master Planning

In the United States, there is no developed curriculum for nannies in public education. While there is a demand for nannies to have Child Development units, these general courses don't support all of the practices necessary to provide quality care in the home. We in the Child Development and Education department wish to create a certificate of achievement that combines existing coursework in Child Development with newly approved courses (CHLD 80A, 80B and 80C) that focus on the role of the nanny in the home.

We believe this certificate would be a valuable addition to the workforce, particularly in our region where nannies are in demand and education is valued. Our Advisory board, with many representatives from the early childhood education and care field, agree and have approved this as a proposed certificate. We believe this certificate will allow professional nannies to advocate for themselves by achieving formal education that hasn't been previously offered, and will raise the quality of care provided by these individuals. Since this program is unique, we will be pursuing offering the courses online and as a hybrid, there is potential for great demand from students near and far.

This program directly supports Foothill College's position on equity. The program will directly support those coming from disadvantaged groups—see the EPI data on domestic workers, below.[1] Women historically are paid .79-.82 to the dollar compared to men, and for women of color, this number is even less.[2] The average domestic worker is female and of color. It is our desire to provide an equitable program in which everyone can improve their skills and qualify for better positions and pay in the field of childcare.

Given that this certificate consists of only current Child Development courses, the impact is small. We're utilizing current faculty to teach the courses, though may have to hire others with this specialized experience. Given that we've started with offering the small courses just once a year, the impact is minor.

1. Data from Economic Policy Institute, www.EPI.org Here are just a few key findings from their site:
   - "The vast majority (91.5%) of domestic workers are women and just over half (52.4%) are black, Hispanic, or Asian American/Pacific Islander women."
   - "Though most (64.9% of) domestic workers are U.S.-born, they are more likely than other workers to have been born outside the U.S. and they tend to be older than other workers."

- "The typical (median) domestic worker is paid $12.01 per hour, much less than other workers (who are paid $19.97 per hour). Even when compared with demographically similar workers, domestic workers on average are paid just 74 cents for every dollar that their peers make."
- "Domestic workers are three times as likely to be living in poverty as other workers, and almost three times as likely to either be in poverty or be above the poverty line but still without sufficient income to make ends meet."
- "Fewer than one in 10 domestic workers are covered by an employer-provided retirement plan and just one in five receives health insurance coverage through their job."

2. Profile, Practices and Needs of California's Domestic Work Employers May 2016 Labor Center https://irle.ucla.edu/wp-content/uploads/2016/03/Profile-Practices-and-Needs-of-Californias-Domestic-Work-Employers.pdf
   - 19% of all domestic employees are nannies
   - the Bay Area employs more domestic employees compared to other areas of California

Item 5. Enrollment and Completer Projections

Initial enrollment of the 80 series courses gives us an idea of how many might pursue this certificate in the coming year. In Fall 2021, we had 35 students enrolled in 80A, all of which are currently serving as nannies. These courses and the proposed certificate will only gain in popularity as word gets out about this unique program and offerings. We anticipate we could award ~35 certificates annually.

		Year 1 (2019-20)		Year 2 (2020-21)	
Course #	**Course Title**	**Annual Sections**	**Annual Enrollment**	**Annual Sections**	**Annual Enrollment**
CHLD 1	Child Growth & Development: Prenatal through Early Childhood	15	691	12	536
CHLD 8	Child, Family & Community	11	411	10	269
CHLD 50D	Infant & Toddler Development & Care	N/A	N/A	N/A	N/A
CHLD 80A	Communication & Self-Reflection Practices for Nannies	N/A	N/A	N/A	N/A
CHLD 80B	Curriculum in the Home	N/A	N/A	N/A	N/A
CHLD 80C	Safety & Nutrition of Young Children in the Home	N/A	N/A	N/A	N/A
CHLD 88B	Positive Behavior Management	5	98	3	114

Item 6. Place of Program in Curriculum/Similar Programs

This content does not overlap with any other curriculum/programs at Foothill College.

Given that this certificate consists of only current Child Development courses, the impact is small. Students can use the courses on this certificate towards a Child Development AA degree, as well (both core and support courses).

Item 7. Similar Programs at Other Colleges in Service Area

To our knowledge, we are the first California Community College to offer curriculum specifically for nannies. We know of no other certificates that address this workforce need.

Additional Information Required for State Submission:

TOP Code: 1305.00 Child Development/Early Care and Education

Annual Completers: 35

Net Annual Labor Demand: 56,222 (Bay Region)

Faculty Workload: .503

New Faculty Positions: 0

New Equipment: None needed

New/Remodeled Facilities: None needed

Library Acquisitions: None needed

Gainful Employment: Yes

Program Review Date: Estimate December, 2022

Distance Education: 50-99%

Labor Market Analysis for Program Recommendation
Childcare Workers
Foothill College

Prepared by the San Francisco Bay Center of Excellence for Labor Market Research
February 2022

Recommendation

Based on all available data, there appears to be an "undersupply" of Childcare 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 8,043 students in the Bay region and 1,401 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 1305.00 Child Development/Early Care and Education programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

This report profiles Childcare Workers in the 12 county Bay region and in the Silicon Valley sub-region for a proposed Nanny, Child and Family Studies program at Foothill College.

Labor market information (LMI) is not available at the eight-digit SOC Code level for Nannies (39-9011.01), therefore, the data shown in Tables 1 and 2 is for Childcare Workers (at the six digit SOC level) and likely overstates demand for Nannies. Tables 3, 4, 6, 9, 10 and 11 use job postings data from Burning Glass at the eight-digit SOC Code level for Nannies (39-9011.01).

- **Childcare Workers (39-9011):** Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play. Excludes "Preschool Teachers, Except Special Education" (25-2011) and "Teacher Assistants" (25-9041).
  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: 38%

Occupational Demand

Table 1. Employment Outlook for Childcare Workers in Bay Region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Childcare Workers	56,222	57,244	1,022	2%	50,372	10,074	$11	$38
Total	**56,222**	**57,244**	**1,022**	**2%**	**50,372**	**10,074**	**$11**	**$38**

Source: EMSI 2021.3

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 Childcare Workers in Silicon Valley Sub-region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Childcare Workers	9,916	9,822	-94	-1%	8,593	1,719	$11	$32
Total	**9,916**	**9,822**	**-94**	**-1%**	**8,593**	**1,719**	**$11**	**$32**

Source: EMSI 2021.3

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 (Jan 2021 - Dec 2021)

Occupation	Bay Region	Silicon Valley
Childcare Workers	2,581	570

Source: Burning Glass

Table 4a. Top Job Titles for Childcare Workers for latest 12 months (Jan 2021 - Dec 2021) Bay Region

Title	Bay	Title	Bay
Regular Babysitter For 1 Child	151	After-School Program Leader	39
Babysitter	106	One-Time Babysitter For 1 Child	33
Child Care Assistant	79	Nanny/Babysitter	29
Au Pair	76	Occasional Babysitter For 2 Children	28
Daycare Assistant	76	After-School Tennis Coach And Assistant Coach	27
Child Care Provider	70	Babysitter/Nanny	27
Occasional Babysitter For 1 Child	64	After-School Program Coordinator	20
Regular Babysitter For 2 Children	62	Sitter	20
Child Care Worker	42		

Source: Burning Glass

Table 4b. Top Job Titles for Childcare Workers for latest 12 months (Jan 2021 - Dec 2021) Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Regular Babysitter For 1 Child	38	One-Time Babysitter For 1 Child	10
Babysitter	22	Care	9
Child Care Provider	22	Babysitter/Nanny	8
Daycare Assistant	17	Child Care Assistant	8

Title	Silicon Valley	Title	Silicon Valley
Regular Babysitter For 2 Children	15	Occasional Babysitter For 2 Children	8
After-School Tennis Coach And Assistant Coach	13	Child Care Worker	7
Au Pair	13	After-School Program Leader	6
Occasional Babysitter For 1 Child	12	Aba - With Children	5
Nanny/Babysitter	11		

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Childcare Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)
Private Households	38,269	42,227	10%	68%
Child Day Care Services	11,240	10,643	-5%	20%
Elementary and Secondary Schools (Local Government)	1,269	1,248	-2%	2%
Religious Organizations	1,026	1,011	-1%	2%
Fitness and Recreational Sports Centers	824	729	-11%	1%
Elementary and Secondary Schools	597	623	4%	1%
Civic and Social Organizations	479	524	9%	1%
Local Government, Excluding Education and Hospitals	329	344	4%	1%
Other Individual and Family Services	228	279	22%	0%
Services for the Elderly and Persons with Disabilities	221	270	22%	0%

Source: EMSI 2021.3

Table 6. Top Employers Posting Jobs for Childcare Workers in Bay Region and Silicon Valley Sub-Region (Jan 2021 - Dec 2021)

Employer	Bay	Employer	Silicon Valley
Bright Horizons	82	College Nannies Sitters Tutors	36
YMCA	45	Bright Horizons	16
Bay Area Community Resources	43	Euro School Of Tennis	12
College Nannies Sitters Tutors	42	Sitter	11
Euro School Of Tennis	34	Uplift Family Services	10

Employer	Bay	Employer	Silicon Valley
Sitter	29	Crunch Care	10
Crunch Care	29	College Nannies Sitters	8
Alegre Home Care	29	Think Together	7
YMCA	45	Right At School	7
Bay Area Community Resources	43		

Source: Burning Glass

Educational Supply

There are 23 community colleges in the Bay Region issuing 2,009 awards on average annually (last 3 years ending 2018-19) on TOP 1305.00 Child Development/Early Care and Education. In the Silicon Valley Sub-Region, there are six (6) community colleges that issued 296 awards on average annually (last 3 years) on this TOP code.

There is one (1) other CTE educational institution in the Bay Region and Silicon Valley Sub-Region issuing 22 awards on average annually (last 3 years ending 2016-17) on TOP 1305.00 Child Development/Early Care and Education.

Table 7a. Community College Awards on TOP 1305.00 Child Development/Early Care and Education in Bay Region

College	Subregion	Associate	Certificate 18+ Units	Certificate Low	Total
Cabrillo	SC-Monterey	29	0	83	112
Canada	Mid-Peninsula	46	0	48	94
Chabot	East Bay	31	0	76	107
Contra Costa	East Bay	9	0	12	21
De Anza	Silicon Valley	44	0	51	95
Diablo Valley	East Bay	35	0	165	200
Foothill	Silicon Valley	32	0	7	39
Gavilan	Silicon Valley	9	0	9	18
Hartnell	SC-Monterey	28	0	14	42
Las Positas	East Bay	17	0	89	106
Los Medanos	East Bay	30	0	119	149
Marin	North Bay	4	0	0	4
Merritt	East Bay	31	0	305	336
Mission	Silicon Valley	27	0	17	44
Monterey	SC-Monterey	26	0	14	40
Napa	North Bay	13	0	1	14

College	Subregion	Associate	Certificate 18+ Units	Certificate Low	Total
Ohlone	East Bay	11	0	5	16
San Francisco	Mid-Peninsula	64	0	149	213
San Jose City	Silicon Valley	18	0	43	61
Santa Rosa	North Bay	24	0	120	144
Skyline	Mid-Peninsula	40	0	32	72
Solano	North Bay	11	0	32	43
West Valley	Silicon Valley	27	1	11	39
Total		**606**	**1**	**1,402**	**2,009**

Source: Data Mart

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

Table 7b. Other CTE Institutions Awards on TOP 1305.00 Child Development/Early Care and Education in Bay Region

College	Subregion	Award 1 < 2 academic yrs	Total
CET-Sobrato	Silicon Valley	22	22
Total		**22**	**22**

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 large labor market gap in the Bay region with 10,074 annual openings for Childcare Workers and 2,031 annual (3-year average) awards for an annual undersupply of 8,043 students. In the Silicon Valley Sub-Region, there is also a gap with 1,719 annual openings and 318 annual (3-year average) awards for an annual undersupply of 1,401 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1305.00 Child Development/Early Care and Education

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 1305.00	Bay 1305.00	Silicon Valley 1305.00	Foothill College 1305.00
Students with a Job Closely Related to Their Field of Study	73%	86%	76%	80%	86%	93%
Median Annual Earnings for SWP Exiting Students	$44,575	$63,206	$25,695	$31,887	$34,229	$40,030
Median Change in Earnings for SWP Exiting Students	30%	31%	25%	27%	32%	28%
Exiting Students Who Attained the Living Wage	53%	50%	32%	24%	21%	28%

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 1305.00	Bay 1305.00	Silicon Valley 1305.00	Foothill College 1305.00

Source: Launchboard Strong Workforce Program Median of 2016-18.

Skills, Certifications and Education

Table 9. Top Skills for Childcare Workers in Bay Region (Jan 2021 - Dec 2021)

Skill	Posting	Skill	Posting
Child Care	1,000	Personal Protective Equipment (PPE)	107
Babysitting	755	Nurturing Environment	98
Cardiopulmonary Resuscitation (CPR)	547	Tutoring	97
Teaching	441	Psychology	96
Cleaning	306	Lifting Ability	90
Scheduling	264	Food Preparation	88
Caregiving	232	Cooking	84
Early Childhood Education	208	Child Care Practices	76
Child Development	163	Customer Service	73
Meal Preparation	158	Infant Care	64
Lesson Planning	136	Staff Management	64
Home Care	124	Vaccines	59
Laundry	110	Dog Walking	54
Vaccination	110	Special Education	49

Source: Burning Glass

Table 10. Certifications for Childcare Workers in Bay Region (Jan 2021 - Dec 2021)

Certification	Posting	Certification	Posting
First Aid Cpr Aed	451	Basic Cardiac Life Support Certification	6
Driver's License	410	Pediatric Advanced Life Support (PALS) Certification	3
Child Development Associate (CDA)	64	Conflict Resolution	3
Home Care Certificate	28	Care License	3
Home Health Aide	26	American Heart Association Certification	3
Registered Behavior Technician	23	Advanced Cardiac Life Support (ACLS) Certification	3

Certification	Posting	Certification	Posting
Board Certified Behavior Analyst (BCBA)	19	ServSafe	2
Certified Teacher	9	Psychologist License	2
Basic Life Saving (BLS)	7	Project Management Certification	2

Source: Burning Glass

Note: 67% of records have been excluded because they do not include a certification. As a result, the chart above may not be representative of the full sample.

Table 11. Education Requirements for Childcare Workers in Bay Region

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	677	73%
Associate's degree	94	10%
Bachelor's degree	155	17%

Source: Burning Glass

Note: 64% of records have been excluded because they do not include a degree level. As a result, the chart above may not be representative of the full sample.

Methodology

Occupations for this report were identified by use of 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:

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• John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544

To: CCC
From: PSME CC
Date: 4/12/22

The PSME curriculum committee respectfully requests that the language for the minimum proficiency in mathematics for the AA/AS degree be changed.

Recent State legislation AB 705 has led to severe restrictions on pre-transfer level Math course offerings. Colleges are required to "place students with a goal of transfer to a four-year institution, earning a certificate, or a local associate degree in transfer-level (or the required college-level) coursework in English and mathematics (quantitative reasoning), unless (A) the student is highly unlikely to succeed in the transfer-level course; and (B) enrollment in pre-transfer level coursework will improve the student's likelihood of completing transfer-level courses in one year" (Validation Practices Memo, 2020).

Since Institutional Research has indicated that item (B) above is not being met, Foothill College is prohibited from offering pre-transfer level math courses like MATH 105 and 180. These two courses are currently listed explicitly in the minimum math proficiency requirement, so students may be misled by the existing statement.

The existing proficiency statement reads:
"Minimum proficiency: MATH 105 or 180 or any MATH course approved for Foothill GE Area V, Communication & Analytical Thinking."

We would like to remove the explicit mention of these course numbers while maintaining the Title V mandated Intermediate Algebra proficiency requirement. Our proposed language is as follows:

Minimum proficiency: College level math course at or above the level of Intermediate Algebra.