

**College Curriculum Committee Meeting Agenda**  
**Tuesday, May 3, 2022**  
**2:00 p.m. – 3:30 p.m.**  
**Room 4501; virtual option via Zoom**

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: April 19, 2022	2 min.	Action	#5/3/22-1	Kuehnl
2. Report Out from Division Reps	10 min.	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	5 min.	Information		
4. Announcements a. Notification of Proposed Requisites b. New Certificate Approvals by CCCCCO: Introduction to Sports Medicine, Network Computing c. Curriculum Institute Conference (July 6-9— <a href="#">more info here</a> ) d. CCC Priorities for Remainder of Year	5 min.	Information	#5/3/22-2	CCC Team
5. New Program Application: Infant and Toddler Development and Care CA	5 min.	2nd Read/ Action	#5/3/22-3	Kuehnl
6. New Program Application: Nanny, Child, and Family Studies CA		2nd Read/ Action	#5/3/22-4	Kuehnl
7. Request to Update AA/AS Degree Minimum Proficiency for Mathematics	20 min.	2nd Read/ Action	#5/3/22-5	Kuehnl
8. Stand Alone Approval Request: MATH 280	5 min.	1st Read	#5/3/22-6	Kuehnl
9. Equity in the COR	20 min.	Discussion		Kuehnl
10. Scheduling of Stacked or Dual Modality Classes	15 min.	Discussion	#5/3/22-7	Kuehnl
11. Good of the Order	3 min.			Kuehnl
12. Adjournment				Kuehnl

\*Times listed are approximate

**Attachments:**

- #5/3/22-1 Draft Minutes: April 19, 2022
- #5/3/22-2 CCC Notification of Proposed Requisites
- #5/3/22-3 New Program Application: Infant and Toddler Development and Care CA
- #5/3/22-4 New Program Application: Nanny, Child, and Family Studies CA
- #5/3/22-5 PSME Request to Update Minimum Proficiency in Mathematics
- #5/3/22-6 Stand Alone Approval Request: [MATH 280](#)
- #5/3/22-7 MOU Article 9 Alternate and Stacked Course Load 10.6.21

**2021-2022 Curriculum Committee Meetings:**

<u>Fall 2021 Quarter</u>	<u>Winter 2022 Quarter</u>	<u>Spring 2022 Quarter</u>
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)

## COLLEGE CURRICULUM COMMITTEE

Committee Members – 2021-22

Meeting Date: 5/3/22Co-Chairs (2)

<input checked="" type="checkbox"/>	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)	kuehneric@fhda.edu
<input checked="" type="checkbox"/>	Ram Subramaniam	7472	Interim Associate Vice President of Instruction	subramaniamram@fhda.edu

Voting Membership (1 vote per division)

<input checked="" type="checkbox"/>	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
<input type="checkbox"/>	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
<input checked="" type="checkbox"/>	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
<input checked="" type="checkbox"/>	Jeff Bissell	7663	KA	bisselljeff@fhda.edu
<input checked="" type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
<input checked="" type="checkbox"/>	Roosevelt Charles	7219	Dean—CNSL	charlesroosevelt@fhda.edu
<input checked="" type="checkbox"/>	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
<input checked="" type="checkbox"/>	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
<input checked="" type="checkbox"/>	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
<input checked="" type="checkbox"/>	Allison Herman	7460	LA; LRC (advisory)	hermanallison@fhda.edu
<input checked="" type="checkbox"/>	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
<input checked="" type="checkbox"/>	Julie Jenkins		BSS	jenkinsjulie@fhda.edu
<input checked="" type="checkbox"/>	Ben Kaupp		SRC	kauppben@fhda.edu
<input checked="" type="checkbox"/>	Andy Lee	7783	CNSL	leeandrew@fhda.edu
<input checked="" type="checkbox"/>	Don Mac Neil	7248	KA	macneildon@fhda.edu
<input checked="" type="checkbox"/>	Allison Meezan	7166	BSS	meezankaren@fhda.edu
<input checked="" type="checkbox"/>	Ché Meneses	7015	FA	menesesche@fhda.edu
<input type="checkbox"/>	Brian Murphy		APPR	brian@pttc.edu
<input type="checkbox"/>	Tim Myres		APPR	tim@smw104jatc.org
<input type="checkbox"/>	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
<input type="checkbox"/>	Kella Svetich	7924	LA	svetichkella@fhda.edu
<input checked="" type="checkbox"/>	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

Non-Voting Membership (4)

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

Visitors

Kurt Hueg, Ana Maravilla, Kathy Perino

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

Item	Discussion
<p>1. Reaffirmation of Remote Meetings Resolution</p>	<p><b>Speaker: Eric Kuehnl</b>                      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 &amp; Mar. 15th meetings. If we wish to continue to meet virtually, we are required to reaffirm it every 30 days. Following the lead of Academic Senate (AS), of which CCC is a subcommittee, which is continuing to hold virtual meetings. PSME rep asked for rationale—safety issue. Bio Health rep challenged notion that CCC cannot safely meet in person, as many in-person classes being held. Kuehnl reiterated that AS continuing to hold virtual meetings; noted legal counsel has OK'd virtual meetings. Fine Arts rep noted many faculty scheduled spring classes online due to concerns about Omicron, which does cut down on-campus availability of faculty. Other Fine Arts rep noted that folks' health risks vary from person-to-person and cautioned against assuming everyone's risk factor is the same within the group. PSME rep agreed there are folks at risk and concerned; believes Foothill has been generous in allowing faculty to continue to schedule online, but objects with CCC stating that meeting in person is a risk. Noted that, per its language, approval of this resolution means CCC claims there is "imminent risk" in meeting in person. Kuehnl believes the county is still considered to be under a state of emergency; trying to remain neutral and is following the lead of AS.</p> <p>Other PSME rep supported fellow rep's comments; believes CCC should meet in the way that is best for meetings to function—Kuehnl responded that Brown Act doesn't necessarily allow the group to make this decision. Kuehnl suggested this be the last time CCC approves this resolution and that CCC begins to hold hybrid meetings, if this is what the group wants to do. Bio Health rep believes important to model behavior for our students that it is safe to be on campus. Vanatta mentioned need to ensure access to a room which will allow for effective hybrid meetings.</p> <p>Motion to approve <b>M/S</b> (Campbell, Kaupp). <b>Approved.</b> 1 abstention</p>
<p>2. Minutes: March 15, 2022</p>	<p><b>Approved by consensus.</b></p>
<p>3. Report Out from Division Reps</p>	<p><b>Speaker: All</b>                      Kuehnl asked for a brief discussion about format of report out, noting that CCC Team recently discussed that the item frequently takes longer than time allotted. Suggested that, instead of asking each individual division for a report, the group as a whole is asked for updates and those who have news may share. Pros/cons to either approach, incl. possibility that some folks might not be inclined to share if not specifically called on. PSME rep believes current format is fine and can be just as efficient. Other PSME rep believes could do away with the roll call method but must ensure enough time is given for folks to speak up. Fine Arts rep agreed with experiment of making report out voluntary, adding they personally feel some pressure to mention something at every meeting. Kuehnl does like hearing from everyone and worries some folks might not speak at all, otherwise. Other Fine Arts rep likes roll call method, noting that even when other divisions report mundane things (e.g., working on Title 5 updates) can serve as a reminder about such tasks. Bio Health rep suggested drafting guidelines re:</p>

	<p>the types of updates which should be shared. Counseling rep asked for clarification re: CCC Team feeling like report out is taking too long—Kuehnl responded that normally 5 minutes allocated, but item generally takes longer, perhaps exacerbated by Zoom. Fine Arts rep suggested rethinking sequence of report out and perhaps moving it further down the agenda.</p> <p>Kuehnl suggested the group try new format today. The following divisions/members provided a report:</p> <p>Fine Arts: Most recent division CC meeting allotted 15 minutes to discuss equity in the COR; will continue this practice for the remainder of the AY, discussing one aspect of COR at each meeting. Most recently discussed course title, which resulted in a great conversation.</p> <p>BSS: Anthropology dept. planning to add new non-transcriptable cert. to curriculum sheet; rep asked if those are still allowable. Kuehnl noted that because of the new funding formula (SCFF) we had converted many to certificates of achievement, but confirmed that non-transcriptable certs. may still be created/offered. Noted that some faculty like the agility/flexibility of non-transcriptable certs. Other BSS rep mentioned recent email from Acting Pres. Fong which stressed importance of focusing on all types of skills for students; new Anthropology cert. will enable students to get field school experience, which employers find helpful.</p>
<p>4. Public Comment on Items Not on Agenda</p>	<p>No comments.</p>
<p>5. Announcements</p> <p>a. New Course Proposals</p> <p>b. CORs for Update 2023-24 (Title 5 list)</p> <p>c. Foothill GE List for 2022-23</p> <p>d. Spring Plenary Update</p> <p>e. AP/IB/CLEP Policy Changes</p>	<p><b>Speakers: CCC Team</b></p> <p>The following proposals were presented: ALCB 452Y, ART 19G, ENGL 10B. Please share with your constituents. No comments.</p> <p>Vanatta compiled list of courses that need to be reviewed/updated for the 2023-24 catalog; list was emailed to reps and deans on March 17th. The COR deadline for the 2023-24 catalog, including Title 5 courses, will be June 17th (noted change from original deadline of June 16th, due to Juneteenth holiday changing).</p> <p>Vanatta shared Foothill General Education requirements for 2022-23. Newly approved GE courses have been added, and deactivated courses have been removed. Please share with your constituents. Vanatta noted possible change to minimum proficiency language (on today’s agenda); will update in catalog, if approved.</p> <p>Kuehnl shared out resolutions adopted at recent plenary. Feel free to reach out with any questions or concerns about any of the resolutions.</p> <p>Gilstrap shared information about recent CCCCCO memo; we will need to update our policy in response, following implementation guidelines. Previous guidelines stated that for AP credit, colleges award 3 semester units; now states 3 semester/4 quarter—we currently award 4.5 units. Gilstrap will be reaching out to discipline faculty to discuss; clarified that 4 units is the minimum, so we may still award 4.5 units, but it will be faculty’s decision. Additionally, need to align course credit for AP exams; for example, for AP statistics we award 4.5 units for taking the exam, but we also offer course credit of MATH 10, which is a 5-unit course. Need to either align these to match or do away with the course credit piece.</p>
<p>6. New Program Application: Air Conditioning Mechanic AS Degree</p>	<p><b>Speaker: Eric Kuehnl</b></p> <p>Second read of new Air Conditioning Mechanic AS degree. No comments.</p> <p>Motion to approve <b>M/S</b> (Armstrong, Mac Neil &amp; Meneses). <b>Approved.</b></p>

<p>7. New Program Application: Test, Adjust and Balancing (TAB) Technician AS Degree</p>	<p><b>Speaker: Eric Kuehnl</b>                  Second read of new Test, Adjust and Balancing (TAB) Technician AS degree. No comments.</p> <p>Motion to approve <b>M/S</b> (Murphy, Armstrong). <b>Approved.</b></p>
<p>8. Guided Pathways Mapping Approval Process</p>	<p><b>Speaker: Eric Kuehnl</b>                  Second read of Guided Pathways Program Mapping Process. Guests from the Guided Pathways (GP) Team: Isaac Escoto, Natalie Latteri. Bio Health rep asked for clarification re: wording of Step 4B, which ends with “prior to Division”—Escoto believes should state “prior to Division Curriculum Committee” and will update, assuming no concerns (none voiced).</p> <p>Motion to approve <b>M/S</b> (Lee, Murphy). <b>Approved.</b></p> <p>Escoto mentioned that the GP Team in contact with depts./chairs whose Program Maps include MATH 180, to ensure updated Maps include only MATH courses which will be offered next year.</p>
<p>9. New Program Application: Infant and Toddler Development and Care CA</p>	<p><b>Speaker: Eric Kuehnl</b>                  First read of new Infant and Toddler Development and Care certificate of achievement. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>10. New Program Application: Nanny, Child, and Family Studies CA</p>	<p><b>Speaker: Eric Kuehnl</b>                  First read of new Nanny, Child, and Family Studies certificate of achievement. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>11. Request to Update AA/AS Degree Minimum Proficiency for Mathematics</p>	<p><b>Speaker: Eric Kuehnl</b>                  First read of request by PSME division to update list of courses meeting minimum proficiency in mathematics, for Foothill AA/AS degrees. If approved, explicit course numbers will no longer be listed, and updated language will be, “College level math course at or above the level of Intermediate Algebra.” Would go into effect for the 2022-23 catalog. PSME rep explained need for new language, as current language includes MATH 105, which we may no longer offer—could be confusing for students. New language maintains state-mandated requirement for Intermediate Algebra as minimum proficiency requirement for the associate degree.</p> <p>Counseling rep asked if any California community colleges will still be offering Intermediate Algebra and if the state may end up changing their minimum proficiency requirement. Gilstrap believes spring plenary resolution packet includes item re: ASCCC working with CCCC to update this language; noted that most (if not all) CA community colleges doing away with Intermediate Algebra because, like us, they’re no longer allowed to offer it. Suggested including new MATH 80 course in new proficiency language even though it’s still under development and/or adding “or any MATH course listed in Foothill GE Area V” to the new language. Concerned that, if MATH 80 doesn’t meet minimum proficiency, Allied Health students will be impacted. Noted we won’t know the full results of transfer GE applications for MATH 80 until 2023.</p> <p>Vanatta asked why MATH 80 wouldn’t be considered a college level course when it becomes active, even without transfer GE approval; also noted that MATH 80 COR incl. Foothill GE Area V application—has already contacted Area V subcommittee members to see if late review will be possible, so course could end up being approved for Area V when initially offered. Gilstrap responded—believes MATH 80 being created in part re: concerns from Allied Health programs; wants to ensure those students will be able to use MATH 80 to meet minimum proficiency for AA/AS degree. PSME rep</p>

	<p>noted current language mentions Area V GE; math dept. doesn't want to make this the explicit requirement because MATH 80 isn't guaranteed to be approved for Area V right away, and wants to ensure MATH 80 will meet requirement. Believes MATH 80 should be considered college level. Also mentioned new C-ID descriptor, which math faculty will be reviewing to see if MATH 80 could fit. Subramaniam also believes MATH 80 will be a college level course, considering it will be CSU transferable (unlike MATH 105 &amp; 180). Gilstrap agreed and asked if MATH 80 needs to be specifically approved as meeting minimum proficiency requirement—Subramaniam responded no, as it should be captured under the new language. PSME rep noted that MATH 80 will have prereq of Intermediate Algebra, which meets the “at or above the level of Intermediate Algebra” portion of new language.</p> <p>Bio Health rep noted many Allied Health students have already taken MATH 105/180; concerned these students will now need to take a different math course to meet minimum proficiency and/or program prerequisites. Subramaniam mentioned catalog rights—rep responded these students don't necessarily carry catalog rights. PSME rep noted new language mentions Intermediate Algebra as being lower level of minimum proficiency, so students who have taken MATH 105 should be covered. Escoto agreed that catalog rights are important nuance; also noted that if a student takes MATH 80 before the course is approved for transfer GE the student will not be able to use it as transfer GE. Believes program prerequisites shouldn't be affected. Counseling rep asked for clarification re: MATH 80 meeting minimum proficiency within the new language—PSME rep responded yes, and Gilstrap agreed.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>12. Adding Equity Section to COR</p>	<p><b>Speaker: Eric Kuehnl</b>  Kuehnl asked for the group's thoughts, to rekindle discussion from previous meeting. Mentioned Academic Senate's (AS) equity plan and noted that adding a component to the COR is not something CCC specifically being tasked with, but its consideration falls within CCC's purview and fits within the goal of anti-racism in our curriculum, which is part of the larger equity initiative.</p> <p>PSME rep asked if adding equity section to the COR would apply to every single COR—Kuehnl responded yes, it would be part of every COR. Rep responded by suggesting that, if this is the case, instead of adding equity section to the COR it should be part of Foothill's overarching mission to ensure that all our curriculum is equitable. Fine Arts rep agreed that perhaps adding equity section to the COR not the best option, noting that in their division's equity discussions they've discovered there's a lot of nuance, depending on the department/discipline. Bio Health rep suggested looking more at practices, as well as connection to overall program, and the equity-related impact of how we operate on a day-to-day basis. As a community college, we're hands-on with students, which impacts students' feeling like they belong. Other PSME rep agreed with need for actionable suggestions, and mentioned CCCCO memos re: AB 705 implementation as a good example of providing specific suggestions for taking action. Doesn't believe suggestions would need to be part of the COR, but generally available for faculty to consider with their specific courses in mind.</p> <p>Kuehnl noted the group seems to be trending away from adding to the COR. Fine Arts rep mentioned faculty generally update their CORs by themselves; could be helpful to have suggestions available in CourseLeaf. Mentioned examples from other colleges which Kuehnl shared at previous meeting. Other Fine Arts rep mentioned idea from previous meeting re: policy which supports faculty in taking risks to close equity gaps, including</p>

	<p>ensuring students feel included, which could apply to any course in any discipline across campus, including Apprenticeship. Noted seat count of classes and short length of quarter both impact faculty’s ability to connect with students. Mentioned being told that even when institutions have strategic equity plans, generally 25% actually gets done. Kuehnl noted that this is all part of Foothill’s equity action plan, which is aspirational. CCC has already addressed OER and created Ethnic Studies courses, which were two of the group’s three tasks, but the third one is huge—fighting structural racism through our curriculum processes. Encouraged the group to read the plan if they haven’t yet, noting that issue 6 specifically addresses curriculum.</p> <p>PSME rep cautioned that adding equity section to COR could result in faculty who are already teaching in an equity-minded seeing this as being told that they aren’t doing enough. Kuehnl shared goal from equity action plan, which states, “Course outlines in every discipline ... [highlight] the contributions of racially diverse scholars, and address the discipline’s ... racial equity issues”—unsure if goal is actually achievable. Kuehnl stressed that college administration is not pushing this action; colleagues in AS drafted this plan. Shared additional goal, “Curriculum policies and processes prioritize equity outcomes,” and noted Foothill not set up, as an institution, for faculty to tackle this quite yet, as we need to work more on outcomes in general.</p> <p>Other Fine Arts rep believes important for students to see themselves within the various fields/disciplines. Feels personally the need to improve ways to be proactive for students who tend to fall by the wayside by week 7 of the quarter, instead of being reactive once they already do. Kuehnl mentioned that for programs without cohorts can be difficult for faculty to even know which students are enrolled in the major. Thanked the group for the discussion; topic will remain on agendas for the rest of the quarter.</p>
13. Good of the Order	
14. Adjournment	<b>3:34 PM</b>

**Attendees:** Kathy Armstrong (PSME), 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), Andy Lee (CNSL), Don Mac Neil (KA), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Betsy Nikolchev (FEI—SRC), Lisa Schultheis (BH), Ram Subramaniam (Administrator Co-Chair), Kella Svetich (LA), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

**Minutes Recorded by:** M. Vanatta



### CCC Notification of Proposed Prerequisites/Co-Requisites

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

Target Course Number & Title	COR Editor	Requisite Course Number & Title	New/Ongoing
MATH 80 QUANTITATIVE REASONING	J. Sinclair	Prereq: Intermediate algebra or equivalent	New course for 2022-23 (likely fall 2022)
MATH 80 QUANTITATIVE REASONING	J. Sinclair	Coreq: For students who do not meet the prerequisite requirement, concurrent enrollment in MATH 280 [JUST-IN-TIME SUPPORT FOR MATH 80] is required	New course for 2022-23 (likely fall 2022)
MATH 280 JUST-IN-TIME SUPPORT FOR MATH 80	J. Sinclair	Coreq: MATH 80 [QUANTITATIVE REASONING]	New course for 2022-23 (likely fall 2022)

**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**

<b>Requirements</b>	<b>Course #</b>	<b>Title</b>	<b>Units</b>	<b>Sequence (2 Year Plan)</b>
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
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**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
<b>Total</b>	<b>104,023</b>	<b>105,658</b>	<b>1,635</b>	<b>2%</b>	<b>78,563</b>	<b>15,712</b>		

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
<b>Total</b>	<b>20,171</b>	<b>20,099</b>	<b>-72</b>	<b>0%</b>	<b>14,510</b>	<b>2,902</b>		

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
<b>Total</b>		<b>606</b>	<b>1</b>	<b>1,402</b>	<b>2,009</b>

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
<b>Total</b>		<b>22</b>	<b>22</b>

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 CCCCCO Data Mart.

## **Sources**

O\*Net Online

Labor Insight/Jobs (Burning Glass)

Economic Modeling Specialists International (EMSI)

CTE LaunchBoard [www.calpassplus.org/Launchboard/](http://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](mailto: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**

<b>Requirements</b>	<b>Course #</b>	<b>Title</b>	<b>Units</b>	<b>Sequence</b>
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.<sup>1</sup> Women historically are paid .79-.82 to the dollar compared to men, and for women of color, this number is even less.<sup>2</sup> 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](http://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.

Course #	Course Title	Year 1 (2019-20)		Year 2 (2020-21)	
		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
<b>Total</b>	<b>56,222</b>	<b>57,244</b>	<b>1,022</b>	<b>2%</b>	<b>50,372</b>	<b>10,074</b>	<b>\$11</b>	<b>\$38</b>

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
<b>Total</b>	<b>9,916</b>	<b>9,822</b>	<b>-94</b>	<b>-1%</b>	<b>8,593</b>	<b>1,719</b>	<b>\$11</b>	<b>\$32</b>

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
<b>Total</b>		<b>606</b>	<b>1</b>	<b>1,402</b>	<b>2,009</b>

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
<b>Total</b>		<b>22</b>	<b>22</b>

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
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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 CCCCCO Data Mart.

## Sources

O\*Net Online  
 Labor Insight/Jobs (Burning Glass)  
 Economic Modeling Specialists International (EMSI)  
 CTE LaunchBoard [www.calpassplus.org/Launchboard/](http://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](mailto:leila@baccc.net)
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, [jcarrese@ccsf.edu](mailto: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.**

# **MATH F280. : JUST-IN-TIME SUPPORT FOR MATH 80**

**Effective Term**

Fall 2022

**Subject**

Mathematics (MATH)

**Course Number**

F280.

**Department**

Mathematics (MATH)

**Division**

Physical Sciences, Mathematics & Engineering (1PS)

**Units**

2.5

**Course Title**

JUST-IN-TIME SUPPORT FOR MATH 80

**Former ID**

**Cross Listed**

**Related Courses**

**Maximum Units**

2.5

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

2.5

**Weekly Lab Hours**

0

**Weekly Out of Class Hours**

5

**Special Hourly Notation**

**Total Contact Hours**

30

**Total Student Learning Hours**

90

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Non-Applicable

**Is Basic Skills applicable to this course?**

Yes

**Basic Skills Level**

Does Not Apply

**Grading**

Letter Grade (Request for Pass/No Pass)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

---

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

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

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

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

Please select

Permanent

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

---

#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Basic Skills

Transfer

Workforce/CTE

#### Criteria B. Need

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

#### Evidence

This course is needed to provide co-requisite support for a transfer level math class. This will enable more students to complete a transfer level math class. See Section 5 of attached file (AB705 Math Improvement Plan, March 11, 2022).

#### Attach evidence

AB705 - Math Improvement plan.pdf

#### Need/Justification

This course is designed to support students who do not meet the multiple measures placement in MATH 80. The course provides just-in-time remediation of prerequisite skills necessary for MATH 80. Additionally, the course provides support in study skills and habits.

## **Course Description**

A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in Quantitative Reasoning. Intended for students who are concurrently enrolled in MATH 80 at Foothill College. Topics include: a review of computational skills developed in beginning and intermediate algebra, including proportional reasoning, order of operations, simplifying expressions, solving equations, use of variables, creating and using graphical displays.

## **Course Prerequisites**

## **Course Corequisites**

Corequisite: MATH 80.

## **Course Advisories**

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

## **Course Objectives**

The student will be able to:

1. Plan, implement, and assess their work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.
2. Collaborate to collect, assemble, discuss, and present culturally-relevant information using group member knowledge, reading strategies, and the internet.
3. Read, comprehend, and discuss quantitative situations drawn from the fields of personal finance, health and wellness, environmental technologies, and civic engagement.
4. Demonstrate an understanding of mathematics by writing complete and correct responses to questions.
5. Use algebraic notation and symbol manipulation strategies.
6. Use dimensional analysis to solve complex problems.

## **Course Content**

1. Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning
  0. Workload analysis
    0. School/study time calculation
      1. Plotting weekly calendar
  1. Math support resources
    0. Classmates
      1. Instructor
    2. Tutoring resources
  2. Learning opportunities in math
    0. Productive struggle

1. Deliberate practice
2. Explicit connections
3. Collaboration and teamwork
2. Collaborate to collect, assemble, discuss, and present culturally-relevant information using team member knowledge, reading strategies, and the internet
  0. Build collaboration skills
  1. Mathematical identity development
  2. Cultural capital recognition and development
  3. Quantitative communication skill development
3. Read and discuss quantitative situations drawn from the fields of personal finance, health and wellness, environmental technologies, and civic engagement
  0. Reading comprehension strategies
    0. Comprehension and Synthesis Chart
    1. Qualitative information and vocabulary
    2. Quantitative information and vocabulary
    3. Plan of action
  1. Reading apprenticeship routines, such as:
    0. "Think Aloud" or
    1. "Talk to the Text"
  2. Discussion strategies and norms
    0. Think time before share
    1. Whip around discussion format
4. Employ strategies for writing complete and correct responses to questions
  0. Simple and complete
  1. Specific
  2. Stand-alone
5. Use algebraic notation and symbol manipulation strategies
  0. Variables
    0. Subscripts
  1. Order of operations
  2. Units and dimensional analysis
  3. Solve equations
    0. Linear
    1. Radical
    2. Exponential
    3. Quadratic
  4. Inequalities
  5. Evaluating formulas
6. Use dimensional analysis to solve complex problems with multiple pieces of information and steps
  0. Units
    0. Conversions
    1. Equivalencies
  1. Application to real life problems

2. Equations and proportions

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. Access to graphing technology, such as a graphing calculator or graphing software.
2. Access to a computer and the internet.

**Methods of Evaluation**

Methods of Evaluation
Group and independent exploratory activities
Homework
Performance in MATH 80

**Method(s) of Instruction**

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

**Representative Text(s)**

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

**Other Required Materials**

No course materials.

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

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

**Authorized Discipline(s):**

Mathematics

**Faculty Service Area (FSA Code)**

MATHEMATICS

## Taxonomy of Program Code (TOP Code)

1702.00 - Mathematics Skills

# Foothill College Distance Learning Addendum

## Addendum to the Course Outline of Record

### Course Approval Application for Online/Distance Learning Delivery

Form approved by the College Curriculum Committee, November 3, 2020 (updated March 5, 2021)

## Distance Learning Status

### Select distance learning status below

Approved for Distance Learning under all circumstances (including Online-Only delivery during State of Emergency)

*Note: "State of Emergency" refers to any situation where the FHDA Board of Trustees has declared that the physical campus is closed due to public health emergency or natural disaster.*

## Distance Learning Modality

### Select all modalities for which the course may be taught

R = Combined Virtual

T = All Modalities Hybrid

V = Virtual (synchronous)

W = Online (asynchronous)

Y = Hybrid

Z = Online Hybrid

*Note: For definitions and additional information about Distance Learning Modalities, click the help bubble.*

**If you would like to provide additional comments or details about the selected modalities, please do so here:**

## Regular and Effective Contact

**Any portion of a course conducted through distance education must include regular and effective contact between instructor and students, and among students, either synchronously or asynchronously. This includes any online portion of a hybrid course, and includes any course conducted through distance education during State of Emergency.**

**Instructor-to-Student Contact Methods: Select all that apply**



Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method  
Group or individual meetings  
Orientation and review sessions  
Supplemental seminar or study sessions  
Private messages within the Course Management System  
Personal email outside of the Course Management System  
Chat room within the Course Management System  
Weekly announcements in the Course Management System  
Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus  
Discussion forums with appropriate facilitation and/or substantive instructor participation  
E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

*Note: For additional information about Contact Methods, click the help bubble.*

**Student-to-Student Contact Methods: Select all that apply**

Discussion forums with appropriate facilitation and/or substantive instructor participation  
Chat room within the Course Management System  
Group meetings  
Blogs/Wikis  
Student collaborations  
Study forums  
Other (please describe)

**please describe:**

Team meetings over Zoom

Accessibility

---

**In accordance with Title 5 and AP 4105, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).**

**Confirm, below, that the following accessibility requirements will be built into the course, as applicable:**

- Simple, logical, uncluttered course design (module structure)
- Use of Header and Paragraph styles on longer pages
- Font formatting, rather than color, for emphasis in text
- Transcripts of audio clips

- Captions for video clips
- Alt tags on graphics
- Descriptive URL links
- Tables accessible to screen readers (tables should be used only for simple data and have row and column headers; tables should not be used for course layout)
- Directions for accessing support services available for students are clearly posted

**Confirm:**

I confirm that all of the above-listed accessibility requirements will be built into the course, as applicable

**If you would like to provide information about additional accessibility details for the course, please do so here:**

**Attach Historical Forms/Documents (if applicable)**

[Articulation Office Only](#)

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

4/12/22

[Division Dean Only](#)

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**Seat Count**

40

**Load**

.056

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

125051 - Mathematics

**Account Code**

1320

**Program Code**

170100 - Mathematics, General



California  
Community  
Colleges

# **Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans**

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## **Introduction and Form Instructions**

**This page provides an introduction of this form and instructions about completing this process.**

### **Introduction**

**By fall 2022 the California Community College system must transition to full implementation of AB 705 and associated regulations by sun-setting local placement practices explicitly prohibited by legislation and regulation, and by ensuring that all U.S. high school graduate students are placed into and enroll in coursework that maximizes the probability that they complete transfer level math and English within a year of their first enrollment in the discipline (where math and English requirements exist).**

**With some limited exceptions, this means that by fall 2022 all U.S. high school graduate students, both new and continuing, in certificate, degree or transfer programs, will be placed into and enroll in transfer level English and math/quantitative reasoning courses (whether with or without support). Every college will submit an Equitable Placement and Completion Improvement Plan to describe changes in placement practices and curricular structures the college will implement to reach this goal.**

**The Improvement Plan does not require the submission of data for colleges that will, by fall 2022, ensure transfer level placement in both math/quantitative reasoning and English for all U.S. high school graduates, along with no pre-transfer level enrollments, including multi-term transfer-level courses, for students in certificate, degree or transfer programs.**

**For colleges that plan to continue placements and/or enrollments into pre-transfer level courses or multi-term transfer-level courses in fall 2022, the Improvement Plan requires completion of a Data Addendum to validate that such practices meet AB 705 standards. In the Data Addendum colleges will submit local data in an attempt to show completion is maximized for a specific program or student group that enrolls, by requirement or by choice, into pre-transfer level courses or multi-term transfer-level courses.**

#### **Instructions**

**As described in guidance memorandum ESS 21-300-015 Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans released November 17, 2021 (link below), all California Community Colleges are to complete the enclosed Equitable Placement and Completion Improvement Plan by March 11, 2022 using this form. Please review the memo for more details and please follow the detailed instructions in the form and data template closely. These materials will be reviewed and questions addressed during a system webinar on Monday, November 29, 2021, 3:30-5:00pm. If you are unable to attend, you will be able to find the slides and a recording of the webinar in the Equitable Placement and Completion community in the Vision Resource Center (<https://visionresourcecenter.cccco.edu/>) approximately a week after the webinar.**

**Please download the guidance memorandum describing the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans by clicking on the link below:**

**[ESS 21-300-015 Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans](#)**

**Please download the Improvement Plan form by clicking on the link below (the pdf is provided for reference only; submit the form by completing this electronic form):**

**[Link: Improvement Plan Form \(for reference only\)](#)**

Please download the Data Addendum Template by clicking on the link below. Data only needs to be submitted by colleges for which pre-transfer level placements and/or enrollments will continue in fall 2022. Complete the full data template and upload the renamed file in question #2 below.

[AB 705 Improvement Plans Data Addendum Template](#)

Once you complete and submit this form, Chancellor’s Office staff will route the form through AdobeSign for signatures. You will enter the needed contact information for those signatures at the end of the form.

If you have any questions about this form, please contact Dean Dr. LeBaron Woodyard at LWOODYAR@CCCCO.edu. If you have any questions about the content of your AB 705 Improvement Plan, please email AB705@cccco.edu.

[Glossary of Terms](#)

As you are completing this form, you can save your work and return to complete it later. To do so, the form contains a "Save and Continue" phrase located at the top right portion of each page. In order to save information on a specific page you must advance to the next page and click the "Save and Continue" phrase. Follow the instructions on the screen.

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## District and College Information

This page collects information on the district and college.

1) District/College\*

District: \_\_\_\_\_

College: \_\_\_\_\_

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## Improvement Plan Overview

**In this Improvement Plan, colleges will respond to a set of prompts based on how colleges intend to shift local communication, advising, course availability, placement, and support practices to fully implement Equitable Placement and Completion (AB 705). Carefully consider the four options below and respond based on the conversations and planning that has taken place on your local campus with students, faculty and administrators. Please fully review the enclosed memo (above) before completing this plan.**

### 2) Choose option 1, 2, 3a, or 3b

**All of these options are for all students implicated in AB 705: U.S. high school graduate students (including ELL & ESL students) in certificate, degree or transfer programs. Under specific sets of conditions, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, college-level mathematics may be appropriate if such courses maximize the probability that a student will enter and complete the required college-level coursework or higher within one year of initial enrollment in the discipline.\***

No matter which option is chosen, ***all colleges*** should review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

Option 1: As of fall 2021, the college has already effectively implemented AB 705, meaning there is default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer-level enrollments (including multi-term or transfer level courses). If this is true of your college, no further reporting is required. Please submit this form with this checkbox indicated (the form will be routed through AdobeSign for signatures). Still, be sure to review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

Option 2: By fall 2022, the college will have default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer-level enrollments (including multi-term transfer-level courses). If this is true of your college, complete Part A of the Improvement Plan. Be sure to review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

Option 3: The college will have default transfer-level placement and enrollment into math/quantitative reasoning and English for all or most students by fall 2022 but will continue to enroll some students into pre-transfer level courses, either by requirement or choice.

**3) You selected option 3 above, please choose option(s) A and/or B to further describe the college's plan for pre-transfer-level (or multi-term transfer-level course) enrollment:**

If either or both options are true of your college, complete the full Improvement Plan and the Data Addendum Template.

A) By fall 2022, the college will have default transfer-level placement and enrollment into math/quantitative reasoning and English, with no required pre-transfer level enrollments, but will continue to allow some students to enroll in pre-transfer level courses (or multi-term transfer-level courses).

B) By fall 2022, the college will have local exceptions to default transfer-level placement in math/quantitative reasoning and/or English and, as a result, will continue to require pre-transfer level enrollments, or multi-term transfer-level courses for these students.

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## **Part A**

**You selected one of the following options: 2, 3a or 3b above. Therefore, you must complete Part A of the Improvement Plan which includes additional reporting requirements for colleges that still have pre-transfer level enrollments as of fall 2021.**

### **Aligning Placement Practices with Legislation and Regulation**

During the initial phase of implementation, colleges were allowed to experiment with practices that, per regulation, require Chancellor's Office approval and/or validated proof of effectiveness. Those practices have not proven to be effective in fulfilling the mandates of AB 705 based on the Validation of Practices data and results, and overall one-year enrollment and completion rates to date. For this reason, the California Community College System will sunset the use of these practices.

**4) By checking each box below, you are verifying that your college/district will be in compliance with each item by fall 2022: \***

The college/district placement method uses multiple measures to increase a student's placement recommendation, but not lower it, and allows high performance on one measure to offset low performance on other measures.

Guided placement, including self-placement, is only used if "high school performance data is not available or usable with reasonable effort."



Guided placement, including self-placement, does not “incorporate sample problems or assignment, assessment instruments or tests, including those designed for skill assessment” or “request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.”

For certificate or degree programs, pre-transfer college math placement and enrollment is required only for programs “with specific requirements that are not met with transfer-level coursework”.

The college ensures that special populations are not disproportionately enrolled in pre-transfer level coursework, including English Language Learners who graduated from a U.S. high school, Business Science Technology Engineering Mathematics (BSTEM) students who have not completed Algebra 2 in high school, and all student groups identifiable in the Chancellor's Office Management Information System (COMIS), such as Disabled Students Program and Services (DSPS) and Educational Opportunity Program and Services (EOPS) students, foster youth, veterans, economically disadvantaged students, older students, and student racial groups.

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## **Improvement Plans to Transition to Full AB 705 Implementation**

**In this section, colleges will detail how local practices will be transformed to fully implement AB 705. A slate of promising practices are provided to help inform local planning and provide colleges guidance. The practices detailed below are strongly recommended as practices worth investing in to successfully improve AB 705 implementation. Colleges are asked to review and consider these practices and to check (below) any the college plans to utilize. This section also leaves space for colleges to provide narrative about other changes they plan to implement. Colleges should include adjunct faculty in planned AB 705 implementation reforms.**

**Our college will [check all that apply]:**

**5) Our college will develop corequisite or enhanced courses to support students in transfer-level coursework (check each that apply):**

for English

for Business, Science, Technology, Engineering and Mathematics (BSTEM) math

for Statistics and Liberal Arts Mathematics (SLAM) math      This will be our quantitative reasoning course + coreq

for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

**6) Our college will adjust the class schedule to expand existing corequisite or enhanced sections of transfer-level coursework (check each that apply):**

for English

for BSTEM math

for SLAM math

for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

**7) Our college will do the following: (Check all that apply)**

Develop or expand transferable quantitative reasoning options, including options for students seeking only the associate degree (i.e. transferable quantitative reasoning courses, such as Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.) that articulate to the California State University (CSU).

Develop or expand the use of student high school performance for placement beyond the entry level transfer-level course in mathematics.

Develop or expand support labs, tutoring centers, and embedded tutoring and incentivize student participation in these support services.

Utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary.

Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.

Invest in professional development focused on high challenge, high support equity-minded teaching practices with the goal of achieving stronger, more consistent and more equitable pass rates across sections of the same transfer-level course.

Invest in communities of practice for instructors teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotype-threat.

Create safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations.

Other practices as described in the following. - Write In:

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## Part B

**Part B of the Improvement Plan includes additional reporting requirements for colleges that plan to still have pre-transfer level enrollments as of fall 2022.**

**You selected one of the following options: 3a or 3b above. Therefore, you must complete Part B of the Improvement Plan which includes additional reporting requirements for colleges that still have pre-transfer-level enrollments as of fall 2021.**

In light of the extensive national, state, and local research showing that pre-transfer level enrollment weakens students' chances of completing transfer requirements and is more likely to adversely impact marginalized student populations, colleges choosing to continue pre-transfer level enrollments should take proactive steps to ensure AB 705 rights and protections for students.

The following practices are recommended to ensure that students are fully aware of their rights to access to transfer-level courses and that they are intentionally and systematically encouraged to follow their transfer-level advisement. Colleges are asked to review and consider these practices and to check (below) any the college plans to utilize.

### **8) Our college will do the following: (Check all that apply)**

Ensure students are informed of their rights to access transfer level courses or credit ESL and support as required by AB 1805, AND of the benefits of doing so.

Remove options and recommendations for pre-transfer level courses (or multi-term transfer-level courses) from the placement process.

Block enrollment into pre-transfer-level courses (or multi-term transfer-level sequences) until the student completes a petition that explains their right to enroll at the transfer-level and the benefits of doing so.

Intentionally design the messaging within the placement process, as well as matriculation, orientation and advising services, to encourage transfer-level enrollment by communicating an equity-minded belief in student capacity to succeed in transfer-level coursework and provide information about available academic supports.

Increase scheduling flexibility aligned with default transfer-level placement and enrollment by replacing pre-transfer level sections with concurrent supports for transfer-level sections (e.g., enhanced transfer-level sections or corequisites). As a reminder, colleges that continue to enroll students in pre-transfer level are required to validate outcomes in the Improvement Plan Data Addendum Template.

Ensure that for students in associate degree programs that are not math intensive, the default placement is appropriate transfer-level math or quantitative reasoning courses (e.g., Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.).

Ensure that for students in more math intensive associate degree programs, the default placement is a contextualized math course that articulates with CSU for Area B4.

Ensure that for associate degree programs requiring coursework with pre-transfer level math/quantitative reasoning prerequisites, prerequisites are satisfied by any one of the following: 1) placement into, enrollment into, or completion of transfer-level math or quantitative reasoning to fulfill the prerequisite or 2) satisfactory completion of equivalent high school coursework.

Use other mechanisms to ensure that U.S. high school graduate, degree-seeking students enrolling in pre-transfer college math are in “certificate or degree programs with specific requirements that are not met with transfer-level coursework”.

Other practices as described here - Write In:

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## **Part C. Data Addendum Template**

**Part C of the Improvement Plan requires completion of the Data Addendum Template.**

**You selected options 3a and/or 3b above, therefore you must complete this section of the plan. Complete and attach the Improvement Plan Data Addendum Template to attempt to validate placement practices that require pre-transfer level enrollment or that result in pre-transfer level enrollment in fall 2022 and beyond. The data template has been designed to show if results meet the requirements of AB 705 (see data template for detailed instructions).**

**Please Note: To date the review of statewide data, individual college data, and college submissions has failed to produce evidence that pre-transfer level enrollments meet AB 705 requirements. Colleges planning to allow or require continued pre-transfer level enrollment that cannot submit evidence that it meets the standards of the law will be expected to place and enroll all U.S. high school graduate, certificate, degree and transfer students in transfer-level coursework (with appropriate concurrent support as needed) by fall 2022.**

The Improvement Plan Data Addendum Template is located here:

[AB 705 Improvement Plan Data Addendum Form](#)

**9) Complete and attach the Improvement Plan Data Addendum Template.**

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## Certification Page

**This page collects information for the certification of the form.**

**10) Please provide the name, title, email address, and contact telephone number for the district President/Superintendent/Chancellor or their designee in the space below.**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Title: \_\_\_\_\_

Email Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

President/Superintendent/Chancellor Signature via Adobe Sign:

\_\_\_\_\_

Adobe Sign Date for President/Superintendent/Chancellor:

\_\_\_\_\_

**11) Please provide the name, title, email address, and contact telephone number for the college's Chief Instructional Officer (CIO) or their designee in the space below.**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Title: \_\_\_\_\_

Email Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Chief Instructional Officer (CIO) Signature via Adobe Sign:

\_\_\_\_\_

Adobe Sign Date for Chief Instructional Officer (CIO):

\_\_\_\_\_

**12) Please provide the name, title, email address, and contact telephone number for the college's Academic Senate President or their designee in the space below.**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Title: \_\_\_\_\_

Email Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

AS President Signature via Adobe Sign:

\_\_\_\_\_

Adobe Sign Date for AS President :

\_\_\_\_\_

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**Thank You!**

**Thank you for taking the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans Form. You will be receiving a confirmation email with a PDF copy of your submission. An editable link will be included in the email if you wish to change any responses.**

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**Article 9 – Load and Class Size**

MEMORANDUM OF UNDERSTANDING  
 BETWEEN  
 FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT  
 AND  
 FOOTHILL-DE ANZA FACULTY ASSOCIATION

This Memorandum of Understanding is entered into by and between the Foothill-De Anza Community College District (“District”) and the Foothill-De Anza Faculty Association (“FA”).

Due to enrollment decline and programmatic implications of potential class cancellations, the parties wish to memorialize their agreement regarding the load and class size exceptions for the 2021-2022 college year. The courses listed below allow for either two different delivery methods to be used for the same course (online and face-to-face or online and hybrid) for single load, also known as “dual modality” courses, or allow for two or more skill levels (e.g. beginning and intermediate or level 1,2,3) to be taught at the same time for single load, also known as “stacked” courses.

The parties agree that mutual agreement between the dean and the faculty member regarding a shared load schedule is required, and that if the enrollment in both sections, when offered as either dual modality or stacked, reach 20 or more, then both sections of the course will be loaded.

DE ANZA COLLEGE		
AT/CB Division		
Department	Dual Modality (Online and F2F or Hybrid)	Stacked More than One Level (1-2-3)
<b>Auto Technology</b>		Auto 50A/350A Auto 50B/350B Auto 51A/351A Auto 51B/351B Auto 60/360 Auto 61A/361A Auto 61B/361B Auto 62A/362A
<b>Computer Information Systems</b>		CIS 95A/CIS 95B CIS 95C/CIS 95D
<b>Design and Manufacturing Technology</b>	DMT 60A DMT 61A DMT 62A DMT 63A DMT 65A DMT 66A DMT 67A DMT 73A	DMT 61A/62A DMT 62A/63A DMT 65A/68A DMT 61A/64A DMT 62A/64A DMT 63A/64A DMT 65A/66A DMT 65A/67A DMT 101 to DMT 110

		DMT 201 to DMT 205 DMT 77A to DMT 77F (Special Projects, no load)
<b>Creative Arts Division</b>		
<b>Department</b>	<b>Dual Modality (Online and F2F or Hybrid)</b>	<b>Stacked More than One Level (1-2-3)</b>
<b>Photography</b>	PHTG 57AB (1) hybrid	PHTG 4W/5 PHTG 57AB, 2,3 PHTG 54W/2, 3 PHTG 2 W/3 PHTG 2 W/3, 4 PHTG 4 W/5 PHTG 58AB
<b>Art</b>		ART 3TC w/WMS 3C ART 10AB ART 14ABC ART 15ABC ART 16ABC ART 18ABCD ART 18AW/19H-M ART 37ABC ART 55BC ART 58ABC
<b>Dance</b>		DANC 22KLM DANC 23ABC DANC 23LMN DANC 24ABC DANC 25AB DANC 37ABC
<b>Film/TV</b>		FTV 6A W/60BC FTV 71GH FTV 72GHJ FTV 57AB FTV 60BC FTV 60BC W/F/TV 64ABC & F/TV 98GHJ FTV 44AB FTV 64ABC
<b>Music</b>		MUSI 3ABC MUSI 4ABC MUSI 9ABC MUSI 12ABC MUSI 12BC W/18ABC MUSI 13ABC MUSI 20W/41W/22 MUSI 14ABCD MUSI 16AB MUSI 34W/41W/45 MUSI 42W/41



		MUSI 31W/41 MUSI 48ABCW/41 MUSI 8W/51
Theatre		THEA 20ABC THEA 80AB
<b>Language Arts Division</b>		
<b>Department</b>	<b>Dual Modality (Online and F2F or Hybrid)</b>	<b>Stacked More than One Level (1-2-3)</b>
Honors Courses		Except for standalone EWRT 1AH and EWRT 2H classes, II EWRT, COMM, and ELIT Honors sections are stacked with the regular section
Journalism		JOUR 61A/61B/61C JOUR 62A/62B/62C/62D/62E/62F
EWRT		EWRT 65A/65AX/65B/65BX/65C/65CX EWRT 68A/68AX/68B/68BX/68C/68CX
<b>Physical Education Division</b>		
<b>Department</b>	<b>Dual Modality (Online and F2F or Hybrid)</b>	<b>Stacked More than One Level (1-2-3)</b>
Kinesiology		KNES 1A, B, C, D KNES 5A, B KNES 11A, B KNES 12A, B KNES 12H, J KNES 19A, B KNES 29A, B KNES 31A, B, C KNES 32A, B, C, D KNES 37E, 38A, B, C, D KNES 39 A, B, C KNES 9A, B KNES 12D, E KNES 30A, B,C KNES 32E, F KNES 37A, B, C, D KNES 40A, B, C KNES 41A, B, C

<b>FOOTHILL COLLEGE</b>		
<b>AT/CB Division</b>		
<b>Department</b>	<b>Dual Modality (Online and F2F or Hybrid)</b>	<b>Stacked More than One Level (1-2-3)</b>
Anthropology		ANTH 1/1H ANTH 1L/1H

		ANTH 2A/2AH
<b>Business</b>		BUSI 22/22H
<b>Economics</b>		ECON 9/9H
<b>Geographic Info Systems</b>	GIST 12	
<b>Humanities</b>		HUMN 3/3H HUMN 4/4H HUMN 7/7H
<b>Political Science</b>		POLI 2/2H POLI 3/3H POLI 9/9H POLY 15/15H
<b>Psychology</b>		PSYC 1/1H
<b>Sociology</b>		SOC 1/1H
<b>Fine Arts, Communication, Kinesiology and Physical Education Division</b>		
<b>Department</b>	<b>Dual Modality (Online and F2F or Hybrid)</b>	<b>Stacked More than One Level (1-2-3)</b>
<b>Art</b>	ART 20A/8 ART 19A/8/C and 4A/8/C	ART 4A/8/C ART 19A/8/C/D ART 20A/B Art 44, 45A/B/C Art 45B/46B
<b>Communications</b>		COMM 1B/1BH
<b>Dance</b>		Dance 1A/B/C Dance 2A/B/C Dance 3A/B Dance 4A/B/C Dance 11A/12A/14 Dance 18A/B
<b>Graphic Interactive Design</b>	GID 53A/B/C GID 33/34 GID 37 GID 41/43	GID 53A/B/C GID 33 GID 34 GID 37 GID 41 GID 43 GID 56/58
<b>Journalism</b>	JRNL 22A/B/C	JRNL 53A/53B JRNL 22A/228/22C JRNL 60/61/62/64
<b>Kinesiology</b>	KINS 62A/B/C KINS 8A/B KINS 81	KINS 8A/B KINS 62A/B/C/D/E KINS 81
<b>Media Studies</b>		MDIA 1/1H MDIA 11/11H MDIA 13 & MUS 11F
<b>Music</b>		MUS 12A/B/C MUS 13A/B/C MUS 14A/B/C MUS 15A/B/C MUS 8/8H

		MUS 2A/2AH
<b>Music Tech</b>	MTEC SOA MTEC 51A MTEC 51B MTEC 52A MTEC 55A/B/C MTEC 72B MTEC 88A/B/C	MTEC 55A/B/C MTEC 70A/B/C/D MTEC 88A/B/C
<b>Photography</b>		PHOT 8/8H PHOT 11/11H
<b>Physical Education</b>		PHED 10A/B and 11A/B PHED 13/13A/B/C PHED 18/18B/18C PHED 19B/C/D PHED 20/B/C PHED 21A/B PHED 22/22A PHED 22B/C PHED 23A/B PHED 24/24A/25A PHED 26/26A/26C PHED 27/27A/B/C PHED 33/33A/33B PHED 36A/B/C PHED 37/37A/37B PHED 38A/B/C PHED41/41A PHED 45A/46/46A PHED 22E & 47C PHED 45C & 47B/C & 49B
<b>Theater</b>		THTR 21A/B/C THTR 25/25B/25C THTR4 3A/E THTR 45A/B/C/D/E THTR 49A/B/C
<b>Language Arts Division</b>		
<b>Department</b>	<b>Dual Modality (Online and F2F or Hybrid)</b>	<b>Stacked More than One Level (1-2-3)</b>
<b>Spanish</b>		SPAN 4, 5, 6; 25A, 25B
<b>Creative Writing</b>		CRWR 39A & B CRWR 41A & B
<b>English</b>	43A,43B, 43AH, and 43BH 45A,45B, 45AH, and 45BH 47A,47B,47AH, and 47BH ENGL 16	45A, 45AH 45B, 45BH 43A, 43AH 43B, 43BH 47A, 47AH 47B, 47BH 1A, 1AH

		1B, 1BH 1C, 1CH
<b>Japanese</b>	JAPN 1 JAPN 101A	
<b>ESLL</b>	ESLL 125 (W22, S22) ESLL 249 (W22, S22)	
<b>STEM Division</b>		
<b>Department</b>	<b>Dual Modality (Online and F2F or Hybrid)</b>	<b>Stacked More than One Level (1-2-3)</b>
<b>Math</b>	MATH 12	
<b>Computer Science</b>	CS 50A CS 50B CS 50C CS 50D CS 53A CS 53B CS 80A	
<b>Emergency Medical Services (EMS)</b>		

In addition, shared load may be applied to non-credit and credit courses that are taught at the same time in a combined class (e.g. EMS), also known as "Mirrored" classes. The seat count for a mirrored class shall be limited to the seat count established for the credit course.

This agreement shall not be precedent setting and shall apply only to the course offerings listed above. The parties further agree to review this list and the policies related to shared load in Spring 2022. This MOU may be extended by mutual agreement.

October 6, 2021

\_\_\_\_\_  
Foothill-De Anza Faculty Association

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Foothill-De Anza Community College District