

College Curriculum Committee Meeting Agenda

Tuesday, May 9, 2023

2:00 p.m. – 3:30 p.m.

Administrative Conference Room 1901; virtual option via Zoom

Masks required for all in-person attendees

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: April 25, 2023	2:00	Action	#5/9/23-1	Kuehnl
2. Report Out from Division Reps	2:02	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:12	Information		
4. Announcements a. New Course Proposals b. Curriculum Institute Conference (July 12-15— more info here) c. Spring Plenary Update d. Incoming Faculty Co-Chair!	2:17	Information	#5/9/23-2-5 #5/9/23-6	CCC Team
5. New Certificate Application: Commercial Photography	2:22	2nd Read/ Action	#5/9/23-7 & 12	Kuehnl
6. New Certificate Application: Digital Photography Techniques		2nd Read/ Action	#5/9/23-8 & 12	Kuehnl
7. New Certificate Application: Photography Criticism		2nd Read/ Action	#5/9/23-9	Kuehnl
8. New Certificate Application: Commercial Photography (noncredit)		2nd Read/ Action	#5/9/23-10 & 12	Kuehnl
9. New Certificate Application: Photography (noncredit)		2nd Read/ Action	#5/9/23-11 & 12	Kuehnl
10. New Certificate Application: Educational Immersive Media	2:32	2nd Read/ Action	#5/9/23-13	Kuehnl
11. Degree Name Change: Inside Wireman	2:34	Information	#5/9/23-14	Kuehnl
12. New Certificate Application: Non-Destructive Testing (NDT) Technician	2:36	1st Read	#5/9/23-15	Kuehnl
13. Curriculum Across the District—Poll	2:41	Discussion		Kuehnl
14. Program Discontinuance Process	2:46	1st Read	#5/9/23-16	Kuehnl
15. Process for Implementing Equity Updates to CORs	3:06	Discussion		Kuehnl
16. Good of the Order	3:27			Kuehnl
17. Adjournment	3:30			Kuehnl

**Times listed are approximate*

Attachments:

- #5/9/23-1 Draft Minutes: April 25, 2023
- #5/9/23-2-5 New Course Proposals: APPR [140A](#), [140B](#); RSPT [307](#), [308](#)
- #5/9/23-6 ASCCC Spring 2023 Adopted Resolutions
- #5/9/23-7 New Certificate Application: Commercial Photography
- #5/9/23-8 New Certificate Application: Digital Photography Techniques
- #5/9/23-9 New Certificate Application: Photography Criticism
- #5/9/23-10 New Certificate Application: Commercial Photography (noncredit)

- #5/9/23-11 New Certificate Application: Photography (noncredit)
- #5/9/23-12 LMI for Photography Certificates
- #5/9/23-13 New Certificate Application: Educational Immersive Media
- #5/9/23-14 Degree Name Change: Inside Wireman
- #5/9/23-15 New Certificate Application: Non-Destructive Testing (NDT) Technician
- #5/9/23-16 Degree or Certificate (Program) Discontinuance Process—draft

2022-2023 Curriculum Committee Meetings:

<u>Fall 2022 Quarter</u>	<u>Winter 2023 Quarter</u>	<u>Spring 2023 Quarter</u>
10/4/22	1/24/23	4/25/23
10/18/22	2/7/23	5/9/23
11/1/22	2/21/23	5/23/23
11/15/22	3/7/23	6/6/23
11/29/22	3/21/23	6/20/23

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

2022-2023 Curriculum Deadlines:

- ~~12/1/22~~ Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- ~~12/1/22~~ Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- ~~4/21/23~~ Deadline to submit curriculum sheet updates for 2023-24 catalog (Faculty/Divisions).
- 6/1/23 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- 6/23/23 Deadline to submit course updates and local GE applications for 2024-25 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), Jeff Bissell (KA), Rachelle Campbell (HSH), Anthony Cervantes (Dean, Enrollment Services), Kelly Edwards (KA), Valerie Fong (Dean, LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Tom Gough (FA), Allison Herman (LA), Kurt Hueg (Interim VP Instruction), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Ana Maravilla (CNSL), Tiffany Mitchener (HSH), Patrick Morriss (STEM), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Ron Painter (STEM), Sarah Parikh (STEM), Chrissy Penate (LRC), Amy Sarver (LA), JP Schumacher (Dean, SRC), Shaelyn St. Onge-Cole (HSH), Ram Subramaniam (Administrator Co-Chair), Kella Svetich (LA), Mary Vanatta (Curriculum Coordinator), Voltaire Villanueva (AS President)

CC: Interpreters

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2022-23

Meeting Date: 5/9/23Co-Chairs (2)

<u>✓*</u>	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)	kuehneric@fhda.edu
<u>✓</u>	Ram Subramaniam	7179	Acting Associate Vice President of Instruction	subramaniamram@fhda.edu

Voting Membership (1 vote per division)

<u>✓*</u>	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
<u>✓</u>	Jeff Bissell	7663	KA	bisselljeff@fhda.edu
<u>✓</u>	Kelly Edwards	7327	KA	edwardskelly@fhda.edu
_____	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
_____	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
<u>✓*</u>	Tom Gough	7130	FA	goughtom@fhda.edu
_____	Allison Herman	7460	LA	hermanallison@fhda.edu
<u>✓*</u>	Julie Jenkins		BSS	jenkinsjulie@fhda.edu
<u>✓*</u>	Ben Kaupp		SRC	kauppben@fhda.edu
<u>✓*</u>	Andy Lee	7783	CNSL	leeandrew@fhda.edu
<u>✓*</u>	Ana Maravilla		CNSL	maravillaana@fhda.edu
<u>✓*</u>	Tiffany Mitchener	7468	HSH	mitchenertiffany@fhda.edu
_____	Patrick Morriss	7548	STEM	morrisspatrick@fhda.edu
_____	Brian Murphy		APPR	brian@pttc.edu
_____	Tim Myres		APPR	tim@smw104jatc.org
<u>✓*</u>	Ron Painter		STEM	painterron@fhda.edu
<u>✓*</u>	Sarah Parikh	7748	STEM	parikhsarah@fhda.edu
_____	Chrissy Penate		LRC	penatechrisanthony@fhda.edu
<u>✓</u>	Amy Sarver	7459	LA	sarveramy@fhda.edu
<u>✓*</u>	JP Schumacher	7549	Dean—SRC	schumacherjp@fhda.edu
_____	Shaelyn St. Onge-Cole	7818	HSH	stonge-coleshaelyn@fhda.edu
<u>✓*</u>	Kella Svetich	7924	LA	svetichkella@fhda.edu

Non-Voting Membership (4)

_____			ASFC Rep.	
<u>✓*</u>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
_____			Evaluations	
_____			SLO Coordinator	

Visitors

Chris Allen*, Kurt Hueg*, Kristina Whalen*

* Indicates in-person attendance

**College Curriculum Committee
Meeting Minutes
Tuesday, April 25, 2023
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom**

Item	Discussion
1. Minutes: March 21, 2023	Approved by consensus.
2. Report Out from Division Reps	<p>Speaker: All Apprenticeship: Working on Title 5 updates.</p> <p>BSS: Working on Title 5 updates.</p> <p>Counseling: No updates to report.</p> <p>SRC: No updates to report.</p> <p>Fine Arts: No updates to report. Gough noted new certs. on today's agenda.</p> <p>HSH: No updates to report.</p> <p>Kinesiology: No updates to report.</p> <p>Language Arts: Finalizing curriculum sheets.</p> <p>LRC: No updates to report.</p> <p>STEM: Working on Title 5 updates.</p> <p>Fong shared a new issue of The Script came out today!</p> <p>Gilstrap shared CalGETC (single transfer GE pattern) was approved by the faculty segments (community college, UC & CSU); next step is to determine core competencies for each GE area, likely to be similar to IGETC. Noted upcoming public meeting re: AB 1111.</p>
3. Public Comment on Items Not on Agenda	No comments.
4. Announcements	Speakers: CCC Team
a. New Course Proposals	The following proposals were presented: APPT 134C; ENGR 41A, 61A, 101A; SPAN 51B. No comments.
b. CORs for Update 2024-25 (Title 5 list)	Vanatta compiled list of courses that need to be reviewed/updated for the 2024-25 catalog; list was emailed to reps and deans on March 23rd. COR deadline for the 2024-25 catalog, incl. Title 5 courses, is June 23rd. Painter asked if updating a course not on the list changes its timeline for Title 5 updates—Vanatta responded, yes, any time a course goes through full update process its Title 5 “clock” restarts.
c. Foothill GE List for 2023-24	Vanatta shared Foothill General Education requirements for 2023-24. Newly approved GE courses have been added, and deactivated courses have been removed. Kuehnl mentioned GE subcommittees and encouraged folks to volunteer next year.
d. COR Language Adjustments in CourseLeaf	Vanatta shared that CourseLeaf recently updated to implement language adjustments discussed at Nov. 29th CCC meeting, as well as minor change to another field—details on agenda attachment.

<p>5. New Certificate Application: Commercial Photography</p>	<p>Speaker: Eric Kuehnl First read of new Commercial Photography Certificate of Achievement. Jordahl explained these new certs. will allow students to quickly gain skills in the field aligned to workforce needs. Additionally, noncredit courses/certs. will allow students who don't necessarily need to earn units to refresh their skills.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>6. New Certificate Application: Digital Photography Techniques</p>	<p>Speaker: Eric Kuehnl First read of new Digital Photography Techniques Certificate of Achievement. <i>[See item 5 for related comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
<p>7. New Certificate Application: Photography Criticism</p>	<p>Speaker: Eric Kuehnl First read of new Photography Criticism Certificate of Achievement. <i>[See item 5 for related comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
<p>8. New Certificate Application: Commercial Photography (noncredit)</p>	<p>Speaker: Eric Kuehnl First read of new Commercial Photography Certificate of Completion (noncredit). <i>[See item 5 for related comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
<p>9. New Certificate Application: Photography (noncredit)</p>	<p>Speaker: Eric Kuehnl First read of new Photography Certificate of Completion (noncredit). <i>[See item 5 for related comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
<p>10. New Certificate Application: Educational Immersive Media</p>	<p>Speaker: Eric Kuehnl First read of new Educational Immersive Media Certificate of Achievement. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>11. Program Discontinuance Process</p>	<p>Speaker: Eric Kuehnl Academic Senate (AS) delegating CCC to create a formal discontinuance process for degrees/certificates; this does not include the "political" aspect of deciding if a degree/cert. will be discontinued, only the actual steps/process to follow once that decision has been made. Until now, an informal process has been used. Hope is for CCC to draft and approve a process by the end of this academic year.</p> <p>Vanatta explained current informal process, which mirrors degree/cert. creation process—division CC approval, CCC approval (division drafts short memo explaining reason for discontinuance), FHDA Board approval. Following Board approval, degree/cert. removed from next catalog edition, to prevent add'l students from claiming catalog rights, but its official status in state's inventory system "in limbo" until Vanatta has confirmed that all students have completed.</p> <p>Kuehnl plans to draft a process to discuss/edit at next CCC meeting. Kaupp asked what catalog rights are—Lee responded, refers to when a student starts a program and maintains continuous enrollment (specific policy depends on the college/district; Lee explained specifics for FHDA). If a student begins after a discontinued program has been removed from the catalog, they cannot claim catalog rights for the program. Gilstrap mentioned example of CSU GE adding Area F—students who started before that effective term don't need Area F, but those who started after do. Kaupp asked how catalog rights affect</p>

	<p>courses listed on a program being discontinued—Gilstrap and Lee responded, ideally the college would offer the course(s) long enough for students to have opportunity to take them, but not necessarily always the case. Gilstrap noted catalog rights also refers to which version of a program students can claim (when changes are made to program’s requirements). Further discussion occurred regarding how depts. might handle teach-out of courses listed on a discontinued program.</p> <p>Painter asked if courses listed on discontinued program become Stand Alone—Vanatta responded, if course remaining active and isn’t listed on another degree/cert. or Foothill GE, will need Stand Alone approval. Noted this is also the case re: courses removed from a curriculum sheet. Parikh mentioned low enrollment of courses sometimes drives program discontinuance—Kuehnl noted this falls on “political” side of things, which CCC won’t be involved with (more likely AS will be involved). Mitchener asked if process would be different if the program requires teach-out vs. not—Kuehnl suggested perhaps; Vanatta noted the goal in either case should be to approve the discontinuance so the degree/cert. can be removed from the catalog, so no add’l students can claim catalog rights. Discussion occurred re: how to best teach-out a program being discontinued; Subramaniam recommended details re: teach-out be included in process created by CCC.</p>
<p>12. Process for Implementing Equity Updates to CORs</p>	<p>Speaker: Eric Kuehnl Continuing discussion from previous meeting, regarding need to determine how Guiding Principles for Equitable CORs document will be used across campus; for example, who will be reviewing equity updates to CORs (division reps, subcommittee, etc.). Kuehnl noted likelihood of disagreements between faculty and reviewers re: whether or not equity principles sufficiently incorporated. Mentioned “neutral” perspective of GE subcommittees as example, but believes realistically the division reps will be involved; a subcommittee would need to review every Title 5 update submitted across campus, which is a large volume of work. Vanatta clarified that equity review would be done to every updated and new COR submitted, not just those on Title 5 list—Kuehnl agreed.</p> <p>Jenkins stressed importance of ensuring maximum buy-in and concerned about division reps being the reviewers, due to political aspect. Believes reps could be put into vulnerable positions when disagreements arise. Asked if AS has approved document yet and wondered how/if it will be implemented for this year’s COR deadline/ Title 5 list—Kuehnl responded, this was meant to be the first year to implement guidelines and update CORs with an equity lens, but AS has not yet approved document, so unlikely to be implemented for this COR cycle. Also noted CCC unlikely to finalize process until end of this academic year.</p> <p>Bissell agreed with Jenkins’ concerns and added that there needs to be a strong campaign throughout the college, to make very clear what’s being asked of all faculty, so that if division reps are the reviewers they will be in a better position to follow-up with faculty if disagreements arise. Believes all faculty should go through same workshop/seminar; mentioned recommendation at previous meeting re: Opening Day topic, but hopes it doesn’t end there. Agyare noted suggestion at previous meeting to add checkbox on COR with text field for faculty to explain how/where they implemented equity—Kuehnl noted this seemed to be the more popular option discussed at previous meeting. Recalled discussion that having just a checkbox would not be sufficient.</p>

	<p>Subramaniam asked the group to step back and recall why guidelines were developed in the first place. If they're going to have any sort of meaningful effect, cannot be implemented quickly; will need long-term discussion within depts./divisions to evaluate each course and determine how to best make changes. Does not believe process should be rushed through, just for the sake of saying we've implemented the guidelines. Jordahl asked at which point equity-related changes might trigger articulation-related review—Gilstrap responded, whenever there are changes to certain sections (e.g., description, content, objectives), course is subject to re-review (incl. transfer GE if applicable). Noted that typical Title 5 updates (e.g., textbooks) do not require re-review.</p> <p>Parikh echoed Subramaniam's comments and believes tying process to Title 5 cycle means it will continue past initial five-year cycle (of all CORs across campus being evaluated), which is good. Continuing to ask the right questions, even if it's just a checkbox, should eventually result in seeing the change we want to see and effecting positive changes in faculty's thinking. Kuehnl noted AS has mandated that CORs be reviewed with an equity lens and believes simply a checkbox will not be sufficient. Gough believes that two subjective points of view (faculty and reviewers) will result in clashes; also wonders if some sort of re-articulation trigger could be built-in to alert faculty that they're making too many extensive changes—Gilstrap noted that, just like his current process, he'd determine this when he reviews COR.</p> <p>Morriss believes process will demand faculty ask themselves difficult questions; believes not possible to hold someone accountable if they're unwilling to hold themselves accountable. Concerned process could result in tricky situation re: part-time faculty, and suggested this responsibility fall on tenured faculty only. Jenkins unsure if needs to be restricted to tenured, but agrees that tenured should lead it; believes college as a whole should put topic at the forefront, perhaps for the entire upcoming academic year, incl. Gilstrap providing articulation-related expertise. Kuehnl wondered if process for dispute resolution needed; suggested such situations could come to CCC for discussion/resolution. Gilstrap mentioned Bissell's comments re: difficult conversations w/ colleagues, and asked if there will be some sort of rubric for reviewers; rubric helps to set expectations for faculty and lets reviewers know what they're looking for. Could help remove some of the subjectivity. Kuehnl mentioned Office of Equity, but also believes we need to push for specific/targeted professional development. Unsure that general professional development re: equity will be the most effective, in this situation. Reiterated that dispute resolution should be incl. in process created by CCC.</p> <p>Subramaniam noted this isn't just about updating CORs, but also more important aspect of how changes will manifest in the classroom. Jenkins believes many faculty will ask why it's necessary to put so much effort into CORs when what matters is what's done in the classroom, and stressed importance of making clear how COR affects the classroom. Parikh anticipates a lot of pushback from dept. colleagues, even if simply a checkbox is added to COR, based on years of attempts to discuss equity with colleagues. Gough asked about next steps—Kuehnl would like to have one more discussion at CCC before drafting document/process. Mitchener asked where document can be found—will be posted online after approved by AS.</p>
<p>13. Good of the Order</p>	<p>Subramaniam noted happy to see so many participants in person!</p>
<p>14. Adjournment</p>	<p>3:27 PM</p>

Draft Minutes, April 25, 2023

Attendees: Micaela Agyare* (LRC), Jeff Bissell* (KA), Kelly Edwards (KA), Valerie Fong* (Dean, LA), Evan Gilstrap* (Articulation Officer), Tom Gough* (FA), Julie Jenkins* (BSS), Kate Jordahl (FA), Ben Kaupp* (SRC), Eric Kuehl* (Faculty Co-Chair), Andy Lee* (CNSL), Ana Maravilla* (CNSL), Tiffany Mitchener* (HSH), Patrick Morriss* (STEM), Brian Murphy (APPR), Ron Painter* (STEM), Sarah Parikh* (STEM), Chrissy Penate (LRC), Amy Sarver (LA), JP Schumacher* (Dean, SRC), Ram Subramaniam* (Administrator Co-Chair), Kella Svetich* (LA), Mary Vanatta* (Curriculum Coordinator)

** Indicates in-person attendance*

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 05/02/23 3:06 pm

Viewing: **APPR F140A : GOODWILL HUMAN & PROCESS**

DEVELOPMENT

Last edit: 05/03/23 9:27 am

Changes proposed by: Gina Firenzi (20312931)

In Workflow

1. 1ED Curriculum Rep

2. Curriculum Coordinator

3. Activation

Approval Path

1. 04/18/23 10:53 am

Mary Vanatta (vanattamary):
Rollback to Initiator

2. 05/02/23 4:05 pm

Tim Myres (TimM): Approved for 1ED Curriculum Rep

Course Proposal Form

Faculty Author: Gina Firenzi

Effective Term: Summer 2024

Subject: Apprenticeship: Pipe Trades, Sheet Metal, Field Ironworkers (APPR) Course Number: F140A

Department: Apprenticeship (A P)

Division: Apprenticeship (1ED)

Units: 4

Hours: 48 lecture total

Course Title: GOODWILL HUMAN & PROCESS DEVELOPMENT

Short Title:

Proposed Transferability: None

Proposed Description and Requisites: The purpose of this course is to track the personal and professional growth of individual students. The course will follow the CDP steps over a 3-part curriculum: Pre-Apprentice, Growth Mindset, and Quality & Process Improvement. This course introduces the retailer to professional attributes (problem solving, critical thinking, cultural awareness, professional collaboration, workplace communication, self-awareness, leadership, innovation and entrepreneurship, and professionalism). Strong emphasis of the Kaizen mentality and methods to solve problems within the organization and workplace. This course focuses on development of leadership, self-awareness, growth mindset, professionalism and creative mindset.

Proposed Discipline: Business

To which Degree(s) or Certificate(s) would this course potentially be added?
Future Business Certificate with Apprenticeship

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

Yes

What Department(s)?

Other Department	Effect on Department
Business	Partnership between Goodwill, Apprenticeship and Business Departments

Comments & Other Relevant Information for Discussion:

N/A

Course Change Request

New Course Proposal

Date Submitted: 05/02/23 3:14 pm

Viewing: **APPR F140B : RETAIL MARKETING, MERCHANDISING & CUSTOMER SERVICE**

Last edit: 05/03/23 9:29 am

Changes proposed by: Gina Firenzi (20312931)

In Workflow

- 1ED Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 04/18/23 10:53 am
Mary Vanatta (vanattamary): Rollback to Initiator
- 05/02/23 4:05 pm
Tim Myres (TimM): Approved for 1ED Curriculum Rep

Course Proposal Form

Faculty Author: Gina Firenzi

Effective Term: Summer 2024

Subject: Apprenticeship: Pipe Trades, Sheet Metal, Field Ironworkers (APPR) Course Number: F140B

Department: Apprenticeship (A P)

Division: Apprenticeship (1ED)

Units: 4

Hours: 48 lecture total

Course Title: RETAIL MARKETING, MERCHANDISING & CUSTOMER SERVICE

Short Title:

Proposed Transferability: None

Proposed Description and Requisites: Introduction to the world of retailing and merchandising from a customer service and marketing viewpoint. We will study the elements that comprise the retail mix, including types of retailers, multichannel retailing, consumer buying behavior, retail marketing strategies, selecting retail site locations, inventory management, merchandising, pricing, budget and revenue targets, store management, store security and safety.

Proposed Discipline: Business

To which Degree(s) or Certificate(s) would this course potentially be added?
Future Business Certificate through Apprenticeship program

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

Yes

What Department(s)?

Other Department	Effect on Department
Business	Partnership with Goodwill, Apprenticeship and Business Departments

Comments & Other Relevant Information for Discussion:
N/A

Course Change Request

New Course Proposal

Date Submitted: 04/20/23 11:05 am

Viewing: **RSPT F307. : INTERVENTIONAL PULMONOLOGY THEORY & APPLICATION**

Last edit: 04/27/23 1:01 pm

Changes proposed by: Brenda Hanning (10777689)

In Workflow

1. **1BH Curriculum Rep**
2. **Curriculum Coordinator**
3. Activation

Approval Path

1. 04/26/23 4:38 pm
Tiffany Mitchener (mitchener.tiffany):
Approved for 1BH Curriculum Rep

Course Proposal Form

Faculty Author Brenda Hanning

Effective Term Summer 2024

Subject Respiratory Therapy (RSPT) Course Number F307.

Department Respiratory Therapy (RSPT)

Division Health Sciences and Horticulture (1BH)

Units 5

Hours 5 lecture

Course Title INTERVENTIONAL PULMONOLOGY THEORY & APPLICATION

Short Title IP THEORY & APPLICATION

Proposed Transferability CSU Only

Proposed Description and Requisites: This course provides the general principles of interventional pulmonology. Disease-specific application, including diagnostic and therapeutic interventions, techniques, and procedures are introduced.

Proposed Discipline Respiratory Technologies

To which Degree(s) or Certificate(s) would this course potentially be added?
The Bachelor of Science in Respiratory Care (BSRC)

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

Comments & Other Relevant Information for Discussion:
This will be a required upper-division RSPT course for the BSRC.

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 04/20/23 11:04 am

Viewing: **RSPT F308. : INTERVENTIONAL PULMONOLOGY PROCEDURES**

Last edit: 04/27/23 1:03 pm

Changes proposed by: Brenda Hanning (10777689)

In Workflow

1. **1BH Curriculum Rep**
2. **Curriculum Coordinator**
3. Activation

Approval Path

1. 04/26/23 4:39 pm
Tiffany Mitchener (mitchenertiffany):
Approved for 1BH Curriculum Rep

Course Proposal Form

Faculty Author Brenda Hanning

Effective Term Summer 2024

Subject Respiratory Therapy (RSPT) Course Number F308.

Department Respiratory Therapy (RSPT)

Division Health Sciences and Horticulture (1BH)

Units 5

Hours 5 lecture

Course Title INTERVENTIONAL PULMONOLOGY PROCEDURES

Short Title INTRVNTNL PULMONARY PROCEDURES

Proposed Transferability CSU Only

Proposed Description and Requisites: This course covers basic and advanced interventional pulmonology procedures. Procedures covered include bronchoscopy, thoracoscopy, endoscopy, airway access procedures, and novel techniques.

Proposed Discipline Respiratory Technologies

To which Degree(s) or Certificate(s) would this course potentially be added?
The Bachelor of Science in Respiratory Care (BSRC)

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

No

Comments & Other Relevant Information for Discussion:
This will be a required upper-division RSPT course for the BSRC.

Reviewer
Comments



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2023 Spring Plenary Session

Adopted April 22, 2023

Resolutions Committee

Michelle Velasquez Bean, ASCCC Resolutions Chair

Juan Arzola, ASCCC Resolutions Second Chair

Kim Dozier, College of the Desert, Area D

Peter Fulks, Cerro Coso College, Area A

Mark Edward Osea, Mendocino College, Area B

Michael Stewart, Calbright College, Area A

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Final votes are recorded by the Resolutions Committee and reported using the following marks, per the [Resolutions Handbook](#) (p.12):

- ACCLAMATION: Moved, Seconded, Acclamation
- M/S/C: Moved, Seconded, Carried
- M/S/U: Moved, Seconded, Unanimous
- M/S/F: Moved, Seconded, Failed
- M/S/R: Moved, Seconded, Referred
- M/S/P: Moved, Seconded, Postponed

ADOPTED RESOLUTIONS

1.0 Academic Senate

1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee

Whereas, The Academic Senate for California Community Colleges (ASCCC) has had a long-standing commitment to participation of part-time faculty as demonstrated in resolutions¹ and papers, as they bring vital and unique authentic voices and experiences to discussions of academic and professional matters in alignment with the inclusion, diversity, equity, antiracism and accessibility commitment of the ASCCC;

Whereas, Resolution S96 01.05² called for the Academic Senate for California Community Colleges (ASCCC) to develop a proposal to ensure participation of part-time faculty on the Executive Committee, and a paper titled *Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges*, developed in 1998 with recommendations to support the opportunity for part-time faculty inclusion, recommended several changes to the ASCCC bylaws to allow part-time faculty to run for election, yet the paper fell short of “assuring participation on the Executive Committee”³;

Whereas, Since the 1998 paper *Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges*, only one known part-time faculty member has successfully run for a seat on the Academic Senate for California Community Colleges (ASCCC) Executive Committee, showing that changes to the bylaws alone will not ensure that a part-time faculty voice will be included on the ASCCC Executive Committee and that significant barriers still exist to part-time faculty running for election, including the qualification requirements; and

¹ Resolution F95 17.02 Part-time Faculty Involvement in Local Senates: <https://www.asccc.org/resolutions/part-time-faculty-involvement-local-senates>.

² Resolution S96 01.05 Participation of Part-time Faculty on the Executive Committee: <https://www.asccc.org/resolutions/participation-part-time-faculty-executive-committee>.

³ “Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges.” (1998). Academic Senate for California Community Colleges. <https://www.asccc.org/papers/participation-part-time-faculty-executive-committee-academic-senate-california-Community>.

Whereas, According to the California Community Colleges Datamart Dashboard, in Fall 2022 part-time faculty— labeled as “academic, temporary” in Dashboard— made up approximately 67% of the faculty workforce encompassing over half of the faculty in the California Community Colleges system,⁴ and part-time faculty are important voices that are currently not represented on the ASCCC Executive Committee;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) revise its bylaws to create a fifteenth elected member of the Executive Committee as a designated at-large part-time faculty member and review policies to support part-time faculty’s ability to run for the ASCCC Executive Committee, and that these changes be brought for a vote by the 2024 Spring Plenary Session;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) review its eligibility requirements for Executive Committee members and support equitable opportunities for part-time faculty to run for the ASCCC Executive Committee; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities for part-time faculty on the role of the Executive Committee and opportunities for participation to encourage part-time faculty to run for any position for which they qualify.

Contact: Anastasia Zavodny, Palomar College, Part-time Faculty Committee

M/S/C

1.02 S23 Adopt the 2023–2026 ASCCC Strategic Directions

Whereas, Strategic planning is a critical component of successful organizations that provides clear direction and stability and ensures that the organization’s leadership is responsive to its members;

Whereas, Since the 2018–2023 Strategic Plan⁵ of the Academic Senate for California Community Colleges (ASCCC) is set to expire in 2023, the ASCCC Executive Committee engaged in comprehensive and public strategic planning sessions from December 2022 through February 2023;⁶

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee considered the ASCCC’s mission and vision, resolutions, and recommendations from the periodic reviews as well as current issues impacting academic and professional matters to guide the planning; and

⁴ California Community Colleges Chancellor’s Office. *Management Information Systems Datamart*. “Faculty & Staff Demographics Report.” Retrieved March 10, 2023, from https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx. Data table can be found at https://drive.google.com/file/d/10PwvOLbRqlyPoF-qvU_Az70_ecs4KnNn/view?usp=sharing.

⁵ “The Academic Senate for California Community College [sic] Strategic Plan, 2018-2023.” (Power Point). https://www.asccc.org/sites/default/files/ASCCC_Strategic_Plan_2018-2023_final.pdf.

⁶ “Reimagining with Purpose: ASCCC 2023 - 2026 Strategic Planning December 2022 to February 2023.” (Power Point). <https://asccc.org/sites/default/files/2023-04/ASCCC%202023-2026%20Strategic%20Planning%20042823.pdf>.

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee has proposed the 2023–2026 Strategic Directions⁷ for consideration and adoption by the delegates of the ASCCC to be actualized annually through a planning process;

Resolved, That the Academic Senate for California Community Colleges adopt the 2023–2026 ASCCC Strategic Directions.

Contact: Ginni May, Executive Committee

M/S/U

1.03 S23 Flexible Area Meetings

Whereas, The Academic Senate for California Community Colleges Area A and Area B meetings have consistently been held on a Friday, and the Area C and Area D meetings have consistently been held on a Saturday, which is often outside of the traditional work week;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) explore options for Area meetings that align with the needs and best interest of each individual Area while also balancing logistical considerations of the ASCCC Executive Committee and ASCCC office team starting with the Fall 2023 Area meetings.

Contact: Pablo Martin, San Diego Miramar College

M/S/U

1.04 S23 Remote Attendance and Presentation Guidance for Virtual Events

Whereas, Resolution F21 1.05 states in-part, “the Academic Senate for California Community Colleges should make remote attendance an option at all Academic Senate for California Community Colleges-organized events”⁸ without consideration of resources and technology requirements associated with the provision of remote attendance;

Whereas, The Academic Senate for California Community Colleges promotes and provides a variety of organized events in addition to plenary sessions, such as regional events, institutes, conferences, workshops, and other forums, through the most appropriate format available given resource considerations including financial and technology support costs; and

Whereas, The Academic Senate for California Community Colleges desires to ensure access to members while supporting opportunities for interaction in person to the fullest extent possible;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) provide guidance and consideration factors for deciding when remote options should be available and when remote options place undue challenges on the ASCCC; and

Resolved, That the Academic Senate for California Community Colleges provide guidance and

⁷ 2023–2026 ASCCC Strategic Directions—see slide titled “Academic Senate for California Community Colleges Strategic Plan Directions 2023–2026.” (Power Point). <https://asccc.org/sites/default/files/2023-02/23-26%20Strategic%20Plan%20Directions%20ASCCC.pdf>.

⁸ Resolutions F21 01.05 Remote Attendance Option for ASCCC Events: <https://asccc.org/resolutions/remote-attendance-option-asccc-events>.

support for presenters and attendees when remote attendance options are provided, including posting of recordings or asynchronous access for which remote attendance for the event was an option.

Contact: Sharyn Eveland, Taft College, Area A

M/S/U

1.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty Colleagues to Preserve the American Institutions Requirement

Whereas, The California Community Colleges system, with 1.8 million students at 116 colleges, is the largest system of higher education in the country⁹ and is empowered with the Vision for Success from the California Community Colleges Chancellor’s Office to remain “accessible and personal institutions that can help students on an individual level regain their hopes and rebuild their futures” and the “California Community Colleges have always been an instrument for achieving broad access to higher education,”¹⁰ where the core vision of the California Community Colleges is to put students first;

Whereas, The United States History, Constitution and American Ideals Requirement in California Code of Regulations Title 5 §40404, commonly known as the American Institutions Requirement, which “ensure(s) that students acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens,”¹¹ is a vital part of the California Community Colleges mission, not just that of the California State University system, and is as vital today as it was 60 years ago when it was written into law to ensure an educated, empowered, and informed citizenry contributing to public life¹² and civic engagement;¹³

Whereas, The California State University (CSU) History Council, a group of historians from across the CSU system, have published in their March 2023 American Institutions Memo (“CSU History Council, American Institutions Memo Opposing Changes to American Institutions

⁹ “Key Facts” (2023). *California Community Colleges*. California Community Colleges Chancellor’s Office. <https://www.cccco.edu/About-Us/Key-Facts>.

¹⁰ “Update to the Vision for Success: Reaffirming Equity in a Time of Recovery.” (July 2021). pg. 5. <https://www.cccco.edu/-/media/CCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf>.

¹¹ California Code of Regulations, title 5 §40404: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-5-board-of-trustees-of-the-california-state-universities/chapter-1-california-state-university/subchapter-2-educational-program/article-5-general-requirements-for-graduation/section-40404-requirements-in-united-states-history-constitution-and-american-ideals>.

¹² Based upon a 2022 survey conducted, employers ranked critical thinking, communication, and teamwork—complex skills fundamental to historical study—as the most important competencies for job candidates. See source: Gray, K. and Collins, M. (18 October 2022). “New College Graduates and Employers Agree on Key Competencies, But at Odds About New Grad Proficiency.” National Association of Colleges and Employers. <https://www.naceweb.org/about-us/press/new-college-graduates-and-employers-agree-on-key-competencies-but-at-odds-about-new-grad-proficiency/>.

¹³ “Americans’ Civics Knowledge Drops on First Amendment and Branches of Government.” (13 September 2022). Annenberg Constitution Day Civics Survey. Annenberg Public Policy Center. <https://www.asc.upenn.edu/news-events/news/americans-civics-knowledge-drops-first-amendment-and-branches-government>.

Requirement”¹⁴) that they “insist that the American Institutions requirement is an essential requirement, and is more important than ever to an accessible, equitable, and comprehensive higher-level education for California’s diverse college students” and contend “that understanding the history and government of American Institutions and values as mandated by Title 5 has become even more important to the education of all students of California’s public colleges and universities and should be preserved in a manner that effectively meets the needs of all students”¹⁵; and

Whereas, The Academic Senate for California Community Colleges in 2019 resolved¹⁶ its support for and belief in the importance of the current United States History, Constitution and American Ideals Requirement and committed to exploring possibilities to add a similar requirement to the associate’s degree requirements for the California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges renew its commitment to the importance of the current United States History, Constitution and American Ideals Requirement and communicate to the Academic Senate of the California State University its support for this lower division requirement being accessible to the greatest number of students in the college systems;

Resolved, That the Academic Senate for California Community Colleges stand with the hundreds of history and political science faculty from throughout the California community colleges who have signed a petition¹⁷ to support the California State University History Council’s memo in recognition of the essential role American Institutions courses provide for students as pathways to understanding their essential rights and responsibilities in this policy; and

¹⁴ California State University History Council, March 2023:

<https://docs.google.com/document/d/1O6ZcNrBURhwgaDeLhAtcD9y5bgTiAhcLdSfx7EJzQ/edit?usp=sharing>.

¹⁵ Ibid.

¹⁶ Resolution S19 15.09 Support for the CSU United States History, Constitution and American Ideals Requirement, Commonly Known as the American Institutions Requirement: <https://www.Academic Senate for California Community Colleges.org/resolutions/support-csu-united-states-history-constitution-and-american-ideals-requirement-commonly+fn1>.

¹⁷ Petition of California Community College Faculty to Support the CSU History Council on American Institutions AI/Title 5 Outreach to California Community Colleges:

<https://docs.google.com/document/d/1g4o0og8W9z9B6BsXKp1C998GV7Zxvw-/edit?usp=sharing&oid=115492749693624265068&rtpof=true&sd=true>.

Resolved, That the Academic Senate for California Community Colleges stand in solidarity with the message articulated in the March 2023 American Institutions Memo from the California State University (CSU) History Council to oppose “any reduction to or weakening of the American Institutions requirement and strongly oppose a wholesale move of American Institutions to an upper-division requirement”¹⁸ and call for “transparency with the CSU Chancellor’s Office, the CSU Academic Senate, and respective representatives in the California State Assembly . . . to actively seek input and guidance from stakeholders and disciplinary experts from all three segments of public higher education in California, as curricular discussions continue”¹⁹ and report the message of solidarity to all intersegmental committees and workgroups by fall of 2023.

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

ACCLAMATION

3.0 Diversity and Equity

3.01 S23 In Support of Identifying and Addressing the Need for LGBTQIA+ Student Centers on All California Community College Campuses

Whereas, The Academic Senate for California Community Colleges (ASCCC) embraces equity principles for all in its Values Statement,²⁰ which states, “The ASCCC empowers faculty from diverse backgrounds and experiences, promoting actions resulting in inclusion, diversity, equity, anti-racism, and accessibility through its publications, resources, activities, policies, and presentations” and “believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level”;

Whereas, The LGBTQIA+ community is currently being targeted by harmful legislation nationwide, with the American Civil Liberties Union tracking²¹ a total of 460 anti-LGBTQ [IA+] bills in the United States this year, of which 218 are education-related;

Whereas, Existing research²² demonstrates that one in three (33%) LGBTQIA+ college students seriously considered suicide in the past year and seven percent reported a suicide attempt in the past year, and although the rates of college students considering suicide were higher among LGBTQIA+ college students of color (35%), and “LGBTQ[IA+] college students with access to LGBTQ[IA+] student services through their college had 44% lower odds of attempting suicide in the past year compared to LGBTQ[IA+] college students without access,” demonstrating the potential positive impact of a college’s effort to intentionally support LGBTQIA+ students; and

¹⁸ California State University History Council, March 2023:

<https://docs.google.com/document/d/1O6ZcNrBURhwgaDeLhAtcD9y5bgTiAhclLdSfx7EJzQ/edit?usp=sharing>.

¹⁹ Ibid.

²⁰ ASCCC Values Statement: <https://www.asccc.org/about/values-statement>.

²¹ American Civil Liberties Union has tracked and mapped Attacks on LGBTQ Rights in U.S. State Legislatures; research can be found at: <https://www.aclu.org/legislative-attacks-on-lgbtq-rights?impact=>.

²² The Trevor Project Research Brief on Suicide Risk and Access to Care Among LGBTQ College Students: <https://www.thetrevorproject.org/wp-content/uploads/2022/09/September-Research-Brief-September-Research-Brief.pdf>.

Whereas, A 2016 study²³ on faculty supporting LGBTQIA+ college students found that “faculty serve an important function in supporting [LGBTQIA+ students] towards success” and that “faculty are in a position to assist LGBTQ[IA+] students in leaving the margins and seeking the center of the higher education experience”;

Resolved, That the Academic Senate for California Community Colleges work with system partners, such as the Student Senate for California Community Colleges and the California Community Colleges Chancellor’s Office, to survey local California community colleges regarding existing LGBTQIA+ resources or the lack thereof;

Resolved, That the Academic Senate for California Community Colleges work with system partners to collect and synthesize survey findings and conduct further or follow-up research to gain a better understanding of the needs of LGBTQIA+ students in the California community colleges; and

Resolved, That the Academic Senate for California Community Colleges explore options to support local colleges in the development of LGBTQIA+ professional learning opportunities and also in the creation of LGBTQIA+ Student Centers at local colleges that focus on meeting unique educational and basic needs of LGBTQIA+ students in a safe and welcoming environment.

Contact: Sean Moore, Compton College

M/S/U

4.0 Articulation and Transfer

4.01 S23 Faculty Approval of High School Articulation Agreements

Whereas, California Code of Regulations Title 5 §55051 states that “the term ‘articulated high school course’ means a high school course or courses that the faculty in the appropriate discipline, using policies and procedures approved by the curriculum committee established pursuant to section §55002, have determined to be comparable to a specific community college course,”²⁴ which suggests that policies and procedures guiding established high school articulation agreements are within the purview of local academic senates; and

Whereas, It was reported at the 2018 Curriculum Institute²⁵ that California Code of Regulations (CCR) Title 5 §55051 was being revised to include language that states “the nature and content of the articulated course and examination process shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the local curriculum committee established pursuant to section §55002,” and further that “the faculty shall determine that: (a) Content of the articulated course substantially corresponds to the content and rigor of the course outline of

²³ Nguyen, D. et al. (2016). Faculty as Sources of Support for LGBTQ College Students. *College Teaching*, 64(2), 55 – 63. Accessed at <https://www.tandfonline.com/doi/abs/10.1080/87567555.2015.1078275>.

²⁴ 2018 Curriculum Institute breakout session “Dual Enrollment – How Do We Move Forward?,” slides 30-32.

²⁵ “Dual Enrollment – How Do We Continue to Move Forward?” (PowerPoint). <https://www.asccc.org/sites/default/files/Dual%20Enrollment%20CI%202018.pptx>.

record and; (b) The examination adequately measures mastery of the course content as set forth in the course outline of record,” yet such revisions to Title 5 §55051 have yet to be made;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and appropriate system partners to revise California Code of Regulations Title 5 §55051 to ensure that high school articulation agreements are clearly identified as an academic and professional matter, that such articulation agreements uphold the content and rigor of college courses as established in the course outlines of record, and that such articulation agreements are developed and approved only with the consent of the college faculty with the appropriate discipline expertise and bring forward its recommendations for review and consideration for action by the 2024 Spring Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges develop guidance and resources for local academic senates to provide standards and effective practices for the establishment of high school articulation agreements that uphold the standards and established course outline of record of college courses by Spring 2024.

Contact: John Freitas, Los Angeles City College

M/S/U

4.02 S23 Separate CSU Approval for “Golden Four” Courses

Whereas, The minimum transfer admission requirements to the California State University for California community college students are the completion of 60-units of baccalaureate-level coursework with a grade point average of 2.0, which must include the satisfactory completion of courses in the “Golden Four” areas of oral communication, written communication, critical thinking, and mathematical and quantitative reasoning;

Whereas, The California General Education Transfer Curriculum (Cal-GETC) general education pattern will be the only intersegmental general education pattern available to students enrolling in the California community colleges beginning in fall 2025;

Whereas, The standards for approval of California community college courses in oral communication, written communication, critical thinking, and quantitative and mathematical reasoning for inclusion in the California General Education Transfer Curriculum (Cal-GETC) general education pattern will be subject to the minimum standards of the University of California, which are more stringent than the current standards set by the California State University for inclusion in those Golden Four areas in the California State University General Education (CSU GE) Breadth pattern, which will exclude current courses approved for the Golden Four areas in the CSUGE Breadth from the Cal-GETC pattern; and

Whereas, The exclusion of courses currently approved for the Golden Four areas in the California State University General Education Breadth from the California State University General Education (CSU GE) Breadth pattern has the potential to create inequities in student achievement and completion by increasing the difficulty of coursework approved for the Golden Four and subsequently to harm the ability of students to transfer to the California State University unless the California State University establishes policies and procedures for

certifying California community college courses for the Golden Four separate from approval for inclusion in the Cal-GETC pattern;

Resolved, That the Academic Senate for California Community Colleges advocate to the Academic Senate of the California State University for the establishment of policies and procedures for certifying California community college courses in the areas of oral communication, written communication, critical thinking, and mathematics and quantitative reasoning as meeting California State University transfer admission coursework requirements regardless of whether or not such courses are approved for inclusion in the California General Education Transfer Curriculum (Cal-GETC) pattern.

Contact: John Freitas, Los Angeles City College

M/S/C

6.0 State and Legislative Issues

6.01 S23 Support AB 607 (Kalra, 2023), If Amended

Whereas, AB 607 (Kalra, as of February 17, 2023)²⁶ proposes to modify California Education Code §66406.9²⁷ by adding the requirement that the California Community Colleges “prominently display, by means that may include a link to a separate internet web page, the estimated costs for each course of all required course materials and fees directly related to those materials, for no less than 75 percent of the total number of courses on the online campus course schedule. 'Course materials' as used in this paragraph includes digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions”;

Whereas, California Education Code §66406.9²⁸ currently uses the term “course materials” and “digital course materials” to refer to course resources that are exclusive of devices and supplies such as calculators;

Whereas, Resolution F20 20.02 Ensure Course Cost Transparency for Students encourages “local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations including the schedule of classes and the bookstore”²⁹; and

²⁶ AB 607 (Kalra): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607.

²⁷ California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

²⁸ Ibid.

²⁹ Resolution F20 20.02 Ensure Course Cost Transparency for Students: <https://www.asccc.org/resolutions/ensure-course-cost-transparency-students>.

Whereas, California Code of Regulations Title 5 §59402³⁰ states that required instructional materials “means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve the required objectives of a course,” establishing “instructional materials” as inclusive of textbooks, supplemental materials, and course supplies;

Resolved, That the Academic Senate for California Community Colleges support AB 607 (Kalra, as of February 17, 2023) if amended to replace “course materials” with “instructional materials” to ensure that definitions within California Education Code §66406.9³¹ are consistent and to prevent the introduction of a definition into law that is inconsistent with a definition that is presently in regulation.

Contact: Michelle Pilati, Open Educational Resources Initiative

M/S/U

6.02 S23 Support for AB 811 (Fong, as of April 12, 2023)

Whereas, AB 811 (Fong, as of April 12, 2023)³² calls for

- 1) Authorization for a student to repeat, no less than five times, a credit course for which the student previously received a grade indicating substandard academic work. If the repeated course is a transfer-level mathematics or English course pursuant to section 78213, the policies shall require a community college to inform the student of the concurrent supports available to the student pursuant to subdivision (k) of section 78213.
- (2) Authorization for a student to repeat, no less than three times, a credit course for which the student previously received a satisfactory grade and which the student is retaking for enrichment and skill-building purposes, with “Satisfactory grade” means that for the course in question, the student’s academic record has been annotated with the symbol “A,” “B,” “C,” or “P”
- (3) The requirement that policies include a requirement that the community college inform a student whether the decision to repeat the course will impact the student’s financial aid qualifications, and to provide priority registration for credit courses to students who require the course for their intended major and to students who have not taken the course.;

Whereas, Current course repetition policies arbitrarily prohibit student success with unnecessary gatekeeping, further disempowering students, who may also face other challenges;

Whereas, California community college students often face challenges, such as food and

³⁰ California Code of Regulations, title 5 §59402: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-10-community-college-administration/subchapter-7-instructional-materials/section-59402-definitions>.

³¹ California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

³² AB 811 (Fong, 2023): <https://legiscan.com/CA/text/AB811/2023>.

housing instability, changing employment conditions, mental health, and longstanding systemic inequity,³³ that impact their ability for success under present course repetition policy; and

Whereas, Allowing students to repeat credit courses for which they have secured a satisfactory grade gives them the additional enrichment and skills that can significantly augment their personal and professional skills, aiding their employability along with emotional, mental, and physical well-being;

Resolved, That the Academic Senate For California Community Colleges support AB 811 (Fong, as of April 12, 2023).

Contact: Geoffrey Johnson, San Diego Mesa College, Area D

ACCLAMATION

6.03 S23 Support Brown Act Teleconferencing Legislation

Whereas, Local academic senates are considered legislative bodies as defined by the Ralph M. Brown Open Meeting Act, necessitating compliance with all open meeting requirements;

Whereas, Modifications to the Brown Act during the COVID-19 pandemic through Governor Newsom's Executive Order N-29-20 in March 2020 , Executive Order N-35-20 in March 2020, and AB 361 (Rivas, 2021) allowed for attendance via teleconferencing without compliance with some of the long-standing requirements for teleconferencing "when a declared state of emergency is in effect, or in other situations related to public health"³⁴ and have resulted at many colleges in improved access to academic senate meetings and increased attendance and engagement by faculty as senators and as members of the public;

Whereas, The declared state of emergency resulting from the COVID-19 pandemic ended on February 28, 2023, necessitating a return to long-standing Brown Act requirements for teleconferencing, reducing the robust participation and engagement by faculty given that subsequent legislative solutions, including AB 361 (Rivas, 2021) and AB 2449 (Blanca Rubio, 2022), apply in very specific situations and for limited durations of time; and

Whereas, Academic senates, curriculum committees, and their subcommittees are recommending bodies seeking means of conducting meetings transparently consistent with the intention of the Brown Act while allowing engagement of members and public attendees via teleconferencing in ways similar to what was allowable during the COVID-19 pandemic;

³³ "#RealCollege. Real Hunger." California Community Colleges. California Community Colleges Chancellors Office. <https://www.cccco.edu/About-Us/News-and-Media/California-Community-Colleges-Outlook-Newsletter/College-News>.

"Meeting Basic Needs to Support Student's Mental Health and Success." California Community College Student Mental Health Program. California Community College Chancellor's Office. <http://www.cccstudentmentalhealth.org/docs/CCCSMHP-Students-Basic-Needs-Fact-Sheet.pdf>.

³⁴ AB 2249 (Blanca Rubio, 2022), An act to amend, repeal, and add Sections 54953 and 54954.2 of the Government Code, relating to local government: https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2449

Resolved, That the Academic Senate for California Community Colleges support AB 817 (Pacheco, 2023 as of April 14, 2023) Open meetings: teleconferencing: subsidiary body; and

Resolved, That the Academic Senate for California Community Colleges support SB 411 (Portantino, 2023 as of April 14, 2023) Open meetings: teleconferences: bodies with appointed membership.

Contact: Cheryl Aschenbach, Executive Committee

ACCLAMATION

6.04 S23 Support Supervised Tutoring for all Students

Whereas, AB 1187 (Irwin, 2022)³⁵ was approved by the Governor of California on September 30, 2022 and amended California Education Code §84757 by adding the following paragraph to subdivision (a): “(10) Supervised tutoring for foundational skills and for degree-applicable and transfer-level courses, as authorized pursuant to regulations adopted by the board of governors on or before July 31, 2023. These regulations shall ensure that community colleges are compliant with Education Code section 78213 in the implementation of supervised tutoring pursuant to this paragraph”;

Whereas, The Academic Senate for California Community Colleges has supported AB 1187 and prior initiatives to provide academic support for all students through tutoring opportunities for all credit and noncredit courses, as stated in a June 2022 letter³⁶ to the Chair of the Senate Committee on Appropriations supporting AB 1187; and

Whereas, The “Proposed Revisions to Title 5 Regulations Related to Supervised Tutoring (First Reading)”³⁷ regarding California Code of Regulations Title 5, §58160 submitted by the California Community College’s Chancellor’s Office to the California Community Colleges Board of Governors to meet the requirements of California Education Code §84757(a)(10)³⁸ are under consideration;

³⁵ AB 1187 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1187.

³⁶ Letter to Chair of the Senate Committee on Appropriations: https://www.asccc.org/sites/default/files/position-letters/AB_1187_%28Irwin%29_Support_June_23_2022.pdf.

³⁷ Proposed Revisions to Title 5 Regulations Related to Supervised Tutoring (First Reading): <https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/proposed-supervised-tutoring-regulatory-action-text-a11y.pdf?la=en&hash=AA00375BE79FC1226F8981ADD4982640296FEEF2>.

³⁸ EDC §84757(a)(10): https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.∓part=50.&chapter=5&article=2.

Resolved, That the Academic Senate for California Community Colleges support changes to the California Code of Regulations that ensure district resources for supervised tutoring, including allocations of state apportionment funding, shall be provided so that all students taking foundational skills, degree-applicable, and transfer-level courses who need or desire academic support have access to supervised tutoring.

Contact: Ginni May, Executive Committee

M/S/U

6.05 S23 Support Revised Title 5 Associate Degree Requirements

Whereas, The Intersegmental Committee of Academic Senates established a “singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California” named the California General Education Transfer Curriculum (Cal-GETC)³⁹ as required by AB 928 (Berman, 2021)⁴⁰;

Whereas, The Academic Senate for California Community Colleges (ASCCC) worked with the California Community Colleges Curriculum Committee and the California Community Colleges Chancellor’s Office to propose amended language for the Associate Degree Requirements in California Code of Regulations Title 5 §55060-55064⁴¹ to align with Cal-GETC per ASCCC Resolution F22 07.01⁴²;

Whereas, The proposed requirement in Title 5 §55062(a)(4)⁴³ may help students to earn an associate degree in cases where excess units factored into their grade point average would render them ineligible for the associate degree, yet transfer institutions may still require that all transferable courses are factored into the grade point average, creating confusion for students who earn an associate degree but are not eligible for transfer with that associate degree; and

Whereas, The provisions of California Code of Regulations Title 5 §55064 Acceptance of Noncredit Courses were inadvertently left out of the proposed revised associate degree requirements;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor’s Office to investigate any possible negative impacts to

³⁹ Cal-GETC: https://icas-ca.org/wp-content/uploads/2023/02/Cal-GETC_Framework_2-9-2023.pdf.

⁴⁰ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

⁴¹ California Code of Regulations title 5, Division 6, Chapter 6, Subchapter 1, Article 6: <https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I62AB8E104C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=sc.Default>.

⁴²Resolution F22 07.01 Comprehensive Title 5 Revision to Align Associate Degree General Education with the AB 928-required General Education Pathway: <https://www.asccc.org/resolutions/comprehensive-title-5-revision-align-associate-degree-general-education-ab-928-required#ftn2>.

⁴³ Proposed §55062(a)(4): If units accumulated beyond those required for the degree lower a student’s cumulative grade point average below 2.0, colleges shall compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point average fulfill all major/area of emphasis and general education requirements.

students from the proposed requirement in Title 5 §55062(a)(4)⁴⁴ and identify possible means or alternatives for offsetting any negative impacts of those proposed requirements; and

Resolved, That the Academic Senate for California Community Colleges support the proposed amended language for the Associate Degree Requirements in California Code of Regulations Title 5 §§55060-55064⁴⁵ provided that provisions for the acceptance of noncredit courses are included.

Contact: Ginni May, Executive Committee

M/S/C

6.06 S23 In Support of Completing Cycle Two of the Baccalaureate Program Approval Process

Whereas, The Academic Senate for California Community Colleges has supported the creation of appropriate baccalaureate degrees at the community college level⁴⁶ after completion of a five-year pilot⁴⁷ period plus a first round of baccalaureate degree programs created under AB 927 (Medina, 2021);

Whereas, Many graduates of community college programs are either interested in attaining an applied baccalaureate degree or desire a baccalaureate degree but are unable to participate in programs offered at California State University or University of California institutions due to constraints such as distance, cost, or other responsibilities that constrain the ability to physically attend a university;

Whereas, The Academic Senate for California Community Colleges supports cooperation across the intersegmental groups, yet aside from a letter⁴⁸ to the California Community Colleges Chancellor's Office and the California Community Colleges Board of Governors from Senator Josh Newman, Chair of the Senate Education Committee, and Assemblymember Mike Fong, Chair of Assembly Committee on Higher Education, no evidence has come to light indicating a critical or immediate need to refine the duplication consultation process, criteria, or the current resolution process for disputes that would justify delays in completing the cycle two application process; and

Whereas, The cycle one application process was paused to allow intersegmental collaboration and refinement of the approval process, including the resolution process for disputes, resulting in the resubmission of program applications previously submitted but not completed in cycle

⁴⁴ Ibid.

⁴⁵ Proposed revisions to California Code of Regulations, title 5, §§55060–55064:
<https://docs.google.com/document/d/12tKAs2sCOXl5tZlXYZldXfODdc000abu/edit?usp=sharing&oid=115492749693624265068&rtpof=true&sd=true> .

⁴⁶ Resolution 6.06 S21 Support AB 927 (Medina, 2021) As of April 9, 2021:
<https://www.asccc.org/resolutions/support-ab-927-medina-2021-april-9-2021>.

⁴⁷ SB 850 (Block, 2014): http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb_0801-0850/sb_850_bill_20140109_introduced.html.

⁴⁸ Joint Letter to CCC Leaders (April 18, 2023): <https://asccc.org/sites/default/files/2023-04/Joint%20Letter%20to%20CCC%20Leaders%20%281%29.pdf>.

one and creating a back-log within the system;

Resolved, That the Academic Senate for California Community Colleges support the completion of cycle two baccalaureate degree applications.

Contact: Sharyn Eveland, Taft College

ACCLAMATION

7.0 Consultation with the Chancellor's Office

7.01 S23 Destigmatize Academic Probation Language and Processes

Whereas, Current California Code of Regulations Title 5 §55031 Standards for Probation⁴⁹ requires colleges to place students on academic or progress probation if they fall below grade point average or successful course completion standards;

Whereas, The term “probation” is a deficit-minded principle that is associated with criminal activity, and this term and current practices are perpetuating trauma for students who identify as Black, Indigenous, or People of Color as well as justice-impacted students;⁵⁰

Whereas, Studies such as the Research and Planning Group's *The African American Transfer Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students* (2022) show that being put on academic probation “presents a significant barrier to making it near the transfer gate for students of all races/ethnicities”⁵¹; and

Whereas, The Research and Planning Group study also showed that practices like putting students on academic or progress probation disproportionately impacted Black students, as it found that 41% of Black students were placed on probation versus 24% of White students in California community colleges from 2011 and 2016;⁵²

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to overhaul the Title 5 language on probation, including a name change and updating the language and processes to be asset-minded, not punitive; and

⁴⁹ California Code of Regulations, title 5 §55031 Standards for Probation:

<https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-6-curriculum-and-instruction/subchapter-1-programs-courses-and-classes/article-3-probation-and-dismissal/section-55031-standards-for-probation+~:text=A%20student%20who%20has%20attempted,system%20described%20in%20section%2055023.>

⁵⁰ “The African American Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students.” Brief 1 of 3. (October 2022).

[https://rpgroup.org/Portals/0/Documents/Projects/African American Transfer Tipping Point-\(AATTP\)-Study/AATTP Brief1 Fall2022.pdf.](https://rpgroup.org/Portals/0/Documents/Projects/African%20American%20Transfer%20Tipping%20Point-(AATTP)-Study/AATTP%20Brief1%20Fall2022.pdf)

⁵¹ Ibid.

⁵² Ibid.

Resolved, That the Academic Senate for California Community Colleges support local academic senates with professional development and resources to encourage reviewing local policies and practices with an aim of mitigating local processes that may negatively impact students who are on academic or progress probation while Title 5 changes are in progress.

Contact: Stephanie Curry, Executive Committee, Transfer, Articulation, and Student Services Committee

ACCLAMATION

7.02 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials

Whereas, The California Community Colleges Chancellor’s Office Call to Action states, “Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum,”⁵³ and current Student Equity and Achievement Plans are required to include action plans around race consciousness in their development and implementations;

Whereas, The Center for Urban Education report *California Community College Student Equity Plan Review: A Focus on Racial Equity* states that “The process of achieving racial equity relies on the power of practitioner inquiry, reflective practice, as well as institutional responsibility as drivers of change,” that “practitioners should view racial inequity as a problem of practice, placing the onus of responsibility for student success with the institution, not the student,” and that “race consciousness is critical and essential to this work”;⁵⁴

Whereas, In addition to inequities embedded in and operational limitations of some aspects of Canvas, current faculty online teaching training materials adopted by many California community colleges contain outdated texts and deficit language regarding students and their success that do not align with anti-racist practices⁵⁵; and

Whereas, Rubrics and tools have been created to scrutinize teaching materials faculty produce, such as the Peralta Online Equity Rubric⁵⁶—“a research-based course (re)design evaluation instrument to help teachers make online course experiences more equitable for all students”—the California Community Colleges DEI In Curriculum: Model Principles and Practices tool,⁵⁷ and

⁵³ California Community Colleges June 2020 Call to Action letter: <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family>.

⁵⁴ Chase, M., Felix, E., and Bensimon, E. (September 2020). “California Community College Student Equity Plan Review: A Focus on Racial Equity.” Center for Urban Education, Rossier School of Education, University of Southern California. <https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review+A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf>.

⁵⁵ Examples in the online training materials include phrases that assume and problematize students as unprepared for online coursework and center on instructors' comfort over student-centered practices, promoting the instructor as the “one solution” who gives *kindness* in a transactional mindset rather than as a co-learning and facilitator with an equity-mindset who acknowledges the inequities and systemic barriers students face.

⁵⁶ Peralta Community College District Online Rubric: <https://www.peralta.edu/distance-education/online-equity-rubric>.

⁵⁷ DEI in Curriculum Principles and Practices: <https://www.Academic Senate for California Community Colleges.org/sites/default/files/CCC DEI-in-Curriculum Model Principles and Practices June 2022.pdf>.

the Academic Senate For California Community Colleges OERI Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Audit Framework⁵⁸ for faculty to review their own curriculum;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) collaborate with the California Community Colleges Chancellor’s Office to conduct and publish a review of all state contracted and required faculty training materials in order to meet the urgency of promoting anti-racism through institutional inquiry as outlined in the California Community Colleges Chancellor’s Office Call to Action,⁵⁹ the Center for Urban Education report *California Community College Student Equity Plan Review: A Focus on Racial Equity*,⁶⁰ and the ASCCC adopted paper *Equity Driven Systems: Student Equity and Achievement in the California Community Colleges*;⁶¹

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to provide recommendations that model the use, impact, and improvements in faculty training materials as a result of a review of the state contracted online faculty training materials; and

Resolved, That the Academic Senate for California Community Colleges and the California Community Colleges Chancellor’s Office (CCCCO) work together to facilitate anti-racist, inclusive, and transparent methods for Black, Indigenous, and People of Color constituents to lead and be included in the review of online faculty training contracted by the CCCCCO.

Contact: Mitra Sapienza, City College of San Francisco, Area B

M/S/U

7.03 S23 Defining Success for Part-Time Students

Whereas, Despite over a decade of policies by the state of California that have implemented strategies and employed metrics applicable to encouraging the success of full-time students, most students continue to attend part-time—over 65% of California community college students in fall 2022 were part-time students, i.e., students who attempted less than 12 units—⁶² and, undoubtedly, many do so for a diversity of life choices, including, but not limited to, the

⁵⁸ OERI IDEA Audit framework: <https://Academic Senate for California Community Colleges-oeri.org/wp-content/uploads/2022/03/Inclusion-Diversity-Equity-and-Anti-Racism-IDEA-3-7-22-V1A-PDF-for-E.pdf>.

⁵⁹ California Community Colleges June 2020 Call to Action letter: <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family>.

⁶⁰ Chase, M., Felix, E., and Bensimon, E. (September 2020). “California Community College Student Equity Plan Review: A Focus on Racial Equity.” Center for Urban Education, Rossier School of Education, University of Southern California. <https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review+A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf>.

⁶¹ “Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges.” (2019). Academic Senate for California Community Colleges. <https://Academic Senate for California Community Colleges.org/sites/default/files/Equity%20Driven%20Systems%20Paper%20-%20for%20Area%20Meetings%20Oct%202019.pdf>.

⁶² California Community Colleges Chancellor’s Office. *Management Information Systems Datamart*. “Full-time/Part-time (Unit Load) Status Summary Report.” Retrieved March 27, 2023, from https://datamart.cccco.edu/Students/Unit_Load_Status.aspx.

following:

- To be able to spend more time with family
- To continue a successful career trajectory
- To earn household income beyond what a normal student budget provides
- To take the one class, or few classes, needed for career development or promotion
- To only seek remediation for skill development for academic or career goals
- To minimize the stress from the student workload while managing stresses from their own health or learning diversity;

Whereas, In light of the diversity of reasons why students attend part-time, part-time students deserve pathways that incorporate a comprehensive set of strategies to support their success as well as new metrics that are not time-bound and not limited simply to the standard completion metrics;

Whereas, The California community colleges do not currently have pathways for part-time students that define success based on the ability of students to meet both their academic goals and the diversity of life situations that require their part-time status; and

Whereas, The Academic Senate for California Community Colleges has historically recognized a diversity of student needs, whether for full-time or part-time students;⁶³

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the California Community Colleges Board of Governors to develop a policy of defining success for part-time students that consists of comprehensive strategies to support their success, includes new metrics for assessing the system support for part-time students, and is based on a holistic definition of student success that incorporates progress towards academic goals of a dynamic student body needing part-time educational opportunities; and

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urge the state legislature to adopt measures to support a policy of defining success for part-time students that consists of comprehensive strategies to support their success, includes new metrics for assessing the system support for part-time students, and is a based on a holistic definition of student success that incorporates progress towards academic goals of a dynamic student body needing part-time educational opportunities.

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

ACCLAMATION

⁶³ Resolution F11 07.02 Community Access and Student Achievement in California Community Colleges: <https://Academic Senate for California Community Colleges.org/resolutions/community-access-and-student-achievement-california-community-colleges>; Resolution F92 13.01 Student Services: <https://Academic Senate for California Community Colleges.org/resolutions/student-services>; and Resolution F92 13.02 Financial Aid: <https://Academic Senate for California Community Colleges.org/resolutions/financial-aid>.

7.04 S23 Review of Credit for Prior Learning Regulations

Whereas, The most recent amendment to California Code of Regulations Title 5 §55050⁶⁴ Credit for Prior Learning became effective on March 21, 2020 and includes allowances for multiple methods of awarding credit for prior learning, including “credit by examination, evaluation of Joint Services Transcripts, evaluation of student-created portfolios, evaluation of industry-recognized credential documentation, and standardized exams” and further required that each district certify to the California Community Colleges Chancellor's Office by December 31, 2020 that the policies required pursuant to Title 5 §55050 were adopted and implemented;

Whereas, Subsequent to the amendment to Title 5 §55050 taking effect on March 21, 2020, the California State University Chancellor’s Office has twice revised its Executive Order 1036 Credit for Prior Learning Policy (October 7, 2021 and March 4, 2023)⁶⁵;

Whereas, While considerable overlap exists in the requirements for granting college credit using credit for prior learning (CPL) between what the California State University allows in Executive Order 1036 and what the California Community Colleges allow in Title 5 §55050, any differences between the two segments on how college credit is granted for CPL could cause unintended consequences for students; and

Whereas, Consistency of credit for prior learning (CPL) requirements between the California State University and the California Community Colleges will be of benefit to students who seek to both earn community college credit through CPL and transfer to the California State University, and discerning the differences between the CPL requirements of the two segments requires careful review;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor’s Office and appropriate system partners to review Title 5 §55050 Credit for Prior Learning in comparison with California State University Chancellor’s Office Executive Order 1036 Credit for Prior Learning Policies to identify any differences between the credit for prior learning requirements of the two segments and, if necessary, propose amendments to Title 5 §55050, and present its findings by the 2024 Spring Plenary Session.

Contact: John Freitas, Los Angeles City College

M/S/U

7.05 S23 Promoting the Mission and Vision of the California Community Colleges Amid Changes to California Education Code

Whereas, California Education Code §66010.4⁶⁶ notes that “The California Community Colleges

⁶⁴ Title 5 section §55050 is found at [https://govt.westlaw.com/calregs/Document/I629435824C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I629435824C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

⁶⁵ CSUCO EO 1036 is found at <https://calstate.policystat.com/policy/13085511/latest/>

⁶⁶ California Education Code §66010.4: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66010.4.&lawCode=EDC.

shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students” and “A primary mission of the California Community Colleges is to advance California’s economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement;”

Whereas, AB 2973 (Committee on Higher Education, 2022),⁶⁷ an omnibus bill, revised California Education Code §66010.4, eliminating the provision of “remedial instruction for those in need of it” and replacing it with “instruction and additional learning supports to close learning gaps for those in need of it” and changed the terms “remedial” to “pretransfer” and “basic skills” to “foundational skills” throughout other sections of Education Code, fundamentally revising the mission of the California Community Colleges and reducing access to college preparatory coursework;

Whereas, The Academic Senate for California Community Colleges passed Resolution 07.14 F22 Reaffirming the Mission and Vision of the California Community Colleges⁶⁸ in the Fall 2022 Plenary Session with the intent of expanding access to all students, including those most vulnerable in society and those that may benefit from remedial or pretransfer college preparatory education, in order to support their academic trajectory under the auspices of a previously unrevised California Education Code §66010.4; and

Whereas, The Academic Senate for California Community Colleges appreciates reform that attempts to meet the needs of students by increasing access to all coursework but is cognizant that the unintended consequences of enacting changes to California Education Code can adversely affect the robust student population of the system;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and system partners to reembrace the consultative process, particularly as it relates to consideration of proposed legislation that amends the mission and vision of the California Community Colleges; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and system partners to reaffirm a commitment to placing students’ goals first, including those that directly benefit from remedial or pretransfer college preparatory instruction.

Contact: Raul Madrid Jr., Mt. San Antonio College

ACCLAMATION

7.06 S23 Revisit Baccalaureate Degree Upper Division General Education and Minimum Qualifications Requirements

Whereas, SB 850 (Block, 2014) initiated the California Community College Baccalaureate Degree Pilot Program, and AB 927 (Medina, 2021) made pilot programs permanent and expanded

⁶⁷ AB 2973 (Committee on Higher Education, 2022):

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB2973.

⁶⁸ Resolution 07.14 F22 Reaffirming the Mission and Vision of the California Community Colleges:

<https://www.asccc.org/resolutions/reaffirming-mission-and-vision-california-community-colleges>.

opportunities for colleges to implement baccalaureate degree programs;

Whereas, Initial upper division faculty minimum qualifications and baccalaureate degree general education requirements, developed through stakeholder collaboration based on University of California and California State University philosophies for upper division education and adopted by the California Community Colleges Board of Governors in the 2016 Baccalaureate Degree Pilot Program Handbook upon the recommendation of the Academic Senate for California Community Colleges, were revised to comply with requirements of the Accrediting Commission for Community and Junior Colleges; and

Whereas, The Accrediting Commission for Community and Junior Colleges has vetted and will soon adopt new standards that shift from prescription of requirements to encouraging and supporting innovation in all aspects of community college operations;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to develop a philosophy statement for upper division general education specific to the California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to revisit current baccalaureate degree upper division general education requirements; and

Resolved, That the Academic Senate for California Community Colleges recommend implementation of the faculty minimum qualifications for baccalaureate degree upper division instruction first adopted with Resolution 10.01 F15 Minimum Qualifications for Instruction of Upper Division Courses at the California Community Colleges and included in the 2016 *Baccalaureate Degree Pilot Program Handbook*.

Contact: Cheryl Aschenbach, Executive Committee

M/S/U

7.07 S23 Proposed Revision to Title 5, Section 55063 Minimum Requirements for the Associate Degree Ethnic Studies Requirement

Whereas, The California Community Colleges Ethnic Studies Graduation Requirement, codified in California Code of Regulations Title 5 section §55063 Minimum Requirements for the Associate Degree,⁶⁹ was adopted upon action of the California Community Colleges Board of Governors (BOG) in 2021, and BOG President Pamela Haynes commented that ethnic studies serves as a means to help “break down barriers to equity” by placing “diversity, equity, and inclusion...and anti-racism at the heart of our work,”⁷⁰ and doing so requires experts within the four autonomous disciplines of ethnic studies—African American Studies, Chicana/o/x Latina/o/x Studies, Asian American Studies, or Native American Studies—to teach ethnic

⁶⁹ California Education Code, title 5, section 55063 Minimum Requirements for the Associate Degree: [https://govt.westlaw.com/calregs/Document/I43B642004E0E11EDA19AD993669B28BD?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I43B642004E0E11EDA19AD993669B28BD?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

⁷⁰ California Community College Ethnic Studies Requirement Frequently Asked Questions 2 September 2022 available through the Vision Resource Center.

studies courses;

Whereas, Courses offered from the four autonomous ethnic studies disciplines engage students in dynamic and rigorous instruction through discipline-specific theoretical lenses and frameworks that teach all students about the histories, expressions, and contributions of the diverse cultures that make up California and the U.S., and ethnic studies disciplines engage students in a critical analysis of these cultures and their relationship to the society at large in order to understand and address how systems and structures of racism, classism, etc. impact all populations within the U.S.; and

Whereas, Title 5 §55063 (e) (3) Minimum Requirements for the Associate Degree states, “Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines,” which has been misinterpreted to allow for ethnic studies courses to be taught by non-ethnic studies scholars and for non-ethnic studies disciplines to misrepresent courses as authentic ethnic studies courses, and if this language is unchanged, students may wind up receiving credit for the ethnic studies requirement without ever completing an authentic ethnic studies course;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office, through existing processes, to recommend that the Ethnic Studies Graduation Requirement for California community college associate degrees established in California Code of Regulations Title 5 §55063 be amended as follows: “(3) Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course from one of the four autonomous ethnic studies disciplines: Asian American Studies, American Indian/Native American Studies, Black Studies/African American or Africana Studies, and/or Chicana/o/x Latina/o/x Studies.”⁷¹

Contact: Thekima Mayasa, San Diego Mesa College

M/S/C

7.08 S23 AB 1705 Data Validation and Transfer-Level Prerequisites

Whereas, AB 1705 (Irwin, 2022)⁷² goes beyond ensuring that students who have successfully completed prerequisite coursework not be required to repeat that work and requires that all students be allowed to bypass transfer-level prerequisite courses for calculus beginning July 1, 2024 for business calculus and July 1, 2025 for STEM calculus unless colleges are able to validate these pre-requisites using a metric that has not yet been determined as of April, 2023;

Whereas, Any new guidelines for prerequisite validation should be thoroughly vetted by

⁷¹ Replacement of the following paragraph number (3) of title 5 §55063, under the header (e) Additional Requirements: Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines.

⁷² AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705

discipline faculty and viewed not only through the lens of throughput and course success but also course and program attrition, mastery and retention of student learning outcomes, long-term career and transfer outcomes, and the equity impact of all of the above;

Whereas, Inherent difficulties are involved in creating a study to determine the effectiveness of transfer-level prerequisite coursework that is both statistically sound and fair to students, and thus expecting each college district to complete such a study in a short timeframe is unlikely to lead to reliable data, and using this data could have lasting negative impact on the academic success, retention, and mental health of the students involved, especially since failing to prove the benefit of a prerequisite using narrowly defined metrics is not equivalent to proving the prerequisite does not improve success in subsequent courses; and

Whereas, Students, faculty, and colleges are still grappling with the academic, social, mental health, and personal struggles caused by the Covid-19 pandemic and would benefit from additional time to gather data and flexibility to address changes to educational policies and practices;

Resolved, That the Academic Senate for California Community Colleges seek an amendment to California Education Code that would extend the timeline for the AB 1705 (Irwin, 2022) data validation by at least two years;

Resolved, That the Academic Senate for California Community Colleges seek an amendment to California Education Code that would remove the language that says that colleges that fail to justify their transfer-level prerequisite courses may not recommend those courses to students and shall notify students that the prerequisite, “does not improve their chances of completing calculus for their STEM program”;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to ensure that discipline faculty are involved in the process of identifying sensible data and metrics for prerequisite validation and to encourage that any data validation include a review of the current placement standards employed by the California State University and University of California system so that, should the data show that modifications are needed in the current placement system, these modifications not be so sweeping as to put the community colleges out of alignment with these transfer institutions; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to develop examples, models, and professional development of counseling practices that would, while working within the mandates of AB 1705 (Irwin, 2022), allow colleges to empower all students to self-advocate in making decisions regarding course selection and enrollment that are best for their educational goals.

Contact: Heidi Ochoa, Saddleback College

ACCLAMATION

9.0 Curriculum

9.01 S23 Assigning Ethnic Studies Courses only to Ethnic Studies Disciplines

Whereas, Resolution 9.03 F20 Ethnic Studies Graduation Requirement⁷³ and Resolution 9.04 F20 Clarify and Strengthen the Ethnic Studies General Education Requirement were approved by the delegates at the 2020 Fall Plenary Session, and in July 2021 the California Community Colleges Board of Governors approved Title 5 §55063⁷⁴ to include the Ethnic Studies Requirement that “Courses offered from ethnic studies disciplines engage students in dynamic and rigorous instruction through discipline-specific theoretical lenses that teach them about the history, expressions, and contributions of the diverse cultures that make up California and the U.S. and also how to engage in a critical analysis of these cultures in relation to each other and to society overall in order to understand and address how they are impacted by such things as systemic racism and classism”;

Whereas, The California Community Colleges Chancellor Office’s June 9, 2022 FAQs on Ethnic Studies provides guidance and clarification in the Ethnic Studies Requirement that was supported by the Board of Governors, as, per Board of Governors (BOG) President Pamela Haynes, the BOG “voted on the ethnic studies requirement as a means to help ‘break down barriers to equity’ by placing ‘diversity, equity, and inclusion...and anti-racism at the heart of our work’” and this requires true experts in African American studies, Chicana/o/x Latina/o/x Studies, Asian American studies, or Native American studies to teach ethnic studies course core competencies; and

Whereas, Title 5 § 55063 (e) (3) Minimum Requirements for the Associate Degree states, “Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines”;

and

Whereas, An Academic Senate for California Community Colleges’ February 2022 *Rostrum* article spells out the importance of hiring faculty as prescribed in the 2022 *Minimum Qualifications Handbook*⁷⁵ and clearly states, “Some disciplines at colleges faced with a scarcity of faculty have attempted the single course equivalency solution. Although reasons for desiring to circumvent the regulations may stem from understandable difficulties, such problems are no excuse for hiring someone who is not qualified to teach in the discipline. Individuals hired as faculty members, both full-time and part-time, are expected to have the expertise to teach the range of courses in the disciplines for which they were hired”;

⁷³ Resolution F20 09.03 Ethnic Studies Graduation Requirement: <https://www.asccc.org/resolutions/ethnic-studies-graduation-requirement>.

⁷⁴ Proposed Revisions to Title 5, Section 5506 Minimum Requirements for the Associate Degree (Ethnic Studies Requirement): [https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C44RX3700FBB/\\$file/revisions-to-title-5-55063-a11y.pdf](https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C44RX3700FBB/$file/revisions-to-title-5-55063-a11y.pdf)

⁷⁵ *Minimum Qualifications Handbook* (2022). <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Minimum-Qualifications/cccco-2022-report-min-qualifications-a11y.pdf?la=en&hash=C250C473024B24162799C9E64C787EF7E50DC5C6>. pp. 7, 27, 30, 38, 45 & 2 p. 26

Resolved, That the Academic Senate for California Community Colleges urge local academic senates and curriculum committees to appropriately assign ethnic studies courses offered “in or on behalf of other disciplines” to ethnic studies disciplines, specifically the appropriate autonomous core disciplines of ethnic studies, to remain consistent with the Minimum Qualifications Handbook.

Contact: Tamara Cheshire, Folsom Lake College, Area A

M/S/C

10.0 Disciplines List

10.01 S23 Disciplines List–Ethnic Studies

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

Master’s in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies

OR

Master’s in ethnic studies

OR the equivalent;

and

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

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

Contact: Tamara Cheshire, Folsom Lake College, Standards and Practices Committee

M/S/U

12.0 Faculty Development

12.01 S23 Assert the Value of the Work Done by the Online Network of Educators (@ONE) and Support Local Senate Reliance on Training Resources

Whereas, The Online Network of Educators was established in conjunction with the California Virtual Campus-Online Education Initiative to provide free or low-cost robust and comprehensive innovative professional learning and development opportunities for California community college faculty, staff, and administrators in order to increase student engagement and success through the effective use of digital tools and platforms;

Whereas, The Online Network of Educators (@ONE) team of educators provides such innovative pedagogical and technical training that they are routinely called upon as experts in distance education pedagogy, setting the highest standard for the systematic delivery of professional development for online teaching, their catalog of courses and their delivery are so instrumental in the delivery of distance education that many colleges have built their entire professional development plans around @ONE's continued offerings, and @ONE's focus on equitable and culturally responsive distance education practices has supported individual faculty members and colleges to supplement local efforts, especially for smaller colleges that may not have the resources for full-time instructional designers;

Whereas, The Online Network of Educators' training and support to faculty have been pivotal in the development of Canvas trainings for faculty and colleges that aim to design and implement a local Peer Online Course Review (POCR) process, and these trainings were pivotal to helping faculty across the system pivot quickly to online teaching during the COVID-19 pandemic and continue to increase online learning accessibility and equity-minded online teaching practices, especially since many colleges do not have adequate distance education coordinators, specialists, or instructional designer support for faculty; and

Whereas, Funding for the Online Network of Educators has been provided through the California Community Colleges Chancellor's Office and managed by the Foothill-DeAnza Community College District but, as of March 14, 2023, has not been renewed by the California Community Colleges Chancellor's Office for the 2023—2024 academic year, and there is no current plan to address the loss of these resources that are needed to support the increased online instruction that continues after the 2020 COVID-19 pandemic;

Resolved, That the Academic Senate for California Community Colleges assert the value of the work done by the Online Network of Educators around their student-centered and equity-driven approach to supporting the faculty of the California community colleges in creating, innovating, and enhancing online education as important foundational work for online accessibility and equity; and

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to include consideration of the need for and local reliance on pedagogical and technical training, including on equity and culturally responsive distance education practices, when evaluating service providers associated with faculty professional development, including for distance education.

Contact: Amber Gillis, Executive Committee, Online Education Committee

M/S/C

13.0 General Concerns

13.01 S23 Low Textbook Cost Designation and Search in CVC Online Course Finder

Whereas, Resolution 17.05 F22 Adopt Student Senate for California Community Colleges Low-Cost Recommendation⁷⁶ encourages local academic senates to adopt \$30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for reporting purposes and designation in the class schedule;

Whereas, Establishing a low-cost definition is a local determination, yet a single meaning of low-cost is necessary when students are provided the opportunity to select courses from different colleges, since various definitions of low-cost at different institutions may be confusing and even misleading for students;

Whereas, The California Virtual Campus Exchange's online Course Finder enables students to access online courses across the state and both designates when a section is Zero Textbook Cost (ZTC) with a symbol and enables students to limit their search to only those sections that are ZTC; and

Whereas, The Academic Senate for California Community Colleges has encouraged colleges to implement a mechanism for identifying course sections that employ low-cost course materials and recognizes that although reducing costs to zero may not be immediately possible, efforts to substantially decrease the costs of course materials should be recognized⁷⁷;

Resolved, That the Academic Senate for California Community Colleges request that the California Virtual Campus (CVC) add a Low Textbook Cost (LTC) symbol to recognize those sections that have a cost of textbooks and supplemental resources that do not exceed \$30 and include the LTC symbol in the search feature in the CVC's online Course Finder.

Contact: Michelle Pilati, Open Educational Resources Initiative

M/S/C

13.02 S23 Adopt *Enrollment Management Revisited Again: Post Pandemic Paper*

Whereas, In fall 2018, the Academic Senate for California Community Colleges adopted Resolution 17.01 F18 Guided Pathways, Strategic Enrollment Management, and Program Planning,⁷⁸ which recognized the significant environmental changes that California community colleges find themselves operating in; and

⁷⁶ Resolution F22 17.05 Adopt Student Senate for California Community Colleges Low-Cost Recommendations: <https://asccc.org/resolutions/adopt-student-senate-california-community-colleges-low-cost-recommendation>.

⁷⁷ Resolution F20 09.01 Recommendations for the Implementation of Zero Textbook Cost (ZTC) Designation in Course Schedules: <https://asccc.org/resolutions/recommendations-implementation-zero-textbook-cost-ztc-designation-course-schedules>.

⁷⁸ Resolution F18 17.01 Guided Pathways, Strategic Enrollment Management, and Program Planning: <https://www.asccc.org/resolutions/guided-pathways-strategic-enrollment-management-and-program-planning>.

Whereas, In 1999 and 2009, faculty leaders contributed their expertise on academic and professional matters as they relate to enrollment management, which subsequently resulted in the crafting of a paper titled the *The Role of Academic Senates in Enrollment Management*⁷⁹ and a paper titled *Enrollment Management Revisited*,⁸⁰

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled *Enrollment Management Revisited Again: Post Pandemic*⁸¹ and disseminate the paper to local academic senates upon its adoption.

Contact: Carlos R. Guerrero, Los Angeles City College, Educational Policies Committee

M/S/U

13.03 S23 Adopt Effective and Equitable Online Education: A Faculty Perspective Paper

Whereas, In spring 2022, the Academic Senate for California Community Colleges (ASCCC) adopted Resolution 13.02 S22 Faculty Responsibility for Equitable, Accessible Learning Environments,⁸² which recognized the need to update the existing ASCCC position paper titled *Ensuring Effective Online Programs: A Faculty Perspective* to include current and clarifying information regarding accessibility in online learning environments related to sections 504⁸³ and 508⁸⁴ of the Rehabilitation Act, as well as faculty responsibility in providing these accessible learning environments for students;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled *Effective and Equitable Online Education: A Faculty Perspective*⁸⁵ and disseminate the paper to local academic senates upon its adoption.

Contact: Amber Gillis, Executive Committee, Online Education Committee

M/S/C

⁷⁹ "Role of Academic Senates in Enrollment Management." (1999). Academic Senate for California Community Colleges. <https://www.asccc.org/papers/role-academic-senates-enrollment-management>.

⁸⁰ "Enrollment Management Revisited." (2009). Academic Senate for California Community Colleges. <https://www.asccc.org/papers/enrollment-management-revisited>.

⁸¹ "Enrollment Management Revisited Again: Post Pandemic." (2023). Academic Senate for California Community Colleges. <https://www.asccc.org/sites/default/files/2023-03/Enrollment%20Management%20Revisited%20Again%20-%203.17.23.pdf>.

⁸² Resolution S22 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments: <https://asccc.org/resolutions/faculty-responsibility-equitable-accessible-learning-environments>.

⁸³ "Protecting Students With Disabilities." (10 January 2020). US Department of Education. <https://www2.ed.gov/about/offices/list/ocr/504faq.html>.

⁸⁴ "Section 508 Compliance" (2023). Level Access. <https://www.levelaccess.com/accessibility-regulations/section-508-rehabilitation-act/>.

⁸⁵ "Effective and Equitable Online Education: A Faculty Perspective." (2023). Academic Senate for California Community Colleges. https://asccc.org/sites/default/files/2023-03/Effective%20and%20Equitable%20Online%20Education_Final_03_16_2023.pdf.

13.04 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation

Whereas, The Academic Senate for California Community Colleges recognizes that the struggles of all higher education faculty across the country are the struggles of those in California and recognizes the immense value of general education, majors, and minors in and related to the fields of inclusion, diversity, equity, and accessibility and Critical Race Theory;

Whereas, Academic freedom is defined by the American Association of University Professors as an “indispensable requisite for unfettered teaching and research in institutions of higher education,” and that “institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition”⁸⁶;

Whereas, The definition of academic freedom, as defined by the American Association of University Professors, conveys the importance of academic freedom in relation to free speech, and the Academic Senate for California Community Colleges has previously expressed the importance of academic freedom through resolutions and in academic senate position papers such as *Protecting the Future of Academic Freedom During a Time of Significant Change*, recognizing that individuals with academic and andragogical expertise should have final say and purview over academic offerings while still being open to ideas and theories supported by facts and reasoning that are non-traditional or outside the mainstream; and

Whereas, Multiple states, counties, cities, and school boards have passed or are debating the passing of legislation to limit academic freedom within primary, secondary, and higher education, specifically targeted at Critical Race Theory and racial and social justice, and whereas those efforts are not just attempts to remove Critical Race Theory from the curriculum but rather they are attempts to remove inclusion, diversity, equity, and accessibility from the educational system, and these efforts are deeply problematic, could stifle a full exploration of the role of race and racism in the history of the United States, and could erase some people from the same classroom in which they have the right to be participants as educators and students;

Resolved, That the Academic Senate for California Community Colleges condemn political agents who attempt to undermine academic freedom and oppose any legislation or codification of documents that undermines academic freedom, limits free speech, or seeks to curtail academic self-direction and to censor academic offerings, the historical record, and academic research;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) call on past and present leaders of the ASCCC, the California Community Colleges Chancellor’s Office, local senates of the California community colleges, and community college faculty to reject all attempts by external groups to restrict or dictate college curriculum on any matter, including but not limited to matters related to inclusion, diversity, equity, and accessibility and racial and

⁸⁶ “1940 Statement of Principles of Academic Freedom and Tenure.” American Association of University Professors. <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>; https://www.aaup.org/sites/default/files/AAUP_academic_freedom.pdf.

social justice and to stand in solidarity with those groups across the nation seeking to bolster academic freedom, such as the Academic Freedom Alliance, the American Library Association, the American Federation of Teachers, and the American Association of University Professors;

Resolved, That the Academic Senate for California Community Colleges research the best practices to bolster academic freedom in higher education through legal, academic, and other mechanisms, with the goal of developing a toolkit to effectively oppose efforts that seek to gut academic freedom, such as Florida’s House Bill 999: Public Postsecondary Educational Institutions;⁸⁷ and

Resolved, That the Academic Senate for California Community Colleges stand with colleagues in higher education and K-12 throughout the state and country who may be affected by legislation that endangers academic freedom.

Contact: Pablo Martin, San Diego Miramar College, Area D

M/S/C

13.05 S23 Considering the Merits and Faults of Artificial Intelligence in the Community College Classroom

Whereas, California Code of Regulations Title 5 §41301⁸⁸ and the California Community Colleges Chancellor’s Office Legal Opinions 07-12⁸⁹ and 95-31⁹⁰ promote academic integrity and aim to stymie academic dishonesty by outlining academic and professional ethics and disciplinary actions;

Whereas, Advancements in artificial intelligence (AI) have progressed rapidly, with generative technologies such as OpenAI’s ChatGPT, AI-powered Bing, and Google’s Bard among other AI

⁸⁷ Florida’s CS/HB 999: Postsecondary Educational Institutions: <https://www.flsenate.gov/Session/Bill/2023/999>. The following cites some of the Florida bill to provide some context and perspective: HB 999 specifically bans state colleges and universities from financially supporting any programs or campus activities that “espouse Diversity, Equity, or Inclusion (DEI), or Critical Race Theory (CRT) rhetoric” – even though the bill does not define CRT rhetoric. Postsecondary Educational Institutions: Revises powers & duties of BOG; revises academic & research excellence standards for preeminent state research universities; provides requirements for hiring university faculty; provides requirements for employment, promotion, & evaluation processes for state university employees; authorizes state university boards of trustees to review tenure status of faculty members; requires such boards to confirm selection & reappointment of specified personnel; requires state university presidents to annually present specified information to such boards; creates Institute for Risk Management & Insurance Education within College of Business at UCF; revises requirements for general education core courses. Effective Date: July 1, 2023.

⁸⁸ California Code of Regulations, title 5 §41301: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-5-board-of-trustees-of-the-california-state-universities/chapter-1-california-state-university/subchapter-4-student-affairs/article-2-student-conduct/section-41301-standards-for-student-conduct>.

⁸⁹ California Community Colleges Chancellor’s Office Legal Opinion 07-12: <https://www.cccco.edu/-/media/CCCO-Website/Files/General-Counsel/2007-12-opinion-assigning-incomplete-or-failing-grade-for-a-cheating-student-a11y.pdf?la=en&hash=733C05A93549EAC60AA41378BB39BA2BC11A8B6F>.

⁹⁰ California Community Colleges Chancellor’s Office Legal Opinion 95-31: <https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/bcedu/s3fs-public/26960-Plagiarism-Grade-to-Fail.pdf>.

technologies, have created powerful tools whereby students and faculty may generate powerful responses to queries that are not a product of the individual’s own effort, and could lead to potential questions and ethical dilemmas related to academic integrity; and

Whereas, Generative artificial intelligence is a new technology that could disrupt higher education should it go unregulated;

Resolved, That the Academic Senate for the California Community Colleges prioritize the development of resources addressing artificial intelligence and its implications on education and academic integrity, develop a framework for local colleges to use in developing academic and professional policies, and present these resources no later than the 2024 Spring Plenary Session or as soon as feasible.

Contact: Raul Madrid, Jr., Mt. San Antonio College, Area C

M/S/C

13.06 S23 Establishing Low-Cost Textbook Parameters

Whereas, Resolution 13.01 F17 Recognition of Course Sections with Low-Cost Course Material Options established that the Academic Senate for California Community Colleges encourages colleges to implement a mechanism for identifying course sections that employ low-cost course materials and supports efforts to increase student access to high-quality open educational resources and to reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available to accomplish zero cost for students;

Whereas, Resolution 17.05 F22 Adopt Student Senate for California Community Colleges Low-Cost Recommendation encourages local academic senates to adopt \$30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for designating and reporting purposes;

Whereas, XB12, the instructional-material-cost section level data element, was added to the California Community Colleges Management Information System Data Element Dictionary for implementation in summer 2022 and requires colleges to code course sections that have “low instructional material costs (as defined locally)”⁹¹; and

Whereas, Local academic senates have sought guidance regarding what parameters should be used to determine the cost used when deciding whether a given course section is below the locally established low-cost threshold;

Resolved, That the Academic Senate for California Colleges recommend that local low-cost course material definitions specify that the price point be based on the costs of textbooks and supplemental materials—e.g., homework systems—at or through the college bookstore that are available to all students; and

⁹¹ California Community Colleges Management Information System Data Element Dictionary: <https://webdata.cccco.edu/ded/xb/xb12.pdf>

Resolved, That the Academic Senate for California Colleges recommend that local low-cost course material definitions specify that the price point be based on the costs of textbooks and supplemental materials that students will own or have access to permanently.

Contact: Michelle Pilati, Rio Hondo College

M/S/C

13.07 S23 Asserting Faculty Primacy with Respect to Establishing Low-Cost Definitions and Instructional Materials Cost-Reduction Goals

Whereas, Selecting course instructional materials is part of the academic and professional matters listed under Title 5 §53200, and faculty have a responsibility to take into consideration the cost associated with those instructional materials;

Whereas, California community colleges have been increasingly subjected to mandates that were initially introduced as optional in areas that are clearly the purview of academic senates, including the creation of associate degrees for transfer, the submission of courses to the Course Identification Numbering System (C-ID), the removal of many math and English prerequisites, implementation of guided pathways, and approaches to maximizing the probability that students will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of their initial attempt; and

Whereas, The charge of the Equitable Student Experience: Burden-Free Instructional Materials Task Force—initially referred to as a ZTC Taskforce—is to evaluate the existing infrastructure that guides instructional material choices and provide recommendations to structural changes that will facilitate the creation of sustainable solutions that reduce textbook costs for students in the long term⁹²;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to assert academic senate primacy in addressing course instructional material cost issues, including all aspects of local low-cost definitions and any goal setting related to instructional materials costs or the offering of zero textbook cost and low textbook cost sections.

Contact: Julie Bruno, Sierra College

M/S/C

15.0 Intersegmental Issues

15.01 S23 Urging the Inclusion of Logic Courses in the Cal-GETC Critical Thinking Component

Whereas, The California Intersegmental General Education Transfer Curriculum (Cal-GETC) includes a component titled “Critical Thinking and Composition,”⁹³ the name of which would

⁹² Zero Textbook Cost Program Updates, February 23, 2023: <https://asccc-oeri.org/wp-content/uploads/2023/02/ztc-program-overview-and-guidance-a11y.pdf>

⁹³ Cal-GETC Subject Area 1, English Communication, includes three one-course components: English Composition, Critical Thinking and Composition, and Oral Communication. <https://icas-ca.org/wp-content/uploads/2023/02/Cal-GETC-Framework-2-9-2023.pdf>.

seem to exclude such philosophy courses as Introduction to Logic (C-ID 110) and Symbolic Logic (C-ID 210);

Whereas, Philosophy courses in Introduction to Logic and Symbolic Logic currently satisfy the critical thinking component (Area A3) of the California State University (CSU) transfer requirements⁹⁴ and will continue to satisfy the critical thinking component of the CSU breadth requirements⁹⁵;

Whereas, Logic courses provide excellent training in critical thinking because they challenge students to engage in linguistic and structural analysis, to evaluate the form and the content of deductive and inductive arguments, and to construct rigorous and systematic proofs; and

Whereas, When standards are written that will determine which California community college courses satisfy the Cal-GETC subject areas and which do not, the Special Committee on Cal-GETC would best serve students by defining the subject areas in a broad way that ensures flexibility and options for students rather than in a narrow way that limits student options;

Resolved, That the Academic Senate for California Community Colleges urge the Special Intersegmental Committee on Cal-GETC to define the subject areas of the transfer pathway in a broad way that ensures flexibility for students; and

Resolved, That the Academic Senate for California Community Colleges urge the Special Intersegmental Committee on Cal-GETC to define the “Critical Thinking and Composition” component broadly in a way that explicitly allows for California community colleges to include courses such as Introduction to Logic and Symbolic Logic to satisfy that requirement.

Contact: Wesley Sims, Cuesta College

M/S/C

15.02 S23 Include Lifelong Learning and Self-Development as a Graduation and General Education Requirement

Whereas, AB 928 (Berman, 2021) presents unintended consequences for students in many disciplines, including kinesiology, health, physical education, dance and nutrition, within the California Community Colleges system;

Whereas, The mental and physical well-being of all California community college and university students continues to be of serious concern, as confirmed by more than 3,500 students in a

⁹⁴ Colleges that offer both Introduction to Logic and Symbolic Logic, and where both of those courses satisfy CSU-GE area A3, include: Berkeley City College, Cabrillo College, Chabot College, Citrus College, Clovis Community College, Coastline Community College, College of the Canyons, Cypress College, De Anza College, Diablo Valley College, East Los Angeles College, El Camino College, Folsom Lake College, Foothill College, Glendale Community College, Long Beach City College, Los Angeles City College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Madera Community College, Modesto Junior College, Moorpark College, Moreno Valley College, Norco College, Orange Coast College, Oxnard College, Palomar College, Pasadena City College, Reedley College, Rio Hondo College.

⁹⁵ “Although Cal-GETC will be the only general education pathway for the associate degree for transfer, the California State University has no plans to discontinue CSU GE Breadth.” https://icas-ca.org/wp-content/uploads/2023/02/Cal-GETC_Framework_2-9-2023.pdf.

statewide survey and over 700 students in a single district survey who support including lifelong learning courses in the GE or graduation requirements and 1,300 California Community College students who have expressed their voice and concern regarding the elimination of lifelong learning and self-development courses in letters written and sent to the Chair of the Senate Education Committee, Chair of the Assembly Higher Education Committee, Assemblyman Marc Berman, and the Intersegmental Committee of the Academic Senates;

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

Whereas, Kinesiology, physical education, dance, athletics, nutrition and health education are building blocks of academic success for all students, particularly those who are disproportionately impacted, and the elimination of lifelong learning and self-development courses due to streamlining the GE pattern will result in course cancellations due to reduced enrollment in the disciplines identified above and will deny the opportunity for knowledge and skill development, which will exacerbate inequities and health disparities that contribute to the success gaps in disproportionately impacted students;

Resolved, That the Academic Senate of the California Community Colleges encourage California community colleges to include lifelong learning self-development courses in local general education requirements for associate degrees to ensure that California community college students have the benefit of education in critical areas that affect their academic success, health, and well-being.

Contact: Kathleen O'Connor, Santa Barbara City College

M/S/C

REFERRED RESOLUTIONS

1.06 S23 Honoring Wheeler North with Senator Emeritus Status

Whereas, The bylaws of the Academic Senate for California Community Colleges include procedures and criteria for conferring the status of senator emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Wheeler North has satisfied those requirements as a faculty member of the California Community Colleges system whose service has well exceeded the required five years of significant service to the Academic Senate;

Whereas, Wheeler North was a tireless advocate for career education programs and ensured that the needs of career education students were part of all campus, district, and statewide discussions;

Whereas, Wheeler North served as chair or co-chair of many statewide committees including the Academic Senate for California Community Colleges' (ASCCC) Curriculum Committee, the ASCCC Vocational Education Committee, and the Technology and Telecommunications Advisory Committee (TTAC); and

Whereas, Wheeler North was always available to provide advice, albeit "weedy" at times, and assistance to any faculty member and could provide them with any needed citation from title 5 and education code;

Resolved, That the Academic Senate for California Community Colleges confer upon Wheeler North its highest honor of Senator Emeritus and thank him for his contributions to the faculty and students of California.

Contact: Pablo Martin, San Diego Miramar College, Area D

M/S/R: Referred to the Executive Committee to bring back at Fall 2023 session ensuring the honoree's attendance.

10.02 S23 Clarify Local Control Regarding the Application of the Disciplines List

Whereas, The document *Minimum Qualifications for Faculty and Administrators in California Community Colleges*⁹⁶, commonly referred to as the Disciplines List, establishes the specific degrees that qualify faculty to teach in the California Community Colleges system;

Whereas, At many California community colleges, degree titles that contain minor variations in wording from those included in the Disciplines List—such as “theater” rather than “theater arts,” “counseling and guidance” rather than “guidance counseling,” and “accounting” rather than “accountancy”—are rejected in terms of meeting minimum qualifications even though the degrees are in fact of the same educational content and within the same discipline as those indicated in the Disciplines List;

⁹⁶ *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, 16th ed.: <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Minimum-Qualifications/cccco-2021-report-min-qualifications-a11y.pdf?la=en&hash=AB424D9D2AEDEEBE2A54757BF58ABFC2B852A2F9>.

Whereas, While California community colleges may declare the holders of these degrees with minor title variations to be eligible to teach through equivalency processes, such processes take time and should not be necessarily based on minor technicalities rather than educational content; and

Whereas, Although colleges have the right to determine that degrees with minor language variations from those listed in the Disciplines List do indeed indicate the degrees listed in the Disciplines List and thus do not require the applicants to go through equivalency, some local human resources offices are very conservative regarding such decisions and refuse to allow any variation from the exact wording included in the Disciplines List;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with discipline faculty and their colleges to create their own expanded degree title lists to pre-approve degrees with minor language variations in their titles from those in the Disciplines List but that are in fact indicating the same degree with the same educational content from within the same discipline; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the Association of Chief Human Resources Officers to advise local human resources offices that colleges have the flexibility to determine that minor differences in wording within a discipline may represent the same degree and thus the degree holder may meet the minimum qualifications even when the precise language of the degree title does not exactly match listed degrees.

Contact: Gabriela Segade, Contra Costa College, Area B

M/S/R: Referred to the Executive Committee to research and bring back to Fall 2023 plenary whether this resolution would be in contradiction to a legal opinion provided by the California Community Colleges Chancellor's Office.

13.04 S23 Define Academic Freedom in Title 5

Whereas, In July 2021, the California State Senate passed Senate Resolution 45 (Min, 2021)⁹⁷ “recogniz[ing] the lack of consistent academic freedom policies across the state, [and] declar[ing] that academic freedom is essential for teaching and learning in California’s community colleges”⁹⁸; and

Whereas, California Code of Regulations Title 5 §51023 mandates “the governing board of a community college district to adopt a policy statement on academic freedom and make the policy statement available to the faculty,”⁹⁹ no statutory or regulatory language defines academic freedom, which has left California community colleges operating with inconsistent

⁹⁷ SR 45 (Min, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220SR45

⁹⁸ “Executive Summary.” SR 45 (Min). March 16, 2022:

https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf.

⁹⁹ California Code of Regulations, title 5 §51023: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-2-community-college-standards/subchapter-1-minimum-conditions/section-51023-faculty>.

and insufficient policies related to academic freedom¹⁰⁰;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise California Code of Regulations Title 5 §51023 to include a definition for academic freedom needed by California community colleges to establish a standard for their curriculum and classrooms.¹⁰¹

Contact: Juan Arzola, Executive Committee, Educational Policies Committee

13.04.01 S23 Amend 13.04 Define Academic Freedom in Title 5

Add a Third Whereas:

Whereas, Since 1940, the American Association of University Professors, (AAUP) in their Statement of Principles of Academic Freedom and Tenure¹⁰² defined academic freedom, which continues to serve as the current standard definition that most educators refer to for guidance and direction, yet, the context and demographics of higher education have changed significantly over the last 80 years since the AAUP definition was crafted, showing a need for an updated definition of academic freedom;

Add a Second Resolved:

Resolved, That the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office consider the AAUP's definition¹⁰³ as a starting point for an updated definition for academic freedom that takes into consideration the current context of higher education and in support of the equity driven mission of the California Community Colleges.

Contact: Sharyn Eveland, Taft College, Area A

13.04.02 S23 Withdraw 13.04.01 Define Academic Freedom in Title 5

Motion To Withdraw Resolution 13.04.01

Contact: Sharyn Eveland, Taft College

13.04.03 S23 Withdraw 13.04.02 Define Academic Freedom in Title 5

Motion To Withdraw Resolution 13.04.02

Contact: Chris Cruz-Boone, Bakersfield College

¹⁰⁰ Senate Resolution 45 (Min). March 16, 2022:

https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf.

¹⁰¹ Ibid.

¹⁰² "1940 Statement of Principles of Academic Freedom and Tenure." American Association of University Professors. <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>.

¹⁰³ Ibid.

13.04.04 S23 Amend 13.04 Define Academic Freedom in Title 5

Add a Third Whereas

Whereas, Finkin and Post (2009) remind educators that “academic freedom consists of the freedom to pursue the scholarly profession according to the standards of that profession”¹⁰⁴ and professional ethics and responsibilities prohibit educators from weaponizing their right to academic freedom to create educational or work environments hostile to protected classes or diversity, equity, inclusion, accessibility and anti-racism work.

Add a Fourth Whereas

Whereas, Joan W. Scott defines expertise as “the production of knowledge informed by disciplined research, [and] science in the public interest” and “the century-old notion of academic freedom insists on the expertise of scholars and the importance of expertise for advancing ‘the common good’”¹⁰⁵ academic freedom is necessary for public educators to successfully guide students to become publicly engaged citizens, critical thinkers, and future employees.

Amend First Resolved

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to revise California Code of Regulations Title 5 §51023 to include a definition for academic freedom and an explanation of the associated responsibilities and professional ethics needed by California community colleges to establish a standard for their curriculum and classrooms.

Contact: Chris Cruz-Boone, Bakersfield College

13.04.05 S23 Amend 13.04 Define Academic Freedom in Title 5

Add a Third Whereas

Whereas, Since 1940, the American Association of University Professors, (AAUP) in their Statement of Principles of Academic Freedom and Tenure defined academic freedom, which continues to serve as the standard definition that most educators refer to for guidance and direction, yet, the context and demographics of higher education has changed significantly as Finkin and Post (2009) remind us that, “academic freedom consists of the freedom to pursue the scholarly profession according to the standards of that profession”[5]. Our professional ethics and responsibilities prohibit educators from weaponizing our right to academic freedom to create educational and/or work environments hostile to protected classes and/or diversity, equity, inclusion, accessibility and anti-racism work (DEIAA), and the need for a shared definition is evident.

¹⁰⁴ Post, R. C., Finkin, M. W. (2009). *For the Common Good: Principles of American Academic Freedom*. Ukraine: Yale University Press.

¹⁰⁵ Scott, J. W. (2019). *Knowledge, Power, and Academic Freedom*. Columbia University Press.
<https://doi.org/10.7312/scot19046>

Add a Fourth Whereas

Whereas, Joan W. Scott defines expertise as “the production of knowledge informed by disciplined research, [and] science in the public interest” and “the century-old notion of academic freedom insists on the expertise of scholars and the importance of expertise for advancing ‘the common good’”[6] academic freedom is necessary for public educators to successfully guide students to become publicly engaged citizens, critical thinkers, and future employees.

Amend First Resolved

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to revise California Code of Regulations, title 5 §51023 to include a definition for academic freedom and an explanation of the associated responsibilities and professional ethics needed by California community colleges to establish a standard for their curriculum and classrooms.[7]

Add Second Resolved

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office consider AAUP’s definition as a starting point for an updated definition for academic freedom that takes into consideration the current context of higher education and support of equity driven mission of the California Community Colleges.

Contact: Chris Cruz-Boone, Bakersfield College

M/S/R: Refer resolution and all amendments to Executive Committee for further research and report back by Fall 2023.

FAILED RESOLUTIONS

6.02 S23 Centering Inclusion and Access for Local Academic Senate and Academic Subcommittee Meetings Governed by the Brown Act

Whereas, On September 14, 2022, Governor Gavin Newsom signed Assembly Bill 2449 (Rubio)¹⁰⁶ (scheduled to sunset in January of 2026) authorizing guidance for videoconferencing guidelines for local Brown Act bodies that impact local academic senate meeting modalities, per California Government Code §§54950—54963,¹⁰⁷ requiring open meetings of groups to whom boards have delegated authority, such as the academic senate;

Whereas, Education Code §70902(b)(7)¹⁰⁸ calls on the California Community Colleges Board of Governors to enact regulations to “ensure faculty, staff, and students...the right to participate effectively in district and college governance” while California Code of Regulations, title 5

¹⁰⁶ AB 2449 (Rubio): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2449.

¹⁰⁷ California Government Code §§54950-5496:

https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=GOV&division=2.&title=5.&part=1.&chapter=9.&article=

¹⁰⁸ Education Code §70902(b)(7):

https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article=

§51023.7¹⁰⁹ and §51023.5¹¹⁰ state requirements for the “effective participation” of students and staff, in the development of recommendations to the governing board”;¹¹¹

Whereas, Some California community colleges report experiencing unprecedented levels of participation since the Covid-19 state of emergency required virtual and hybrid meeting options that have enabled fuller interdepartmental representation, fuller participation of more diverse voices, including those with disabilities, and fuller institutionalization of equity and inclusion providing greater public access to academic senate and subcommittee meeting agendas, materials, and live sessions through digital platforms, with the understanding that technological resources and meeting facilities for colleges varies widely, resulting in different access to hybrid meeting options; and

Whereas, AB 1275 (Arambula, as of March 28, 2023) would “authorize the recognized statewide community college student organization and other student-run community college organizations to use teleconferencing for their meetings without having to (1) post agendas at all teleconferencing locations, (2) identify each teleconference location in the notice and agenda, (3) make each teleconference location accessible to the public, and (4) require that a quorum of the student organization’s members participate from a singular physical location”;¹¹²

Resolved, That the Academic Senate for California Community Colleges advocate for state legislation, similar to AB 1275 (Arambula, as of March 28, 2023),¹¹³ to allow local academic senate bodies, to use teleconferencing for their meetings without having to (1) post agendas at all teleconferencing locations, (2) identify each teleconference location in the notice and agenda, (3) make each teleconference location accessible to the public, and (4) require that a quorum of California community college or district academic senate members participate from a singular physical location;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to advocate for resources to ensure all colleges have access to technological resources and facilities to enable effective meetings regardless of modality, including a publicly accessible physical campus space to view streamed meetings and interact with committees in place of a physical room with an in-person quorum; and

Resolved, That the Academic Senate for California Community Colleges work to support legislation that requires local academic senate bodies to sustain and maintain the ethics of the Brown Act by adopting meeting modalities that maximize inclusivity, transparency, and access

¹⁰⁹California Code of Regulations, title 5 §51023.7:

[https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

¹¹⁰ California Code of Regulations, title 5 §51023.5:

[https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)&bhcp=1](https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhcp=1)).

¹¹¹ “Participating Effectively in District and College Governance” (2020). Academic Senate for California Colleges.

https://AcademicSenateforCaliforniaCommunityColleges.org/sites/default/files/Participating_Effectively_200503.pdf.

¹¹² AB 1275 (Arambula): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB1275.

¹¹³ Ibid.

at each individual institution.

Contact: Mitra Sapienza, City College of San Francisco, Area B

M/S/F

6.03 S23 Support for Additional Exemptions for AB 1887

Whereas, AB 1887 (Low, 2016) “prohibits California from approving a request for state-funded or state-sponsored travel to such a state [with laws discriminating against lesbian, gay, bisexual, and transgender people]”¹¹⁴ and California community college districts have enacted measures that align with AB 1887 prohibitions;

Whereas, AB 1887 and similar measures enacted at California community college districts may result in the denying of funding for transfer center directors or coordinators to visit many out-of-state campuses, including visits to Historically Black Colleges and Universities that are primarily located in states covered by AB 1887’s prohibitions, for the purpose of arranging transfer and scholarship agreements;

Whereas, California community college students have been denied much needed funding from their colleges to attend out-of-state campus visits that promote diversity, equity, and inclusion, anti-racism and accessibility including visits to Historically Black College and Universities that are primarily located in states covered by AB 1887’s prohibitions; and

Whereas, AB 1887 and similar measures enacted at California community college districts deny funding to employees and students for the purpose of attending events promoting diversity, equity, and inclusion when such events are held in states covered by AB 1887’s prohibitions, such as the 2023 National Conference on Race and Ethnicity that will be held in New Orleans, LA,¹¹⁵

Resolved, That Academic Senate for California Community Colleges support an additional exemption for AB 1887 that would allow students and college employees to receive funding for travel to states covered by AB 1887’s prohibitions when such travel promotes diversity, equity, inclusion, anti-racism and accessibility; and

Resolved, That the Academic Senate for California Community Colleges ask the California Community Colleges Chancellor’s Office to encourage local districts to provide exemptions for employees and students for travel to states covered by AB 1887’s prohibitions when such travel promotes diversity, equity, inclusion, anti-racism and accessibility.

Contact: John Crocitti, San Diego Mesa College, Area D

M/S/F

¹¹⁴ AB 1887 (Low, 2016): <https://openstates.org/ca/bills/20152016/AB1887/>.

¹¹⁵ 2023 National Conference on Race and Ethnicity conference information: <https://web.cvent.com/event/af7553a8-de0d-4284-a3b9-3b09317aa3e0/summary?environment=P2>.

WITHDRAWN RESOLUTIONS

7.02 S23 Replace TOP Code with CIP Code

Whereas, The California Community Colleges system has made numerous unsuccessful efforts in the past decade to move the system of identifying programs/courses with the Taxonomy of Programs (TOP) codes to Classification of Instructional Programs (CIP) codes¹¹⁶;

Whereas, The 2004 Taxonomy of Programs (TOP) manual is outdated and not aligned with the *Program and Course Approval Handbook* (PCAH) and converting to the Classification of Instructional Programs (CIP) codes will align California Community Colleges with other educational partners and employment data outcomes, while eliminating the issues with the PCAH, such as Career Technical Education (CTE) limited TOP codes, incongruence with non-CTE degree or certificate outcomes, and mismatched terminology; and

Whereas, The California Community College Curriculum Committee in conjunction with West Ed and the Centers for Excellence and other system stakeholders have already been in discussions regarding the steps and factors that would be necessary to convert from the use of Taxonomy of Programs code to Classification of Instructional Programs code in the California community colleges and have made significant progress but not with all colleges/districts and programs;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop a strategy, work plan, and timeline for switching course and award codes from Taxonomy of Programs (TOP) code to Classification of Instructional Programs codes while considering how this change will affect Guided Pathways-related program mapping, Chancellor's Office Curriculum Inventory specifications, local and statewide Management Information System structures, technical assistance requirements, and implications of TOP code conversion for other use; and

Resolved, That the Academic Senate for California Community Colleges recommend the California Community Colleges Chancellor's Office create a taskforce to finalize the plan of action¹¹⁷ by fall of 2024 and set a completion date for discontinuing Taxonomy of Programs codes and convert to Classification of Instructional Programs codes.

Contact: Carrie Roberson, Executive Committee, CTE Leadership Committee

¹¹⁶ Classification of Instructional Programs (CIP) codes are used nationally by the US Department of Education and only required of California community colleges in contexts such as IPEDs and accreditation. Resolution F10 09.02 Examining Conversion from TOP to CIP asked for the work to begin and to "provide communication and implementation strategies if a greater conversion of TOP to CIP codes is inaugurated":

<https://asccc.org/resolutions/examining-conversion-top-cip>.

¹¹⁷ The TOP to CIP Plan of Action created by the initial California Community Colleges Curriculum Committee workgroup that began meeting in 2018: https://docs.google.com/document/d/15mjK89tej0tnz-bmr6dhaBgK8pF02uFqNcT_sYWrGVw/edit?usp=sharing.

SPRING 2023 PLENARY SESSION DELEGATES

College	FirstName	LastName
Alameda, College of	Matthew	Goldstein
Allan Hancock College	Alberto	Restrepo
American River College	Carina	Hoffpauir
Antelope Valley College	Kathy	Osburn
Bakersfield College	Chris	Cruz-Bone
Barstow College	Rodolfo	Duque Jr
Berkeley City College	Gabriel	Martinez
Butte College	Jess	Vickery
Cabrillo College	Nicholas	Rowell
Calbright College	Michael	Stewart
Canada College	David	Eck
Canyons, College of	David	Andrus
Cerritos College	Dennis	Falcon
Cerro Coso College	Yvonne	Mills
Chaffey College	Nicole	DeRose
Citrus College	Jeremy	Clark
Clovis College	Melanie	Sanwo
Coastline College	Lisa	Lee
College of Marin	Maria	Coulson
Columbia College	Lahna	VonEpps
Compton College	Sean	Moore
Contra Costa College	Gabriela	Segade
Copper Mountain College	Victoria	Velasquez
Cosumnes River College	Gregory	Beyrer
Crafton Hills College	Natalie	Lopez
Cuesta College	Wesley	Sims
Cuyamaca College	Manuel	Mancillas-Gomez
Cypress College	Joyce	Peacock
De Anza College	Erik	Woodbury
Desert, College of	Kim	Dozier
Diablo Valley College	Lisa	Smiley-Ratchford

East Los Angeles College	Jeffrey	Hernandez
El Camino College	Darcie	McClelland
Evergreen Valley College	Garry	Johnson
Glendale College	Roger	Dickes
Folsom Lake College	Paula	Cardwell
Foothill College	Voltaire	Villanueva
Foothill DeAnza CCD	Kathryn	Maurer
Fresno City College	Tom	Boroujeni
Fullerton College	Jennifer	Combs
Gavilan College	Cherise	Mantia
Grossmont College	Pearl	Lopez
Hartnell College	Jason	Hough
Imperial Valley College	Ric	Epps
Irvine Valley College	Daniel	de Roulet
Laney College	Leslie	Blackie
Las Positas College	Ashley	Young
Lassen College	Adam	Runyan
Long Beach City College	Suman	Mudunuri
Los Angeles CCD	Angela	Echeverri
Los Angeles City College	Carlos	Guerrero
Los Angeles Harbor College	Adrienne	Brown
Los Angeles Mission College	Carole	Akl
Los Angeles Pierce College	Barbara	Anderson
Los Angeles Southwest College	Naja	El-Khoury
Los Angeles Trade Tech College	Marvin	Da Costa
Los Angeles Valley College	Edgar	Perez
Los Medanos College	Mark	Lewis
Los Rios CCD	Alisa	Shubb
Madera College	Lynette	Cortes Howden
Mendocino College	Nicholas	Petti
Merced College	Wanda	Schindler

Merritt College	Thomas	Renbarger
MiraCosta College	Leila	Safaralian
Mission College	Aram	Shepherd
Modesto Junior College	Aishah	Saleh
Monterey Peninsula College	Frank	Rivera
Moorpark College	Matthew	Morgan
Moreno Valley College	Felipe	Galicia
Mt. San Antonio College	Raul	Madrid
Mt. San Jacinto College	Nicholis	Zappia
Napa Valley College	Eileen	Tejada
Norco College	Kimberly	Bell
North Orange Continuing Education	Kimberley	Stiemke
Ohlone College	Susan	Myers
Orange Coast College	Rendell	Drew
Oxnard College	Dolores	Ortiz
Palo Verde College	Sarah	Frid
Palomar College	Wendy	Nelson
Peralta CCD	Donald	Saotome Moore
Porterville College	Robert	Simpkins
Rancho Santiago CCD	Andrew	Barrios
Reedley College	Andrew	Strankman
Rio Hondo College	Farrah	Nakatani
Riverside CCD	Mark	Sellick
Sacramento City College	Sandra	Guzman
Saddleback College	Heidi	Ochoa
San Bernardino Valley College	Davena	Burns-Peter
San Diego City College	Maria-Jose	Zeledon-Perez
San Diego Mesa College	John	Crocitti
San Diego Miramar College	Pablo	Martin
San Francisco, City College of	Mitra	Sapienza
San Joaquin Delta College	Becky	Plaza
San Jose City College	Judith	Bell

San Jose-Evergreen CCD	Phuong (Emily)	Banh
San Mateo, College of	Arielle	Smith
San Mateo CCD	Sarah	Harmon
Santa Barbara City College	Tara	Carter
Santa Monica College	Tiffany	Inabu
Santa Rosa Junior College	Nancy	Persons
Santiago Canyon College	Craig	Rutan
Santa Ana College	Claire	Coyne
Sequoias, College of the	Ramyar Alavi	Moghaddam
Sierra College	Heather	Eubanks
Shasta College	Jacquelyn	Horton
Skyline College	Cassidy	Ryan-White
Solano College	Joshua	Scott
Southwestern College	Caree	Lesh
Taft College	Sharyn	Eveland
Ventura College	Dan	Clark
Victor Valley College	Lynne	Glickstein
West Hills Coalinga	Matt	Magnusun
West Hills College - Lemoore	Jacqui	Shehorn
West Los Angeles College	Jason	Librande
West Valley College	Gretchen	Ehlers
Woodland College	Matt	Clark
Yuba College	Meridith	Selden

EXECUTIVE MEMBER	FIRST NAME	LAST NAME
President	Virginia "Ginni"	May
Vice President	Cheryl	Aschenbach
Treasurer	Michelle	Bean
Secretary	LaTonya	Parker
Area A	Stephanie	Curry
Area B	Karen	Chow
Area C	Erik	Reese
Area D	Manuel	Velez
North Rep	Christopher	Howerton
North Rep	Eric	Wada

South Rep	Amber	Gillis
South Rep	Robert L.	Stewart Jr.
At Large Rep	Juan	Arzola
At Large Rep	Carrie	Roberson

Foothill College
Credit Program Narrative
Certificate of Achievement in Commercial Photography

Item 1. Program Goals and Objectives

The Certificate of Achievement in Commercial Photography prepares students to be commercial photographers, photo studio managers, and studio assistants in commercial photography and provides the opportunity to gain skills necessary to advance their careers. Students could have specialization in the areas of advertising, product, portrait, architecture, food, event, and fashion photography, among others. Students develop skills in the operation of current photographic equipment, including electronic strobes and digital capture. By completing the Certificate of Achievement in Commercial Photography, students will be able to work in a commercial photographic studio or start their own photographic business.

Program Learning Outcomes:

- Graduates will be able to employ principles of lighting, camera usage, digital adjustments, and studio photography, to create photographs to clients' specification for use in print and electronic media.
- Graduates will be able to utilize professional tools of photographic capture and lighting to set up and adjust the photographic studio, including troubleshooting lighting challenges and post-processing studio images for presentation.
- Graduates will be able to demonstrate ability to use all photographic studio equipment in a safe manner while employing creative lighting techniques to the final photographic product.
- Graduates will be able to illustrate skills in the proper implementation of business practices for fees, licensing, and copyright, as well as follow current health and safety regulations.

Item 2. Catalog Description

The Certificate of Achievement in Commercial Photography provides opportunities for career preparation by providing courses that meet workforce needs. Commercial photography skills, including lighting and digital image editing, are highly desirable in the photography industry and related industries, including graphic design, social media, and advertising. The program provides a solid technical background in studio photography and applications, including lighting setup, studio scheduling, equipment maintenance, and digital image editing. The outcomes of the program align with industry standards for photography studios. Furthermore, the courses in this certificate will scale up to additional photography certificates and the Associate in Arts Degree in Photography.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (12 units)	PHOT 4A	Photoshop for Photographers I	4	Yr 1, Fall
	PHOT 5	Introduction to Photography	4	Yr 1, Fall
	PHOT 74A	Studio Photography Techniques I	4	Yr 1, Winter

Restricted Electives (select 4 units)	PHOT 4B	Photoshop for Photographers II	4	Yr 1, Spring
	PHOT 72	Lightroom & Photographic Design	4	Yr 1, Spring
	PHOT 74B	Studio Photography Techniques II	4	Yr 1, Spring
	PHOT 74C	Studio Photography Techniques III	4	Yr 1, Spring

TOTAL UNITS: 16 units

Proposed Sequence:

Year 1, Fall = 8 units

Year 1, Winter = 4 units

Year 1, Spring = 4 units

TOTAL UNITS: 16 units

Item 4. Master Planning

The CTE Certificate of Achievement in Commercial Photography aligns with the college's Mission Statement by providing a clear pathway of courses that, when completed, can lead to a career in photography. This is a new certificate that guides students to the most important courses they will need to build a strong technical foundation when joining the workforce. Students may then choose to begin their career with an established company or seek instead to start a small business. In addition, the photography program strives to achieve equity throughout the content in all of its courses and programming, as well as with its interactions with students. The mindset and practice of the photography program therefore helps contribute to meeting the student outcome goal of the college's Mission Statement.

Item 5. Enrollment and Completer Projections

It is expected that 5 students will complete the program in the initial year; after five years we would expect about 5-10 students per year will complete the program. As this aligns with the AA Degree and Certificate of Achievement in Photography, we expect some students will begin on this pathway and then decide to continue with these offerings.

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
PHOT 4A	Photoshop for Photographers I	4	152	4	102
PHOT 4B	Photoshop for Photographers II*	2	32	1	9
PHOT 5	Introduction to Photography	13	523	10	389
PHOT 72	Lightroom & Photographic Design	1	35	1	31
PHOT 74A	Studio Photography Techniques I*	N/A	N/A	2	29
PHOT 74B	Studio Photography Techniques II*	N/A	N/A	1	5

PHOT 74C	Studio Photography Techniques III*	N/A	N/A	N/A	N/A
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**Cancelled and/or impacted in 2020-21 due to COVID Pandemic; rebuilding enrollment in 2021-2022*

Item 6. Place of Program in Curriculum/Similar Programs

This is a new program at Foothill College. This program fulfills a need expressed by the industry advisory board.

Item 7. Similar Programs at Other Colleges in Service Area

There are colleges within reasonable commuting distance that offer a similar program but ours has a reputation of excellence and offers a pathway to our Associate Degree and transfer options for students who want to continue.

Additional Information Required for State Submission:

TOP Code: 1012.00 - Applied Photography

Annual Completers: 5

Net Annual Labor Demand: 110,500 in 2020 with Job Outlook for 2020-2030 showing a 17% increase (much higher than average)

[Occupational Outlook Handbook PHOTOGRAPHER](#)

Faculty Workload: .1

New Faculty Positions: 0

New Equipment: 0

New/Remodeled Facilities: 0

Library Acquisitions: 0

Gainful Employment: Yes

Program Review Date: June, 2024

Distance Education: 50-99%

Foothill College
Credit Program Narrative
Certificate of Achievement in Digital Photography Techniques

Item 1. Program Goals and Objectives

The Certificate of Achievement in Digital Photography Techniques prepares students to be both digital technicians/studio assistants or commercial photographers and provides the opportunity to gain skills necessary to advance their careers. By completing the Certificate of Achievement in Digital Photography Techniques, students will be able to work in a commercial photographic studio, assist in events, or start their own photographic business. The position of digital technician is currently in high demand in the region.

Program Learning Outcomes:

- Graduates will be able to employ principles of digital image adjusting and editing, as well as workflow, to process images from photographic shoots and events and prepare images to clients' specification for advertising, printing, or website creation.
- Graduates will be able to utilize digital hardware and software techniques to process images as a key team member for a photography studio or graphic design studio.
- Graduates will be able to demonstrate ability to set up and adjust workflows for their own and other photographers' digital images from capture to post-process through backup and client fulfillment.
- Graduates will be able to illustrate skills in the proper implementation of business practices for fees, licensing, and copyright, as well as follow current health and safety regulations.

Item 2. Catalog Description

The Certificate of Achievement in Digital Photography Techniques provides opportunities for career preparation by providing courses that meet workforce needs and prepares students for work as a digital technician. Digital technicians utilize digital image process and organization skills, including the use of professional software, formatting of both cloud and onsite backup, processing of images, and delivering files to clients. Digital techs are needed in the photography industry and related industries, including graphic design, social media, and advertising. The program provides a solid technical background in computer processing of images and optimization of applications, including capture, downloading, image selection, editing, and preparation for output and printing. The outcomes of the program align with industry standards for photography and digital imaging studios. Furthermore, the courses in this certificate will scale up to additional photography certificates and the Associate in Arts Degree in Photography.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (12 units)	PHOT 4A	Photoshop for Photographers I	4	Yr 1, Fall
	PHOT 5	Introduction to Photography	4	Yr 1, Fall
	PHOT 72	Lightroom & Photographic Design	4	Yr 1, Spring

Restricted	PHOT 4B	Photoshop for Photographers II	4	Yr 1, Winter
Electives	PHOT 4C	Photoshop for Photographers III	4	Yr 1, Spring
(select 4 units)	PHOT 74A	Studio Photography Techniques I	4	Yr 1, Winter

TOTAL UNITS: 16 units

Proposed Sequence:

Year 1, Fall = 8 units

Year 1, Winter = 4 units

Year 1, Spring = 4 units

TOTAL UNITS: 16 units

Item 4. Master Planning

The CTE Certificate of Achievement in Digital Photography Techniques aligns with the college's Mission Statement by providing a clear pathway of courses that, when completed, can lead to a career in photography. This is a new certificate that guides students to the most important courses they will need to build a strong technical foundation when joining the workforce. Students may then choose to begin their career with an established company or seek instead to start a small business. In addition, the photography program strives to achieve equity throughout the content in all of its courses and programming, as well as with its interactions with students. The mindset and practice of the photography program therefore helps contribute to meeting the student outcome goal of the college's Mission Statement.

Item 5. Enrollment and Completer Projections

It is expected that 5 students will complete the program in the initial year; after five years we would expect about 5-10 students per year will complete the program. As this aligns with the AA Degree and Certificate of Achievement in Photography, we expect some students will begin on this pathway and then decide to continue with these offerings.

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
PHOT 4A	Photoshop for Photographers I	4	152	4	102
PHOT 4B	Photoshop for Photographers II*	2	32	1	9
PHOT 4C	Photoshop for Photographers III*	1	11	1	8
PHOT 5	Introduction to Photography	13	523	10	389
PHOT 72	Lightroom & Photographic Design	1	35	1	31
PHOT 74A	Studio Photography Techniques I*	N/A	N/A	2	29

**Cancelled and/or impacted in 2020-21 due to COVID Pandemic; rebuilding enrollment in 2021-2022*

Item 6. Place of Program in Curriculum/Similar Programs

This is a new program at Foothill College. This program fulfills a need expressed by the industry advisory board.

Item 7. Similar Programs at Other Colleges in Service Area

There are colleges within reasonable commuting distance that offer a similar program but ours has a reputation of excellence and offers a pathway to our Associate Degree and transfer options for students who want to continue.

Additional Information Required for State Submission:

TOP Code: 1012.00 - Applied Photography

Annual Completers: 5

Net Annual Labor Demand: 110,500 in 2020 with Job Outlook for 2020-2030 showing a 17% increase (much higher than average)

[Occupational Outlook Handbook PHOTOGRAPHER](#)

Faculty Workload: .1

New Faculty Positions: 0

New Equipment: 0

New/Remodeled Facilities: 0

Library Acquisitions: 0

Gainful Employment: Yes

Program Review Date: June, 2024

Distance Education: 50-99%

**Foothill College
Credit Program Narrative
Certificate of Achievement in Photography Criticism**

Item 1. Program Goals and Objectives

The Certificate of Achievement in Photography Criticism prepares students to analyze and interpret photographic images while providing the opportunity to gain necessary skills to advance their careers.

Program Learning Outcomes:

- Identify and examine major photographic movements, genres, and processes.
- Demonstrate an understanding of theoretical frameworks for visual analysis.
- Analyze and interpret photographic images from historical and social perspectives.

Item 2. Catalog Description

The Certificate of Achievement in Photography Criticism provides instruction in the history of photography from its inception to the present day. The curriculum gives students the critical skills and foundation for developing a better understanding and appreciation of photography. By completing this certificate program, students will be prepared for entry-level employment at museums, galleries, community exhibition venues, art auction houses, and art publications.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (13 units)	PHOT 8	Photography of American Cultures	5	Yr 1, Winter
	or PHOT 8H	Honors Photography of American Cultures	5	Yr 1, Winter
	PHOT 10	History of Photography	4	Yr 1, Fall
	or PHOT 10H	Honors History of Photography	4	Yr 1, Fall
	PHOT 11	Contemporary Issues in Photography	4	Yr 1, Spring
	or PHOT 11H	Honors Contemporary Issues in Photography	4	Yr 1, Spring
Restricted Electives (select one course)	ART 1	Introduction to Art	4.5	Yr 1, Fall
	MDIA 3	Introduction to Film & Media Criticism	4	Yr 1, Spring

TOTAL UNITS: 17-17.5 units

Proposed Sequence:

Year 1, Fall = 4-8.5 units

Year 1, Winter = 5 units

Year 1, Spring = 4-8 units

TOTAL UNITS: 17-17.5 units

Item 4. Master Planning

The Certificate of Achievement in Photography Criticism aligns with the college’s Mission Statement by providing a clear pathway of courses that when completed, can lead to entry-level employment at museums, galleries, community exhibition venues, art auction houses, and art publications. Because all courses offered in this certificate meet the UC-CSU General Education Arts & Humanities requirement, it enhances the transfer success of our students to a four-year college. In addition, the photography program strives to achieve equity throughout the content in all of its courses and programming, as well as with its interactions with students. The mindset and practice of the photography program therefore contributes to meeting the student outcome goal of the college’s Mission Statement.

Item 5. Enrollment and Completer Projections

It is expected that 5 students will complete the program in the initial year; after five years we would expect about 5-10 students per year will complete the program. As this aligns with the AA Degree and Certificate of Achievement in Photography, we expect some students will begin on this pathway and then decide to continue with these other offerings.

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
PHOT 8/8H	Photography of American Cultures / Honors	10	423	13	537
PHOT 10/10H	History of Photography / Honors	1	29	1	28
PHOT 11/11H	Contemporary Issues in Photography / Honors	1	43	1	30
ART 1	Introduction to Art	13	620	12	616
MDIA 3	Introduction to Film & Media Criticism	2	79	3	112

Item 6. Place of Program in Curriculum/Similar Programs

This is a new program at Foothill College. This program fulfills a need expressed by the industry advisory board.

Item 7. Similar Programs at Other Colleges in Service Area

There are colleges within reasonable commuting distance that offer a similar program but ours has a reputation of excellence and offers a pathway to our Associate Degree and transfer options for students who want to continue.

Additional Information Required for State Submission:

TOP Code: 1011.00 - Photography

Annual Completers: 5

Faculty Workload: 1

New Faculty Positions: 0

New Equipment: 0

New/Remodeled Facilities: 0

Library Acquisitions: 0

Gainful Employment: Yes

Program Review Date: June, 2024

Distance Education: 50-99%

Articulation Agreement by Major

Effective during the 2022-2023 Academic Year

To: California State University, Channel Islands
2022-2023 General Catalog, Semester

From: Foothill College
2022-2023 General Catalog, Quarter

Liberal Studies, B.A. Integrated Teaching Credential Emphasis

GENERAL INFORMATION

1. **Admission Requirements for the Integrated Teaching Credential Emphasis:**

- Students may apply for admission to the Integrated Teaching Credential Emphasis in the first semester of their junior year, after completing 60 units in the Liberal Studies, B.A. Teaching and Learning Emphasis. Admission will be granted based upon completion of the following requirements:
 - Examinations** - Students must pass the California Basic Educational Skills Test (CBEST) prior to admission to the Integrated Teaching Credential Emphasis.
 - Health Clearance** - Evidence of a negative tuberculin test is required. The tuberculin test is valid for four years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office or the county health department.
 - Certificate of Clearance** - Students must possess or apply for a valid Certificate of Clearance as part of admission. The Certificate of Clearance is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation.
 - Two Letters of Recommendation** - Two letters of recommendation from faculty, employers, and/or others who are knowledgeable about the student's personal qualities and potential to work with children must be submitted with the Integrated Teaching Credential Emphasis application.
 - Writing Sample** - Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in teaching children with the diversity of languages and cultures represented in California schools.
 - Interview** - The Integrated Teaching Credential Emphasis Admissions Committee will interview candidates once all other portions of the admissions requirements are complete.

2. **Special Grade and GPA Requirement:** A minimum grade of "C" in all major courses and a minimum GPA of 3.0 "B" are required to remain in this Emphasis.

3. Every student pursuing the Liberal Studies, B.A. Integrated Teaching Credential Emphasis is required to complete a concentration. There are seven available to choose from:

- Bilingual Authorization Concentration
- History and Social Science Concentration
- Human Development and Psychology Concentration
- Mathematics Concentration
- Reading, Language and Literature Concentration
- Science Concentration
- Visual and Performing Arts Concentration

4. Lower-division courses are not required or allowed in all concentrations. However, if required or allowed these courses may be substituted with transferable, community college courses.

- For more information, consult with the Liberal Studies Program Faculty Advisor after transferring to CI.

5. Those concentrations that do require or allow lower-division courses are listed below:

- The following applies to the History and Social Science Concentration section below:
 - Complete two courses, one each from two of the following disciplines:
 - Anthropology
 - Economics
 - History
 - Political Science
 - Sociology
- The following applies to the Human Development and Psychology Concentration section below:
 - Complete a minimum of nine units of psychology courses, with at least three units being upper division.
- The following applies to Mathematics Concentration section below:
 - Complete a minimum of six units of mathematics courses.
- The following applies to the Reading, Language and Literature Concentration section below:
 - Complete a minimum of six units of English courses.
- The following applies to the Science Concentration section below:
 - Complete a minimum of nine science units.
 - At least three of the nine units in this concentration must be upper-division.
 - Students are strongly encouraged to take courses from at least two different science disciplines (e.g.: biology, chemistry, geology, physics, etc.).
- The following applies to the Visual and Performing Arts Concentration section below:
 - Complete a minimum of nine units from the visual and performing arts (e.g.: art, dance, music, performing arts, theater, etc.).
 - Three to six units may come from any CSU General Education Area C1 courses.
 - At least three of the nine units in this concentration must be upper-division.

LOWER DIVISION REQUIREMENTS

ART 102 - Multicultural Children's Art (3.00)

← No Comparable Course

BIOL 170 - Foundations of Life Science (4.00)	←	BIOL 10 - General Biology: Basic Principles (5.00) <ul style="list-style-type: none"> • <i>Course is an approved substitute for Liberal Studies majors only</i>
COMM 101 - Public Speaking (3.00)	←	COMM 1A - Public Speaking (5.00) --- Or --- COMM 1AH - Honors Public Speaking (5.00)
ECS 150 - Foundations of Child and Adolescent Development (3.00) Same-As: PSY 150	←	CHLD 1 - Child Growth & Development: Prenatal through Early Childhood (4.00) --- And --- CHLD 2 - Child Growth & Development II: Middle Childhood through Adolescence (4.00)
EDUC 101 - Introduction to Elementary Schooling (3.00)	←	EDUC 2 - Introduction to Elementary Education (5.00)
ENGL 105 - Composition and Rhetoric (3.00)	←	ENGL 1A - Composition & Reading (5.00) --- Or --- ENGL 1AH - Honors Composition & Reading (5.00) --- Or --- ENGL 1S - Integrated Composition & Reading (4.00) --- And --- ENGL 1T - Integrated Composition & Reading (4.00)
ENGL 212 - Children's Literature in a Diverse World (3.00)	←	ENGL 8 - Children's Literature (4.00)
HIST 211 - World Civilizations: Origins to 1500 (3.00)	←	HIST 3A - World History From Prehistory to 750 CE (4.00) --- And --- HIST 3B - World History from 750 CE to 1750 CE (4.00)
HIST 275 - The United States to 1900 (3.00)	←	HIST 17A - History of the United States to 1815 (4.00) --- And --- HIST 17B - History of the United States from 1812 to 1914 (4.00)
LS 220 - Developing Literacy in Diverse Classrooms (3.00)	←	No Comparable Course
MATH 208 - Modern Mathematics for Elementary Teaching I - Numbers and Problem Solving (3.00)	←	MATH 42 - Math for Elementary School Teachers (5.00)
PA 210 - Understanding Dance and Music for Elementary Education (3.00)	←	No Comparable Course
PHSC 170 - Foundations in Physical Science (4.00)	←	No Comparable Course
POLS 150 - American Political Institutions (3.00)	←	POLI 1 - Political Science: Introduction to American Government & Politics (5.00)

UPPER DIVISION REQUIREMENTS

GEOL 300 - Foundations of Earth Science (4.00) <ul style="list-style-type: none"> • <i>Content credit only</i> • <i>Lower division credit only</i> 	←	No Course Articulated
HIST 369 - California History and Culture (3.00) <ul style="list-style-type: none"> • <i>Content credit only</i> • <i>Lower division credit only</i> 	←	HIST 10 - History of California: The Multicultural State (4.00) <ul style="list-style-type: none"> • <i>Course is an approved substitute for Early Childhood Studies majors only</i> • <i>Course is an approved substitute for Liberal Studies majors only</i>

HISTORY AND SOCIAL SCIENCE CONCENTRATION

Please refer to additional important General Information section above

HUMAN DEVELOPMENT AND PSYCHOLOGY CONCENTRATION

Please refer to additional important General Information section above

MATHEMATICS CONCENTRATION

Please refer to additional important General Information section above

READING, LANGUAGE AND LITERATURE CONCENTRATION

Please refer to additional important General Information section above

SCIENCE CONCENTRATION

Please refer to additional important General Information section above

VISUAL AND PERFORMING ARTS CONCENTRATION

Select up to 6 Unit(s) from the following

Please refer to additional important General Information section above



PHOT 10 - History of Photography (4.00)
THTR 20A - Acting I (4.00)
ART 4A - Fundamentals in Drawing (4.00)
PHOT 11 - Contemporary Issues In Photography (4.00)
ART 2E - A History of Women in Art (4.50)
THTR 26 - Introduction to Fashion History & Costume Design (4.00)
ART 2A - History of Art: History of Western Art from Prehistory Through Early Christianity (4.50)
DANC 10 - Topics in Dance History (5.00)
MUS 2B - Great Composers & Music Masterpieces (5.00)
THTR 8 - Multicultural Theatre Arts in Modern America (4.00)
MUS 11A - Jazz & Swing (4.00)
PHOT 8H - Honors Photography of American Cultures (5.00)
PHOT 11H - Honors Contemporary Issues in Photography (4.00)
MUS 2F - History of American Musical Theatre (4.00)
Same-As: THTR 2F
MDIA 1 - Introduction to Film Studies (4.00)
MUS 11E - History of Electronic Music: 1970-Present (4.00)
MDIA 1H - Honors Introduction to Film Studies (4.00)
MDIA 4 - Experimental Film & Video (4.00)
ART 2B - History of Western Art From the Middle Ages to the Renaissance (4.50)
ART 2AH - Honors History of Art: History of Western Art From Prehistory Through Early Christianity (4.50)
ART 2J - American Art (4.50)
ART 2C - History of Western Art From the Baroque to Contemporary (4.50)
MUS 1 - Introduction to Music (4.00)
MUS 3B - Theory & Musicianship II (5.00)
MUS 8 - Music of American Cultures (5.00)
MUS 11B - Funk, Fusion & Hip-Hop (4.00)
MUS 2A - Great Composers & Music Masterpieces (5.00)
THTR 2A - History of Dramatic Literature: Classical to Moliere (4.00)
PHIL 11 - Introduction to the Philosophy of Art & Aesthetics (4.00)
MUS 2D - World Music: Roots to Contemporary Global Fusion (5.00)
PHOT 10H - Honors History of Photography (4.00)
MDIA 3 - Introduction to Film & Media Criticism (4.00)
MUS 7F - Music in Film (4.00)
MDIA 5 - American Cinema (4.00)
MUS 8H - Honors Music of American Cultures (5.00)
ENGL 34C - Literature into Film (4.00)
MUS 9B - Music & Media: Hendrix to Hip-Hop (4.00)
MDIA 2C - Current Trends in Film, TV & The Internet (4.00)
MUS 11D - History of Electronic Music: Origins - 1970 (4.00)
MUS 2C - Great Composers & Music Masterpieces (5.00)
ART 2F - Introduction to Asian Art (4.50)
ART 2BH - Honors History of Western Art From the Middle Ages to the Renaissance (4.50)
MUS 3A - Theory & Musicianship I (5.00)
MUS 3C - Theory and Musicianship III (5.00)
PHOT 5 - Introduction to Photography (4.00)
ART 3 - History of Modern Art From Post-Impressionism to the Present (4.50)
THTR 1 - Introduction to Theatre (4.00)
MUS 10 - Music Fundamentals (4.00)
PHOT 8 - Photography of American Cultures (5.00)
MDIA 7 - Documentary Film (4.00)
ART 1 - Introduction to Art (4.50)
MUS 2AH - Honors Great Composers & Music Masterpieces (5.00)
MUS 2BH - Honors Great Composers & Music Masterpieces (5.00)
MUS 2CH - Honors Great Composers & Music Masterpieces (5.00)
MDIA 8B - Women in Film (4.00)

Articulation Agreement by Major

Effective during the 2022-2023 Academic Year

To: California State University, Chico
2022-2023 General Catalog, Semester

From: Foothill College
2022-2023 General Catalog, Quarter

Art B.A. - Art Education Option

STANDARD GENERAL INFORMATION

1. See the [University Catalog](#) for the full listing of degree requirements for this major.
2. See the [Admissions](#) website for transfer admission requirements/information.
3. See the [International Education & Global Engagement](#) website for international transfer academic qualifications.
4. See the [Academic Advising Programs](#) website for information on California Promise and Associate Degree for Transfer.
5. See the [University Catalog](#) for Credit by Exam information (AP, IB, CLEP).

GENERAL INFORMATION: ADVISORY

This program has an upper division art studio requirement where a student selects courses from a single art studio emphasis: ceramics, digital media, drawing, glass design, painting, photography, printmaking, or sculpture. In the section below where the student chooses a course, the student should carefully select the course based on the prerequisites for the courses listed in the upper division art studio emphasis of choice. Please see the [University Catalog](#) for the upper division course listings as well as the full listing of degree requirements.

NOTE TO STUDENTS APPLYING TO THE SINGLE SUBJECT CREDENTIAL PROGRAM

If applying to the single subject credential program, see the additional course listing below.

Note: CMST 131, POLS 155, and a Foreign Language course are required for the credential program. The Foreign Language requirement can be met through General Education and High School World Language courses. See the Languages and Cultures department articulation agreement for approved transfer equivalent Foreign Language courses.

More information on the [Single Subject Credential Program](#) can be obtained through the School of Education.

Professional education program requirements are governed by legislative action and approval of the California Commission on Teacher Credentialing. Requirements may change between catalogs. Please consult with your Art Education advisor.

LOWER DIVISION OPTION REQUIREMENTS

All courses in this section are required

ARTH 100 - Art Appreciation: Multicultural Perspectives (3.00)	←	ART 1 - Introduction to Art (4.50)
ARTS 122 - 2D Design (3.00)	←	ART 5A - 2-D Foundations (4.00) --- Or --- ART 20A - Color I (4.00) --- And --- ART 20B - Color II (4.00)
ARTS 123 - 3D Design (3.00)	←	ART 5B - 3-D Foundations (4.00)
ARTS 125 - Basic Drawing (3.00)	←	ART 4A - Fundamentals in Drawing (4.00)
ARTS 227 - Introduction to Painting (3.00)	←	ART 19A - Oil Painting I (4.00) --- And --- ART 19B - Acrylic Painting I (4.00)
ARTS 230 - Introduction to Printmaking (3.00)	←	No Course Articulated
ARTS 250 - Introduction to Digital Media (3.00)	←	GID 41 - Digital Art & Graphics (4.00) <ul style="list-style-type: none">• Course articulates with more than one university course• Maximum credit, one university course
ARTS 260 - Introduction to Ceramics (3.00)	←	ART 45A - Beginning Ceramics Handbuilding (4.00) --- And --- ART 45B - Beginning Ceramics Potter's Wheel (4.00)

Select 1 Course(s) from the following

Please refer to additional important General Information section above
Prerequisite(s) for upper division course(s) in this major, concentration or track

ARTS 126 - Basic Life Drawing (3.00)	←	ART 4C - Representational Drawing (4.00) --- And --- ART 4D - Figure Drawing I (4.00) --- Or --- ART 4D - Figure Drawing I (4.00) --- And --- ART 4E - Heads & Hands Drawing (4.00)
ARTS 240 - Introduction to Fine Art Photography (3.00)	←	No Course Articulated
ARTS 270 - Introduction to Sculpture (3.00)	←	No Comparable Course
ARTS 276 - Introduction to Glass Art (3.00)	←	No Course Articulated

ADDITIONAL COURSES FOR STUDENTS APPLYING TO SINGLE SUBJECT CREDENTIAL PROGRAM

****REFER TO TOP OF AGREEMENT****

CMST 131 - Speech Communication Fundamentals (3.00)	←	COMM 1A - Public Speaking (5.00) --- Or --- COMM 1AH - Honors Public Speaking (5.00)
EDTE 255 - Introduction to Democratic Perspectives in K-12 Teaching (3.00)	←	EDUC 2 - Introduction to Elementary Education (5.00) <ul style="list-style-type: none">• <i>Course articulates with more than one university course</i>• <i>Maximum credit, one university course</i>
POLS 155 - American Government: National, State, and Local (3.00)	←	POLI 1 - Political Science: Introduction to American Government & Politics (5.00)

END OF AGREEMENT

Articulation Agreement by Major

Effective during the 2022-2023 Academic Year

To: Sonoma State University
2022-2023 General Catalog, Semester

From: Foothill College
2022-2023 General Catalog, Quarter

Communication and Media Studies, B.A.

GENERAL INFORMATION

This agreement is subject to revision without prior notice. Please check with a counselor every semester to obtain current information about possible changes in the agreement. To learn more about the courses and programs offered at Sonoma State University or the General Education and Upper-division requirements for each major please refer to the university catalog at: <http://www.sonoma.edu/catalog/>

ASSOCIATE DEGREE FOR TRANSFER INFORMATION

The AA-T in Communication Studies (SB 1440 degree) has been deemed as "similar" degree to the Communication Studies, B.A. at Sonoma State. Students transferring to SSU with an AA-T in Communication Studies are advised to complete all available articulated major requirement and support courses before transfer. It is also recommended that students complete the American Institutions (US-1, US-2, US-3), and Seawolf Studies Graduation requirements before transfer.

COMS SKILLS COURSES

The **SKILLS COURSES** listed below only includes lower division courses, see SSU Catalog for a list which includes upper-division courses.

LOWER DIVISION MAJOR REQUIREMENTS

COMS 200 - Principles of Media Communications (4.00)



No Course Articulated

COMS 202 - Methods of Media Criticism (4.00)



MDIA 3 - Introduction to Film & Media Criticism (4.00)

SKILL COURSES

Select 4 Unit(s) from the following

COMS 201 - Video Production (4.00)



No Course Articulated

COMS 210 - Web and Print Journalism (4.00)



No Course Articulated

COMS 240 - Public Relations (4.00)



No Course Articulated

COMS 265 - Radio and Audio Production (4.00)



No Course Articulated

END OF AGREEMENT

Articulation Agreement by Major

Effective during the 2022-2023 Academic Year

To: California Polytechnic University, Pomona
2022-2023 General Catalog, Semester

From: Foothill College
2022-2023 General Catalog, Quarter

Liberal Studies, B.A. - Pre-Credential Option

THIS MAJOR ACCEPTS THE ASSOCIATE DEGREE FOR TRANSFER (ADT)

A California Community College student who has earned the ADT (AA-T or AS-T) is granted priority admission to the CSU into a "similar" baccalaureate degree program with a guarantee of junior standing, as long as the student meets all prescribed admission requirements. ADT students **will only be required to complete 60 additional semester units** to complete the requirements for the "similar" baccalaureate degree.

ADT 2-year roadmaps: <https://www.cpp.edu/academic-programs/academic-advising/tools/sheets-roadmaps/index.shtml>

ADT accepted by Cal Poly Pomona: <https://www.cpp.edu/admissions/transfer/associate-degree-for-transfer.shtml>

ADT Major & Campus Search: <https://www.calstate.edu/apply/transfer/Pages/associate-degree-for-transfer-major-and-campus-search.aspx>

TMC: ELEMENTARY TEACHER EDUCATION (2-YEAR ROADMAP)

[Liberal Studies, B.A. Pre-Credential Option with Elementary Teacher Education, AA-T Roadmap: 2-year \(60 units\)](#)

TRANSFER AND ADMISSION REQUIREMENTS

CPP Eligibility

Transfers must meet the minimum [California State University](#) eligibility requirements listed below as the first step in being considered for admission. In addition to these requirements, Cal Poly Pomona (CPP) has implemented a multifactor admissions (MFA) evaluation process to evaluate transfer applicants. Fall applicants must have requirements completed by the end of the Spring term and Spring applicants must have requirements completed by the end of the Summer term.

Please note, the following requirements and preferred coursework are effective starting the 2023-2024 academic year.

CSU Minimum Admission Requirements

Cal Poly Pomona requires all transfers to complete the following:

- Be in good academic standing at the last institutions attended
- Have a minimum 2.00 GPA in transferable coursework
- Have a minimum of 60 transferable semester (90 quarter) units
 - 30 (45 quarter) of the 60 semester units must be in General Education
 - Completion of the "Golden Four"

Impacted majors may have required coursework that must be completed with a "C" or higher.

Fall applicants must have requirements completed by the end of the **Spring** term and Spring applicants must have requirements completed by the end of the **Summer** term.

Please note, Cal Poly Pomona does not accept applicants who are seeking a 2nd Bachelor's degree. We encourage applicants to consider a [Graduate degree](#).

Non-local Applicants

All applicants must meet CSU minimum requirements to be reviewed for admission. Non-local applicants applying to high demand and impacted majors will be held to a higher admission standard as CPP admits applicants based on space available in each major and therefore, should maintain a high GPA and complete all [required, recommended](#) and/or preferred coursework.

Please note, an applicant is considered local if the majority of their units come from one of our [local area schools](#) or if their AD-T is being awarded by one of our local schools.

Golden Four

A1: Oral Communication

A basic public speaking course or other communication course. Must be completed with a "C-" or higher.

A2: English Composition

An English composition course that emphasizes essay writing or reading and writing concurrently. Must be completed with a "C-" or higher.

A3: Critical Thinking

A second semester composition or writing course, or a course in reasoning and effective argumentative writing. Must be completed with a "C-" or higher.

B4: Mathematics/Quantitative Reasoning

A mathematics course above the intermediate algebra level. Must be completed with a "C-" or higher.

Multi-factor Admission Model

Cal Poly Pomona's MFA model for transfer applicants is made up of academic and non-academic factors with a majority of the weight coming from academic criteria.

To be considered for admissions to Cal Poly Pomona, all applicants must meet the minimum CSU eligibility requirements. Once an applicant's CSU eligibility has been determined, they will then be assessed based on a combination of GPA in all transferable coursework and additional Cal Poly Pomona selection criteria that creates and CPP Eligibility Index for each applicant.

Additional Criteria

The following Cal Poly Pomona selection criteria is taken into admission consideration:

- Academic grade point average in all transferable coursework.
- Priority to students from our local area.
- Your experiences and special circumstances such as military status, first generation to attend college, work experience, foster youth, extra-curricular activities, leadership positions, work related to major and approved campus partnerships.
- Completion of preferred, recommended, or required coursework with a "C" or higher

Please note, while local applicants will have an eligibility index, they will be admissible to a non-impacted program if they meet all of the minimum CSU requirements.

CSET INFORMATION FOR ADT STUDENTS

The requirements for passing the CSET to enter a multiple subject matter program have changed since July 2021 with Assembly Bill (AB) 130. "AB 130 expands the available options to allow candidates to meet the Subject Matter Requirement through any one of the following methods:

1. Successful completion of coursework, as verified by a Commission-approved program of professional preparation that addresses each of the Commission-adopted domains of the applicable subject matter requirements.
2. Successful completion of an academic major in the subject they will teach.
 - a. For Single Subject credentials, the major must be in one of the subjects named in Education Code section 44257(a).
 - b. For Multiple Subject credentials, *the major must be in liberal studies or an interdisciplinary major that includes coursework in the content areas identified in subdivision (b) of California Education Code section 44282". (CCTC Coded Memo, July 22, 2021).*

As a result, completing a liberal studies degree replaces passing the CSET to enter a multiple subjects program. It is important to take the ADT as prescribed and the Pre-credential or ITEP in special education option curriculum to be fully prepared for the subject matter content for a multiple subjects credential program. In addition, AB 130 allows graduates to satisfy the CBEST with reading, math, and writing coursework from their bachelor's degree.

It is highly recommended ADT students take transfer courses articulated with the CPP courses listed below as part of their ADT to ensure subject matter and graduation requirements are met within 60-semester units after transfer.

- HST 1102 - World Civilizations from 1500 (3)
- PHY 2120 + 2120L - Physical Science for Elementary Educators (3) (GE Area B1), or a course to satisfy a subject matter emphasis if already satisfied (see [catalog](#))
- MU 1000 - Introduction to Music (3) (GE Area C1), especially if you do not have musical ability yet, or a course to satisfy a subject matter emphasis if already satisfied (see [catalog](#))

GENERAL EDUCATION REQUIREMENTS

Transfer students may satisfy General Education requirements by completing the CSU General Education Breadth Certification pattern, the Intersegmental General Education Transfer Curriculum (IGETC), or by completing an [Associate Degree for Transfer \(AA-T/AS-T\)](#).

Transfer students are advised to take courses required for their major as part of CSU General Education Breadth, as specified by each major, to achieve the minimum units to degree.

Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement. [\[EO 1100\]](#)

For more information regarding Associate Degree for Transfer, please see your California community college counselor or visit:

www.adgreewithaguarantee.com/

MAJOR REQUIRED

GSC 1100 - Water in a Changing World (3.00) • **REFER TO TOP OF AGREEMENT**	← No Course Articulated
--- Or ---	
GSC 2120 - Earth Science for Elementary Educators (2.00) --- And --- GSC 2120L - Earth Science for Elementary Educators Laboratory (1.00) • <i>Preferred course</i> • **REFER TO TOP OF AGREEMENT**	← No Course Articulated
HST 1101 - World Civilizations to 1500 (3.00)	← HIST 3A - World History From Prehistory to 750 CE (4.00) --- And --- HIST 3B - World History from 750 CE to 1750 CE (4.00)
HST 1102 - World Civilizations from 1500 (3.00)	← HIST 3B - World History from 750 CE to 1750 CE (4.00) --- And --- HIST 3C - World History from 1750 CE to the Present (4.00)
LS 1020 - Integrating Knowledge, Learning, and Engagement for Success (3.00) Same-As: IGE 1020, EWS 1020	← No Course Articulated
LS 2011 - History and Purposes of the Liberal Arts: What is a Liberal Studies Mindset? (3.00)	← No Course Articulated
PLS 2010 - Introduction to American Government (3.00)	← POLI 1 - Political Science: Introduction to American Government & Politics (5.00)

MAJOR OPTION REQUIRED

GEO 1020 - Human Geography (3.00)	← GEOG 2 - Human Geography (4.00)
MAT 1940 - Mathematical Concepts for Elementary School Teachers (4.00)	← This course must be taken at the university after transfer
PSY 2206 - Child Psychology for Educators (3.00)	← No Comparable Course

OPTION REQUIRED ELECTIVES/EMPHASIS

Select 6 Unit(s) from the following
Minimum grade required: C or better

HUMAN DEVELOPMENT EMPHASIS

Only lower division courses listed
Minimum grade required: C or better

ECS 1100 - Child, Family and Community (3.00) • <i>Minimum grade required: C or better</i>	← CHLD 8 - Child, Family & Community (4.00)
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HISTORY EMPHASIS

Upper division; Not articulated
Minimum grade required: C or better

VISUAL AND PERFORMING ARTS EMPHASIS

Only lower division courses listed
Minimum grade required: C or better

COM 2280 - Understanding & Appreciating the Photographic Image (3.00) • <i>Minimum grade required: C or better</i>	← PHOT 10 - History of Photography (4.00)
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LITERATURE EMPHASIS

Minimum grade required: C or better

ENG 2150 - Multimodal Literacy (3.00) ← No Course Articulated
• *Minimum grade required: C or better*

ENG 2801 - Adolescent Literature (3.00) ← No Course Articulated
• *Minimum grade required: C or better*

ENG 2710 - World Literature I (3.00) ← **ENGL 47A** - World Literature I (5.00)
• *Minimum grade required: C or better* --- Or ---
ENGL 47AH - Honors World Literature I (5.00)

KINESIOLOGY EMPHASIS

Upper division; Not articulated
Minimum grade required: C or better

SCIENCE EMPHASIS

Only lower division courses listed
Minimum grade required: C or better

BIO 1060 - Human Biology (3.00) ← No Course Articulated
• *Minimum grade required: C or better*

MATHEMATICS EMPHASIS

Minimum grade required: C or better

MAT 1050 - College Algebra (3.00) ← No Comparable Course
• *Minimum grade required: C or better*

MAT 1060 - Trigonometry (3.00) ← No Course Articulated
• *Minimum grade required: C or better*

MAT 1200 - Calculus for the Life Sciences (3.00) ← **MATH 1A** - Calculus (5.00)
• *Minimum grade required: C or better*

END OF AGREEMENT

Foothill College
Noncredit Program Narrative
Certificate of Completion in Commercial Photography

Item 1. Program Goals and Objectives

The Certificate of Completion in Commercial Photography prepares students to be commercial photographers, photo studio managers, and studio assistants in commercial photography and provides the opportunity to gain skills necessary to advance their careers. Students could have specialization in the areas of advertising, product, portrait, architecture, food, event, and fashion photography, among others. Students develop skills in the operation of current photographic equipment, including electronic strobes and digital capture. By completing the Certificate of Completion in Commercial Photography, students will be able to work in a commercial photographic studio or start their own photographic business.

Program Learning Outcomes:

- Graduates will be able to employ principles of lighting, camera usage, digital adjustments, and studio photography, to create photographs to clients' specification for use in print and electronic media.
- Graduates will be able to utilize professional tools of photographic capture and lighting to set up and adjust the photographic studio, including troubleshooting lighting challenges and post-processing studio images for presentation.
- Graduates will be able to demonstrate ability to use all photographic studio equipment in a safe manner while employing creative lighting techniques to the final photographic product.
- Graduates will be able to illustrate skills in the proper implementation of business practices for fees, licensing, and copyright, as well as follow current health and safety regulations.

Item 2. Catalog Description

The noncredit Certificate of Completion in Commercial Photography provides opportunities for career preparation by providing courses that meet workforce needs. Commercial photography skills, including lighting and digital image editing, are highly desirable in the photography industry and related industries, including graphic design, social media, and advertising. The program provides a solid technical background in studio photography and applications, including lighting setup, studio scheduling, equipment maintenance, and digital image editing. The outcomes of the program align with industry standards for photography studios. Furthermore, the students who complete this certificate could consider continuing with credit photography certificates and the Associate in Arts Degree in Photography.

Item 3. Program Requirements

Requirements	Course #	Title	Hours	Sequence
Core Courses (216 hours)	PHOT 404A	Photoshop for Photographers I	72	Yr 1, Fall
	PHOT 405	Introduction to Photography	72	Yr 1, Fall
	PHOT 474A	Studio Photography Techniques I	72	Yr 1, Winter

Restricted	PHOT 404B	Photoshop for Photographers II	72	Yr 1, Spring
Electives	PHOT 472	Lightroom & Photographic Design	72	Yr 1, Spring
(select one	PHOT 474B	Studio Photography Techniques II	72	Yr 1, Spring
course)	PHOT 474C	Studio Photography Techniques III	72	Yr 1, Spring

TOTAL HOURS: 288 hours

Item 4. Master Planning

The CTE Certificate of Completion in Commercial Photography aligns with the college’s Mission Statement by providing a clear pathway of courses that, when completed, can lead to a career in photography. This is a new certificate that guides students to the most important courses they will need to build a strong technical foundation when joining the workforce. Students may then choose to begin their career with an established company or seek instead to start a small business. In addition, the photography program strives to achieve equity throughout the content in all of its courses and programming, as well as with its interactions with students. The mindset and practice of the photography program therefore helps contribute to meeting the student outcome goal of the college’s Mission Statement.

Additional Information Required for State Submission:

TOP Code: 1012.00 - Applied Photography

Program Review Date: June, 2024

Distance Education: 50-99%

CDCP Eligibility Criteria: Short-Term Vocational

Employment Potential: LMID EDD Consultant

**Foothill College
Noncredit Program Narrative
Certificate of Completion in Photography**

Item 1. Program Goals and Objectives

The Certificate of Completion in Photography prepares students to work in the field of photography either as photographers or support personnel in a photo studio or a design studio. The certificate allows students to gain skills necessary to advance their careers. Students could have specialization in the areas of fine art, advertising, product, portrait, architecture, food, event, and fashion photography, among others. Students develop skills in the operation of current photographic equipment for digital capture and archival storage. By completing the Certificate of Completion in Photography, students will be able to start their own photographic business or support existing businesses who need photographic work.

Program Learning Outcomes:

- Graduates will be able to employ principles of camera usage, digital adjustments, and studio photography, to create photographs to clients' specification for use in print and electronic media.
- Graduates will be able to utilize professional tools of photographic capture and editing.
- Graduates will be able to demonstrate ability to use all photographic equipment in a safe manner while employing creative imaging techniques to the final photographic product.
- Graduates will be able to illustrate skills in the proper implementation of business practices for fees, licensing, and copyright, as well as follow current health and safety regulations.

Item 2. Catalog Description

The noncredit Certificate of Completion in Photography provides opportunities for career preparation by providing courses that meet workforce needs. Photography skills, including photographing and digital image editing, are highly desirable in the photography industry and related industries, including graphic design, social media, and advertising. The program provides a solid technical background in digital applications, including photographing, editing, retouching, and printing. The outcomes of the program align with industry standards for photographic workplaces. Furthermore, the students who complete this certificate could consider continuing with credit photography certificates and the Associate in Arts Degree in Photography.

Item 3. Program Requirements

Requirements	Course #	Title	Hours	Sequence
Core Courses (432 hours)	PHOT 404A	Photoshop for Photographers I	72	Yr 1, Fall
	PHOT 404B	Photoshop for Photographers II	72	Yr 1, Winter
	PHOT 404C	Photoshop for Photographers III	72	Yr 1, Spring
	PHOT 405	Introduction to Photography	72	Yr 1, Fall
	PHOT 472	Lightroom & Photographic Design	72	Yr 1, Spring
	PHOT 474A	Studio Photography Techniques I	72	Yr 1, Fall

TOTAL HOURS: 432 hours

Item 4. Master Planning

The CTE Certificate of Completion in Photography aligns with the college's Mission Statement by providing a clear pathway of courses that, when completed, can lead to a career in photography. This is a new certificate that guides students to the most important courses they will need to build a strong technical foundation when joining the workforce. Students may then choose to begin their career with an established company or seek instead to start a small business. In addition, the photography program strives to achieve equity throughout the content in all of its courses and programming, as well as with its interactions with students. The mindset and practice of the photography program therefore helps contribute to meeting the student outcome goal of the college's Mission Statement.

Additional Information Required for State Submission:

TOP Code: 1012.00 - Applied Photography

Program Review Date: June, 2024

Distance Education: 50-99%

CDCP Eligibility Criteria: Short-Term Vocational

Employment Potential: LMID EDD Consultant



Labor Market Information Report

Digital Photography Occupations

Foothill College

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

Recommendation

Based on all available data, there appears to be an “undersupply” of Digital Photography 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 681 students in the Bay region and 146 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 1012.00 Applied Photography 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 Digital Photography Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a Certificate of Achievement in Digital Photography Techniques and a Non-Credit Certificate of Completion in Photography at Foothill College.

- **Museum Technicians and Conservators (25-4013):** Restore, maintain, or prepare objects in museum collections for storage, research, or exhibit. May work with specimens such as fossils, skeletal parts, or botanicals; or artifacts, textiles, or art. May identify and record objects or install and arrange them in exhibits. Includes book or document conservators.
Entry-Level Educational Requirement: Bachelor’s degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 12%
- **Fine Artists, Including Painters, Sculptors, and Illustrators (27-1013):** Create original artwork using any of a wide variety of media and techniques.
Entry-Level Educational Requirement: Bachelor’s degree
Training Requirement: Long-term on-the-job training
Percentage of Community College Award Holders or Some Postsecondary Coursework: 26%
- **Photographers (27-4021):** Photograph people, landscapes, merchandise, or other subjects, using digital or film cameras and equipment. May develop negatives or use computer software to produce finished images and prints. Includes scientific photographers, aerial photographers, and photojournalists.
Entry-Level Educational Requirement: High school diploma or equivalent
Training Requirement: Moderate-term on-the-job training
Percentage of Community College Award Holders or Some Postsecondary Coursework: 34%

- Photographic Process Workers and Processing Machine Operators (51-9151):** Perform work involved in developing and processing photographic images from film or digital media. May perform precision tasks such as editing photographic negatives and prints.
 - 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: 33%

Occupational Demand

Table 1. Employment Outlook for Digital Photography 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
Museum Technicians and Conservators	749	823	74	10%	502	100	\$20	\$26
Fine Artists, Including Painters, Sculptors, and Illustrators	1,960	2,103	142	7%	1,173	235	\$4	\$11
Photographers	5,289	5,244	-44	-1%	2,449	490	\$13	\$25
Photographic Process Workers and Processing Machine Operators	540	491	-49	-9%	393	79	\$18	\$23
Total	8,538	8,660	122	1%	4,517	904		

Source: EMSI 2021.4

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

Table 2. Employment Outlook for Digital Photography 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
Museum Technicians and Conservators	118	130	12	10%	80	16	\$17	\$19
Fine Artists, Including Painters, Sculptors, and Illustrators	284	306	21	8%	170	34	\$4	\$12
Photographers	1,083	1,071	-12	-1%	495	99	\$13	\$23
Photographic Process Workers and Processing Machine Operators	52	52	0	1%	40	8	\$17	\$26
Total	1,537	1,559	22	1%	785	157		

Source: EMSI 2021.4

Silicon Valley Sub-Region includes: Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

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

Occupation	Bay Region	Silicon Valley
Photographers	1,260	311

Occupation	Bay Region	Silicon Valley
Fine Artists, Including Painters, Sculptors, and Illustrators	1,180	273
Photographic Process Workers and Processing Machine Operators	386	114
Museum Technicians and Conservators	77	6

Source: Burning Glass

Table 4a. Top Job Titles for Digital Photography Occupations for latest 12 months (May 2021 - Apr 2022)
Bay Region

Title	Bay	Title	Bay
Photographer	155	School Photographer	23
Technical Artist	54	Automotive Photographer	23
Lash Artist	46	Wedding Photographer	21
Clinical Research Ophthalmic Photographer	44	Seasonal Studio Photographer	20
Generator Technician	37	3D Artist	19
Dealership Photographer/Porter	36	Pre-School Photographer	18
Mac Artist	35	Dealership Inventory Photographer/Porter	18
Assistant - Trainee Photographer Graduation Event	32	Real Estate Photographer	17
Newborn Photographer	24	Artist	17
Freelance Photographer	24	Studio Photographer	16

Source: Burning Glass

Table 4b. Top Job Titles for Digital Photography Occupations for latest 12 months (May 2021 - Apr 2022)
Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Photographer	34	Photographer - Photos	8
Lash Artist	18	School Photographer	8
Clinical Research Ophthalmic Photographer	13	Developer, Full Stack IV	7
Dealership Photographer/Porter	11	Cgi Artist	6
Photo Technician	9	Dealership Inventory Photographer/Porter	6
Generator Technician	9	Full-Stack React Developer	6
Assistant - Trainee Photographer Graduation Event	8	Mac Artist - Valley Fair	6

Title	Silicon Valley	Title	Silicon Valley
Mac Artist	8	Studio Photographer	6
Mern Stack Developer	8	3D Artist	5

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Digital Photography 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)
All Other Professional, Scientific, and Technical Services	3,318	4,043	22%	35%
Independent Artists, Writers, and Performers	2,019	2,364	17%	21%
Photography Studios, Portrait	667	686	3%	7%
Commercial Photography	451	599	33%	5%
Internet Publishing and Broadcasting and Web Search Portals	255	329	29%	3%
Museums	294	225	-24%	3%
Translation and Interpretation Services	227	284	25%	2%
Marketing Research and Public Opinion Polling	123	146	19%	1%
Other Spectator Sports	131	89	-32%	1%
Motion Picture and Video Production	120	131	10%	1%

Source: EMSI 2021.4

Table 6. Top Employers Posting Digital Photography Occupations in Bay Region and Silicon Valley Sub-Region (May 2021 - Apr 2022)

Employer	Bay	Employer	Silicon Valley
Pro Motionpix, Llc	151	Pro Motionpix, Llc	53
Estee Lauder Company	101	Estee Lauder Company	24
Facebook	42	Apple Inc.	19
Stanford Medicine	41	Cherry Hill Programs	13
Shutterfly	37	Stanford Medicine	11
Disney	37	Nationwide Studios Incorporated	11
Cherry Hill Programs	35	Pinnacle Group	9
Lifetouch	34	Nvidia Corporation	9

Employer	Bay	Employer	Silicon Valley
Nationwide Studios Inc.	31	Kapturly	8
Electronic Arts Incorporated	30		

Source: Burning Glass

Educational Supply

There are seven (7) community colleges in the Bay Region issuing 45 awards on average annually (last 3 years ending 2018-19) on TOP 1012.00 Applied Photography. In the Silicon Valley Sub-Region, there is one (1) community college that issued 8 awards on average annually (last 3 years) on this TOP code.

There are a six (6) other CTE educational institutions in the Bay Region issuing 178 awards on average annually (last 3 years ending 2016-17) on TOP 1012.00 Applied Photography. There is one (1) other CTE educational institution in the Silicon Valley Sub-Region issuing three (3) awards on average annually (last 3 years) on this TOP code.

Table 7a. Community College Awards on TOP 1012.00 Applied Photography in Bay Region

College	Subregion	Associate	Certificate Low	Total
Chabot	East Bay	3	1	4
De Anza	Silicon Valley	1	7	8
Laney	East Bay	1	1	2
Napa	North Bay	0	1	1
Ohlone	East Bay	0	0	0
San Francisco	Mid-Peninsula	0	26	26
Solano	North Bay	2	2	4
Total		7	38	45

Source: Data Mart

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

Table 7b. Other CTE Institutions Awards on TOP 1012.00 Applied Photography in Bay Region

College	Subregion	Associate Degree	Bachelor's Degree	Total
Academy of Art University	Mid-Peninsula	48	80	128
Argosy University-The Art Institute of California-San Francisco	Mid-Peninsula	7	3	10
Argosy University-The Art Institute of California-Silicon Valley	Silicon Valley	2	1	3
California College of the Arts	Mid-Peninsula	0	10	10
Pacific Union College	North Bay	0	2	2

College	Subregion	Associate Degree	Bachelor's Degree	Total
San Francisco Art Institute	Mid-Peninsula	0	25	25
Total		57	121	178

Source: Data Mart

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

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 904 annual openings for the Digital Photography occupational cluster and 223 annual (3-year average) awards for an annual undersupply of 681 students. In the Silicon Valley Sub-Region, there is also a gap with 157 annual openings and 11 annual (3-year average) awards for an annual undersupply of 146 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1012.00 Applied Photography

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 1012.00	Bay 1012.00	Silicon Valley 1012.00	Foothill 1012.00
Students with a Job Closely Related to Their Field of Study	74%	91%	52%	46%	69%	N/A
Median Annual Earnings for SWP Exiting Students	\$47,419	\$66,288	\$25,751	\$34,429	\$34,129	\$36,121
Median Change in Earnings for SWP Exiting Students	23%	43%	21%	21%	25%	N/A
Exiting Students Who Attained the Living Wage	52%	64%	35%	37%	29%	N/A

Source: Launchboard Strong Workforce Program Median of 2017 to 2020.

Skills and Education

Table 9. Top Skills for Digital Photography Occupations in Bay Region (May 2021 - Apr 2022)

Skill	Posting	Skill	Posting
Photography	1,268	Budgeting	150
Adobe Photoshop	502	Adobe Acrobat	149
Customer Service	399	Art Direction	147
Maya	392	Graphic Design	147
Social Media	289	Adobe Creative Suite	144
Scheduling	276	EPIC Unreal Engine	134
Python	206	Cosmetics Industry Knowledge	130
Retail Industry Knowledge	179	Zbrush	121

Skill	Posting	Skill	Posting
Adobe Illustrator	169	Sales Goals	120
Adobe Indesign	166	3D Modeling / Design	114
Lifting Ability	156	Game Development	113
Videography	154	Digital Photography	103
Sales	153	Teaching	103
Animation	152		

Source: Burning Glass

Table 10. Education Requirements for Digital Photography Occupations in Bay Region

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	632	51%
Associate's degree	36	3%
Bachelor's degree and higher	580	46%

Source: Burning Glass

Note: 54% of records have been excluded because they do not include a degree level. As a result, the chart below may not be representative of the full sample.

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/
 Statewide CTE Outcomes Survey
 Employment Development Department Unemployment Insurance Dataset
 Living Insight Center for Community Economic Development
 Chancellor's Office MIS system

Contacts

For more information, please contact:

- Leila Jamoosian, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), leila@baccc.net
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544

Foothill College
Credit Program Narrative
Certificate of Achievement in Educational Immersive Media

Item 1. Program Goals and Objectives

Students in the Certificate of Achievement in Educational Immersive Media program will gain an understanding of immersive media in education and how it can be used to foster engagement and learning, while taking into consideration ethical and legal issues related to using innovative technology. Students will learn to design and create immersive media experiences using software and hardware, integrate these experiences into curriculum and instruction, and evaluate their effectiveness in enhancing learning outcomes. They will also learn how to engage in collaboration and communication with other educators in virtual environments. Students will understand current trends and future directions of immersive media in education, and opportunities for innovation and research in the field. Upon completion, students will be prepared to integrate immersive media into their instruction and evaluate its effectiveness in enhancing learning outcomes. These skills will enable students to expand their job and career opportunities into innovative and rapidly expanding fields.

Program Learning Outcomes:

- Students will be able to understand the principles and history of immersive media in education, including its role in fostering engagement and learning.
- Students will be able to design and create immersive media experiences for various learning contexts and audiences.
- Students will be able to use various software and hardware tools for creating immersive media.
- Students will be able to understand how to integrate immersive media into curriculum and instruction, and evaluate the effectiveness of these experiences in enhancing learning outcomes.
- Students will be able to evaluate and use existing immersive media resources in education, including VR/AR apps, games, and simulations.
- Students will be able to understand the ethical and legal considerations in creating and using immersive media in education, including issues related to privacy, accessibility, and intellectual property.
- Students will be able to collaborate and communicate effectively with other educators and experts in the field of immersive media in education.
- Students will be able to design and implement assessment and evaluation strategies for immersive media experiences.
- Students will be able to understand the current trends and future directions of immersive media in education, and identify opportunities for innovation and research in the field.

Item 2. Catalog Description

The Certificate of Achievement in Educational Immersive Media is designed to provide educators and instructional designers with the knowledge and skills needed to design, develop, and implement immersive media experiences for learning. The program covers the principles and history of immersive media in education, software and hardware tools for creating immersive

media, and how to integrate immersive media into curriculum and instruction. Students will learn how to evaluate and use existing immersive media resources, as well as how to use data and analytics to evaluate the impact of immersive media on student learning and engagement. Upon completion of the program, students will have gained a comprehensive understanding of immersive media in education and will have the skills to create and implement immersive media experiences that enhance student engagement and learning outcomes.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (14 units)	LINC 75A	Introduction to Instructional Design & Technology	3	Yr 1, Fall
	LINC 75C	Designing Online Instruction	3	Yr 1, Winter
	LINC 79A	Introduction to Immersive Media in Education	2	Yr 1, Fall
	LINC 79B	Socio-Emotional Learning through Immersive Media	2	Yr 1, Winter
	LINC 79C	Educational Exploration through Immersive Media	2	Yr 1, Spring
	LINC 79D	Collaboration in Virtual Educational Environments	2	Yr 1, Spring
Restricted Electives (select 4 units)	LINC 57A	Welcoming & Engaging Students in the Online Environment	3	Yr 1, Fall
	LINC 57B	Creating Community in the Online Environment	3	Yr 1, Winter
	LINC 58	Global Project-Based Learning	2	Yr 1, Spring
	LINC 67	Designing Web-Based Learning Projects	1	Yr 1, Spring
	LINC 90C	Online Collaboration Tools	2	Yr 1, Winter
	LINC 93B	Assistive Technology & Universal Access	1	Yr 1, Fall
	LINC 95B	Technology Ethics & Educational Law	1	Yr 1, Spring
	LINC 98	Teaching & Learning in the Digital Age	1	Yr 1, Fall

TOTAL UNITS: 18 units

Proposed Sequence:

Year 1, Fall = 6 units

Year 1, Winter = 6 units

Year 1, Spring = 6 units

TOTAL UNITS: 18 units

Item 4. Master Planning

The Certificate of Achievement in Educational Immersive Media aligns with the mission of Foothill College by promoting democratic ideals within classrooms. By providing immersive and interactive learning experiences, VR and AR technology can engage and motivate students from

diverse backgrounds and abilities, fostering a sense of equity in educational outcomes. The incorporation of immersive media into classrooms can also serve as a means of promoting global citizenship by allowing virtual explorations of diverse cultures and perspectives. This not only enhances the education of individual students, but also contributes to the cultivation of a well-educated population, which is a core element of Foothill College’s mission statement. Bringing this innovative and rapidly growing technology to today’s students, and therefore tomorrow’s workforce, enhances the college’s commitment to empowering students, achieving equity in student outcomes, and producing global citizens. Finally, Foothill College has specifically been pursuing the integration of VR technology into curricula across a variety of disciplines. This is in alignment with several notable higher education institutions, such as Stanford University and Santa Clara University, who are also devoting resources to the exploration and creation of immersive media learning environments.

Item 5. Enrollment and Completer Projections

While this certificate can be completed on its own, it is intended to be a natural pathway for completers of the Certificate of Achievement in Online and Blended Instruction. Between 25 and 50 students annually are projected to complete the certificate, initially. This estimate is based on current completion numbers for the Certificate of Achievement in Online and Blended Instruction, with an understanding that not all students will continue on to the immersive media specialization. As this technology grows and access/interest expands, it is highly likely that this certificate may transition to a more robust certificate focused exclusively on immersive media, and will eventually be completely separate from the Certificate of Achievement in Online and Blended Instruction. In five years, as many as 100-200 students could potentially complete the Certificate of Achievement in Educational Immersive Media each year.

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
LINC 57A	Welcoming & Engaging Students in the Online Environment	N/A	N/A	1	36
LINC 57B	Creating Community in the Online Environment	N/A	N/A	N/A	N/A
LINC 58	Global Project-Based Learning	N/A	N/A	1	26
LINC 67	Designing Web-Based Learning Projects	2	63	N/A	N/A
LINC 75A	Introduction to Instructional Design & Technology	2	92	2	46
LINC 75C	Designing Online Instruction	2	79	2	48
LINC 79A	Introduction to Immersive Media in Education	N/A	N/A	N/A	N/A

LINC 79B	Socio-Emotional Learning through Immersive Media	N/A	N/A	N/A	N/A
LINC 79C	Educational Exploration through Immersive Media	N/A	N/A	N/A	N/A
LINC 79D	Collaboration in Virtual Educational Environments	N/A	N/A	N/A	N/A
LINC 90C	Online Collaboration Tools	1	34	2	61
LINC 93B	Assistive Technology & Universal Access	2	77	2	45
LINC 95B	Technology Ethics & Educational Law	N/A	N/A	N/A	N/A
LINC 98	Teaching & Learning in the Digital Age	4	129	3	74

Item 6. Place of Program in Curriculum/Similar Programs

This program will build upon the foundations of the current Certificate of Achievement in Online and Blended Instruction, with a specific focus on immersive media. Students will be able to apply core concepts from the Certificate of Achievement in Online and Blended Instruction (such as instructional design, equity, engagement, assessment, and cultivating presence) in the specialized area of immersive media in order to maximize the potential of this innovative technology. As additional courses and programs related to virtual reality immersive media are developed at Foothill College, students in this certificate may choose to expand their skills into other disciplines (such as 3-D/graphic design) in order to continue to grow their expertise in the field.

Item 7. Similar Programs at Other Colleges in Service Area

There are a number of burgeoning programs at several institutions in California that focus on virtual and/or augmented reality, but they are primarily focused on the creation of digital media assets or animation for these platforms. This program differs in that it does not focus on the skills necessary for the creation of digital 3-D materials, but rather explores the ways in which existing and anticipated immersive media technology can be utilized and implemented in educational settings.

Additional Information Required for State Submission:

TOP Code: 0860.00 - Education Technology

Annual Completers: 25-200

Net Annual Labor Demand: 2,056

Faculty Workload: Load increase of 0.178 annually (in addition to existing Online and Blended Instruction program load)

New Faculty Positions: 0

New Equipment: \$5000 for VR headsets for students to use in the program if they cannot purchase their own

New/Remodeled Facilities: 0

Library Acquisitions: 0

Gainful Employment: Yes

Program Review Date: February, 2027

Distance Education: 50-99%



Labor Market Information Report

Educational Immersive Media Occupations

Foothill College

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

January 2023

Recommendation

Based on all available data, there appears to be an “undersupply” of Educational Immersive Media 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 2,056 students in the Bay region and 636 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 0860.00 Educational Technology 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 Educational Immersive Media Occupations in the 12 county Bay region and in the Silicon Valley sub-region for an Educational Immersive Media (Virtual/Augmented Reality) certificate at Foothill College.

Labor market information (LMI) is not available at the eight-digit SOC Code level for Distance Learning Coordinators (11-9039.01), therefore, the data shown in Tables 1 and 2 is for Education Administrators, All Other (at the six digit SOC level) and likely overstates demand for Distance Learning Coordinators.

- **Training and Development Managers (11-3131):** Plan, direct, or coordinate the training and development activities and staff of an organization.
Entry-Level Educational Requirement: Bachelor’s degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 21%
- **Education Administrators, All Other (11-9039):** All education administrators not listed separately.
Entry-Level Educational Requirement: Bachelor’s degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 12%
- **Training and Development Specialists (13-1151):** Design and conduct training and development programs to improve individual and organizational performance. May analyze training needs.
Entry-Level Educational Requirement: Bachelor’s degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 32%

- Instructional Coordinators (25-9031):** Develop instructional material, coordinate educational content, and incorporate current technology in specialized fields that provide guidelines to educators and instructors for developing curricula and conducting courses. Includes educational consultants and specialists, and instructional material directors.

Entry-Level Educational Requirement: Master's degree

Training Requirement: None

Percentage of Community College Award Holders or Some Postsecondary Coursework: 13%

Occupational Demand

Table 1. Employment Outlook for Educational Immersive Media 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
Training and Development Managers	2,151	2,168	17	1%	1,034	207	\$57	\$76
Education Administrators, All Other	4,045	4,931	886	22%	2,677	535	\$36	\$47
Training and Development Specialists	8,810	9,185	375	4%	4,767	953	\$28	\$39
Instructional Coordinators	4,360	4,334	-26	-1%	2,283	457	\$27	\$36
Total	19,366	20,618	1,252	6%	10,761	2,152		

Source: EMSI 2022.3

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 Educational Immersive Media 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
Training and Development Managers	621	646	24	4%	303	61	\$62	\$79
Education Administrators, All Other	1,177	1,738	560	48%	1,130	226	\$42	\$48
Training and Development Specialists	2,382	2,310	-73	-3%	1,199	240	\$30	\$43
Instructional Coordinators	1,142	1,197	55	5%	631	126	\$29	\$37
Total	5,323	5,890	567	11%	3,263	653		

Source: EMSI 2022.3

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 12 months (Nov. 2021 – Oct. 2022)

Occupation	Bay Region	Silicon Valley
Training and Development Specialists	2,880	833
Training and Development Managers	1,221	258
Instructional Coordinators	668	161
Education Administrators, All Other	8	2

Source: Burning Glass

Table 4a. Top Job Titles for Educational Immersive Media Occupations for 12 months (Nov. 2021 – Oct. 2022)

Bay Region

Title	Bay	Title	Bay
Training Coordinator	125	Capabilities Development Specialist	41
Director of Staff Development	115	Director of Staff Development	35
Education Coordinator	105	Program Coordinator, Senior Workforce Development	32
Training Specialist	93	Technical Trainer	32
Safety And Training Manager	85	Director, Talent Management	29
Trainer	80	Engagement Trainer	29
Training Manager	70	Talent Development Coordinator	29
Supervisor And Training	61	Supervisor And Training - Walmart Stores	25
Professional Development Trainer	45	Learning Specialist	24

Source: Burning Glass

Table 4b. Top Job Titles for Educational Immersive Media Occupations for 12 months (Nov. 2021 – Oct. 2022)

Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Training Coordinator	42	Team Member Trainer	12
Education Coordinator	32	Training Coordinator For Operations	12
Trainer	24	Engagement Trainer	11
Training Specialist	23	Developmental Specialist	9
Director Of Staff Development	22	Director Of Staff Development Dsd	9
Training Coordinator II	18	Technical Trainer	9
Training Manager	16	Bakery Training Specialist	8

Title	Bay	Title	Bay
Supervisor And Training	13	Behavior Technician Bt With Paid Training	7
Talent Development Coordinator	13	Center Director In Training	7

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Educational Immersive Media 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)
Elementary and Secondary Schools (Local Government)	1,410	1,519	8%	8%
Colleges, Universities, and Professional Schools	1,114	1,400	26%	7%
Educational Support Services	736	906	23%	4%
Elementary and Secondary Schools	643	743	16%	4%
Corporate, Subsidiary, and Regional Managing Offices	677	588	-13%	3%
Custom Computer Programming Services	664	733	10%	3%
Colleges, Universities, and Professional Schools (State Government)	685	558	-19%	3%
Software Publishers	551	595	8%	3%
Local Government, Excluding Education and Hospitals	521	535	3%	3%
Internet Publishing and Broadcasting and Web Search Portals	961	522	-46%	2%

Source: EMSI 2022.3

Employer	Bay	Employer	Silicon Valley
Deloitte	91	Stanford University	69
Walmart / Sam's	89	Deloitte	33
Stanford University	87	Walmart / Sam's	19
University Of California	86	Clarity Consultants	19
Transdevna	62	Servicenow	17
National Security Agency	42	C2Educate	14

Source: Burning Glass

Table 6. Top Employers Posting Educational Immersive Media Occupations in Bay Region and Silicon Valley Sub-Region (Nov. 2021 – Oct. 2022)

Educational Supply

There are two (2) community colleges in the Bay Region issuing 18 awards on average annually (last 3 years ending 2019-20) on TOP 0860.00 - Educational Technology. In the Silicon Valley Sub-Region, there is a one (1) community college (Foothill College) that issued 17 awards on average annually (last 3 years) on this TOP code.

There are a five (5) other educational institutions in the Bay Region issuing 78 awards on average annually (last 3 years ending 2019-20) on CIP 13.0501- Educational/Instructional Technology. There are no other educational institution in the Silicon Valley Sub-Region issuing awards on average annually (last 3 years) on this CIP code.

Table 7a. Community College Awards on TOP 0860.00 - Educational Technology in Bay Region

College	Subregion	Low unit Certificate	Total
Foothill	Silicon Valley	17	17
Merritt	East Bay	1	1
Total		18	18

Source: Data Mart

Note: The annual average for awards is 2017-18 to 2019-20.

Table 7b. Other Educational Institutions Awards on CIP 13.0501 - Educational/Instructional Technology in Bay Region

College	Subregion	Bachelor's degree	Master's degree	Total
Academy of Art University	Mid-Peninsula	6	9	15
Touro University California	North Bay	0	14	14
University of San Francisco	Mid-Peninsula	0	1	1
California State University-East Bay	East Bay	0	11	11
California State University-Monterey Bay	SC-Monterey	0	37	37
Total		6	72	78

Source: IPEDS

Note: The annual average for awards is 2017-18 to 2019-20.

Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 2,152 annual openings for the Educational Immersive Media occupational cluster and 96 annual (3-year average) awards for an annual undersupply of 2,056 students. In the Silicon Valley Sub-Region, there is also a gap with 653 annual openings and 17 annual (3-year average) awards for an annual undersupply of 636 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0860.00 - Educational Technology

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 0860.00	Bay 0860.00	Silicon Valley 0860.00	Foothill 0860.00
Students with a Job Closely Related to Their Field of Study	74%	91%	88%	90%	86%	86%
Median Annual Earnings for SWP Exiting Students	\$47,419	\$66,288	\$85,341	\$90,496	\$94,740	\$94,188
Median Change in Earnings for SWP Exiting Students	23%	43%	9%	9%	10%	10%
Exiting Students Who Attained the Living Wage	52%	64%	77%	82%	80%	83%

Source: Launchboard Strong Workforce Program Median of 2017 to 2020.

Skills, Certifications and Education

Table 9. Top Skills for Educational Immersive Media Occupations in Bay Region (Nov. 2021 – Oct. 2022)

Skill	Posting	Skill	Posting
Training Programs	1,035	Administrative Support	253
Scheduling	1,001	Cardiopulmonary Resuscitation (CPR)	253
Teaching	877	Stakeholder Management	249
Project Management	827	Quality Assurance and Control	248
Training Materials	675	Sales	247
Onboarding	574	Leadership Development	234
Budgeting	567	Educational Programs	230
Customer Service	551	Psychology	230
Staff Management	480	Talent Management	230
Vaccination	445	Employee Training	224
Instructional Design	430	New Hire Orientation	215
Learning Management System	416	Record Keeping	215
Staff Development	382	Change Management	213
Technical Training	302	Data Analysis	211

Source: Burning Glass

Table 10. Certifications for Educational Immersive Media Occupations in Bay Region (Nov. 2021 – Oct. 2022)

Certification	Posting	Certification	Posting
Driver's License	555	ServSafe	29
Licensed Vocational Nurse (LVN)	193	Board Certified Behavior Analyst (BCBA)	28
First Aid Cpr Aed	160	Train The Trainer	26
Registered Nurse	78	Project Management Professional (PMP)	22
Certified Teacher	56	Epic Certification	22
Basic Life Saving (BLS)	54	Administrative Services Credential	20
Registered Behavior Technician	49	Security Clearance	19
Basic Cardiac Life Support Certification	43	Personal Fitness Trainer Certification	17
Project Management Certification	36	Cdl Class C	15
Certified Hospice and Palliative Nurse (CHPN)	34	Professional in Human Resources	14

Source: Burning Glass

Table 11. Education Requirements for Educational Immersive Media Occupations in Bay Region

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	570	18%
Associate's degree	142	4%
Bachelor's degree and higher	3,131	78%

Source: Burning Glass

Methodology

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

Sources

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

Contacts

For more information, please contact:

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

Degree Name Change: Inside Wireman

Formerly: General Electrician

Rationale: The Foothill College Apprenticeship Division worked closely with San Francisco JATC Electrical IBEW LU 6 and the Electrical Training Alliance of Silicon Valley IBEW LU 332 to submit a title change to its Associate in Science Degree from General Electrician to Inside Wireman. The title Inside Wireman more closely identifies with the occupation in the industry and the educational and professional pathway that our students follow.

Division Curriculum Committee approval: 4/25/23

Foothill College
Credit Program Narrative
Certificate of Achievement in Non-Destructive Testing (NDT) Technician

Item 1. Program Goals and Objectives

The Certificate of Achievement in Non-Destructive Testing (NDT) Technician is offered in partnership with the American Aerospace Technical Academy (AATA) to provide students with on-the-job training and 400 hours of instruction in NDT. Students will learn to use a variety of testing techniques—such as magnetic particle (MT), liquid penetrant (PT), ultrasonic (UT), phased array ultrasonic, and radiographic (RT)—to perform non-destructive tests, to identify defects, and to examine the physical properties of materials and components to detect corrosion, cracks, voids, and flaws. Students will be trained in non-film radiography and radiation safety with a foundation in NDT math. This certificate program also prepares students for Level I and II NDT Certification. The certificate program will provide opportunities for students to secure a career in aerospace, construction, offshore drilling, manufacturing, automotive, shipbuilding, or any industry that uses NDT.

Program Learning Outcomes:

- Students will be able to interpret data and write the results of inspections.
- Students will be able to select and set up test equipment for each of the testing techniques.
- Students will be able to interpret results with respect to applicable codes and standards.
- Students will be able to understand and apply the basics in radiography inspection.
- Students will be able to understand and apply radiation safety requirements and standards.
- Students will be able to understand and apply the laws of physics in ultrasound inspection.
- Students will be able to understand and apply the requirements for surface inspection, such as magnetic particle inspection and penetrant inspection.
- Students will be able to understand the advantages of computed and digital radiography versus film radiography.

Item 2. Catalog Description

Non-destructive testing (NDT) is essential to companies in the shipping, construction, oil and gas, petrochemical, nuclear, automotive, and aerospace industries, and others, to keep their end users safe from using their goods, to lower production costs, and to maintain a uniform quality level for their products. It helps prevent catastrophic failures like pipe leaks, airplane crashes, nuclear reactor failure, and ships sinking. Foothill College, serving as a local education agency to the American Aerospace Technical Academy (AATA), offers the Certificate of Achievement in Non-Destructive Testing (NDT) Technician. Students will learn to use a variety of testing techniques—such as magnetic particle (MT), liquid penetrant (PT), ultrasonic (UT), phased array ultrasonic (PAUT), radiographic (RT), and digital radiography (DR)—to perform non-destructive tests, to identify defects, and to examine the physical properties of materials and components to detect corrosion, cracks, voids, and flaws. Students will be trained in non-film radiography and radiation safety with a foundation in NDT math.

Per California Code of Regulations, this course is limited to students admitted to the AATA's Apprenticeship Program.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (27 units)	AATA 101A	Magnetic Particle Testing Level 1	1.5	Week 2
	AATA 101B	Magnetic Particle Testing Level 2	1	Week 2
	AATA 102A	Penetrant Testing Level 1	1.5	Week 1
	AATA 102B	Penetrant Testing Level 2	1.5	Week 1
	AATA 103A	Ultrasonic Testing Level 1	3	Week 3
	AATA 103B	Ultrasonic Testing Level 2	3	Week 4
	AATA 104A	Ultrasonic Phased Array Theory	3	Week 8
	AATA 104B	Ultrasonic Phased Array Laboratory	1	Week 9
	AATA 105A	Radiographic Testing Level 1	3	Week 6
	AATA 105B	Radiographic Testing Level 2	3	Week 7
	AATA 105C	Non-Film Radiographic Testing	2.5	Week 10
	AATA 105R	Radiation Safety	3	Week 5

TOTAL UNITS: 27 units

Proposed Sequence:

Full-time student: 10-week program = 27 units

Part-time student: 16-week program = 27 units

TOTAL UNITS: 27 units

Item 4. Master Planning

The Certificate of Achievement in Non-Destructive Testing (NDT) Technician aligns well with the vision of the College in serving underserved and underrepresented populations. AATA trains returning veterans, women, and residents from disadvantaged communities in the high-demand field of Non-Destructive Testing. Students who have at least 120 instructional hours are offered paid positions and are placed with established professionals who offer first-hand training and fieldwork. Employment opportunities are not limited to NDT assistant, technician, inspector, manager, instructor, and consultant.

Item 5. Enrollment and Completer Projections

We project to have about 60-70 students complete the program in academic year 2023-24 and about 300 to 350 students complete after five years. The projections are based on the historical enrollment data from the American Aerospace Technical Academy (AATA).

The courses for the NDT Technician were recently approved to offer as credit courses effective AY 2023-24. As a result, we have yet to have historical enrollment data from the college to provide.

Item 6. Place of Program in Curriculum/Similar Programs

As a local education agency, Foothill College has been partnering with seven unionized training centers to provide college credits, certificates, and degrees to apprentices who are in the career technical oriented programs and want to make a good living to support themselves and their families. AATA is the program sponsor of the registered apprenticeship NDT Technician program. Its mission is to remove barrier and help returning veterans, women, minorities, and disenfranchised individuals to get into STEM fields like NDT. Our mission is to provide academic and support services to apprentices in the NDT Technician program and to create an academic pathway that promotes academic mobility into an associate degree in engineering. This program is an add-on to our existing portfolio.

Item 7. Similar Programs at Other Colleges in Service Area

According to the Labor Market Information provided by the Centers of Excellence, there are no community colleges in the Bay Region issuing awards on TOP 0956.80. We would be the first college in the area to offer a certificate program in NDT.

Additional Information Required for State Submission:

TOP Code: 0956.80 - Industrial Quality Control

Annual Completers: 60-70

Net Annual Labor Demand: 349 students in the Bay Region and 98 students in the Silicon Valley sub-region

Faculty Workload: .6

New Faculty Positions: 0

New Equipment: 0

New/Remodeled Facilities: 0

Library Acquisitions: 0

Gainful Employment: Yes

Program Review Date: Fall, 2024

Distance Education: 50-99%



Labor Market Analysis for Program Recommendation Non-Destructive Testing (NDT) Technician Occupations Foothill College

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

March 2023

Recommendation

Based on all available data, there appears to be an “undersupply” of Non-Destructive Testing (NDT) Technician workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara counties). There is a projected annual gap of about 349 students in the Bay region and 98 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 0956.80 - Industrial Quality Control 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 Non-Destructive Testing (NDT) Technician Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a proposed new program at Foothill College. Labor market information (LMI) is not available at the eight-digit SOC Code level for Non-Destructive Testing Specialists (17-3029.01), therefore, the data shown in Tables 1 and 2 is for Engineering Technologists and Technicians, Except Drafters, All Other (at the six digit SOC level) and likely overstates demand for Non-Destructive Testing Specialists. Tables 3, 4, 6, 9, and 10 use job postings data from Burning Glass at the eight-digit SOC Code level for Non-Destructive Testing Specialists (17-3029.01).

- Engineering Technologists and Technicians, Except Drafters, All Other (17-3029):** All engineering technologists and technicians, except drafters, not listed separately.
 Entry-Level Educational Requirement: Associate’s degree
 Training Requirement: None
 Percentage of Community College Award Holders or Some Postsecondary Coursework: NA%

Occupational Demand

Table 1. Employment Outlook for Non-Destructive Testing (NDT) Technician Occupations in Bay Region

Occupation	2021 Jobs	2026 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Engineering Technologists and Technicians, Except Drafters, All Other	3,448	3,567	119	3%	1,744	349	\$23	\$26
Total	3,448	3,567	119	3%	1,744	349	\$23	\$26

Source: Lightcast 2022.3

Occupation	2021 Jobs	2026 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
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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 Non-Destructive Testing (NDT) Technician Occupations in Silicon Valley Sub-region

Occupation	2021 Jobs	2026 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Engineering Technologists and Technicians, Except Drafters, All Other	1,059	1,057	-1	-0%	490	98	\$23	\$32
Total	1,059	1,057	-1.4	0%	490	98	\$23	\$32

Source: Lightcast 2022.3

Silicon Valley Sub-Region includes: Santa Clara Counties

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months (Feb. 2022 - Jan. 2023)

Occupation	Bay Region	Silicon Valley
Engineering Technologists and Technicians, Except Drafters, All Other	629	305

Source: Lightcast

Table 4a. Top Job Titles for Non-Destructive Testing (NDT) Technician Occupations for latest 12 months (Feb. 2022 - Jan. 2023) - Bay Region

Title	Bay	Title	Bay
Engineering Technicians	151	Hardware Engineering Technicians	8
Test Operators	34	Laser Technicians	8
Engineers	26	Simulation Engineers	7
Test Engineering Technicians	24	Technical Support Engineers	7
Process Engineering Technicians	12	Laboratory Technicians	5
Maintenance Engineering Technicians	11	Lead Engineers	5
Non-Destructive Testing Inspectors	9	Quality Engineering Technicians	5
Technical Solutions Engineers	9	Technical Lead Engineers	5
Equipment Engineering Technicians	8	Technical Support Managers	5

Source: Lightcast

Table 4b. Top Job Titles for Non-Destructive Testing (NDT) Technician Occupations for latest 12 months (Feb. 2022 - Jan. 2023) - Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Engineering Technicians	79	Radio Frequency Test Technicians	4
Test Operators	29	Semiconductor Engineers	4
Test Engineering Technicians	10	Data Entry Clerks	3
Maintenance Engineering Technicians	9	Engineering Operations Technicians	3
Hardware Engineering Technicians	8	HPC Engineers	3
Engineers	6	Laser Technicians	3
Process Engineering Technicians	6	Machine Learning Engineers	3
Technical Solutions Engineers	6	Technical Support Managers	3
Technical Support Engineers	5	Biomedical Engineering Technicians	2

Source: Lightcast

Industry Concentration

Table 5. Industries hiring Non-Destructive Testing (NDT) Technician Workers in Bay Region

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2021)	Jobs in Industry (2026)	% Change (2021-26)	% Occupation Group in Industry (2022)
Research and Development in the Physical, Engineering, and Life Sciences (except Nanotechnology and Biotechnology)	418	481	15%	12%
Testing Laboratories	326	353	8%	9%
Research and Development in Biotechnology (except Nanobiotechnology)	279	353	27%	8%
Engineering Services	264	281	6%	8%
Federal Government, Civilian, Excluding Postal Service	259	252	-3%	7%
Temporary Help Services	241	256	6%	7%
Semiconductor and Related Device Manufacturing	116	121	4%	3%
Electronic Computer Manufacturing	103	108	5%	3%
Custom Computer Programming Services	80	91	14%	2%
Natural Gas Distribution	68	66	-3%	2%

Source: Lightcast 2022.3

Table 6. Top Employers Posting Non-Destructive Testing (NDT) Technician Occupations in Bay Region and Silicon Valley Sub-Region (Feb. 2022 - Jan. 2023)

Employer	Bay	Employer	Silicon Valley
Actalent	38	Aerotek	16
Tesla	31	Actalent	13
Aerotek	17	Apple	9
Cisco	10	Tesla	9
Apple	9	Applied Materials	8
Randstad	9	Cisco	8
San Francisco Public Utilities Commission	9	Danaher	7
Applied Materials	8	KLA	7
Danaher	8	Comtech Ef Data	5
Adecco	7	Adecco	4

Source: Lightcast

Educational Supply

There are no community colleges in the Bay Region issuing awards on average annually (last 3 years ending 2019-20) on TOP 0956.80 - Industrial Quality Control. There are no other CTE educational institutions in the Bay Region issuing awards on average annually (last 3 years ending 2019-20) on CIP 15.0702 - Quality Control Technology/Technician.

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 349 annual openings for the Non-Destructive Testing (NDT) Technician occupational cluster and no annual (3-year average) awards for an annual undersupply of 349 students. In the Silicon Valley Sub-Region, there is also a gap with 98 annual openings and no annual (3-year average) awards for an annual undersupply of 98 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0956.80 - Industrial Quality Control

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 0956.80	Bay 0956.80	Silicon Valley 0956.80	Foothill 0956.80
Students with a Job Closely Related to Their Field of Study	74%	90%	71%	N/A	N/A	N/A
Median Annual Earnings for SWP Exiting Students	\$48,926	\$67,950	\$58,662	N/A	N/A	N/A
Median Change in Earnings for SWP Exiting Students	23%	44%	57%	N/A	N/A	N/A
Exiting Students Who Attained the Living Wage	50%	62%	70%	N/A	N/A	N/A

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 0956.80	Bay 0956.80	Silicon Valley 0956.80	Foothill 0956.80
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Source: Launchboard Strong Workforce Program Median of 2018 to 2021.

Skills and Education

Table 9. Top Skills for Non-Destructive Testing (NDT) Technician Occupations in Bay Region (Feb. 2022 - Jan. 2023)

Skill	Posting	Skill	Posting
Test Equipment	112	Instrumentation	41
Hand Tools	71	Electrical Wiring	39
Python (Programming Language)	66	New Product Development	39
Electronics	64	Oscilloscope	39
Automation	52	Tooling	35
Linux	50	Machining	34
Electromechanics	48	Data Analysis	33
Computer Science	47	Data Collection	33
Debugging	43	Manufacturing Processes	32
Data Acquisition	42	Process Improvement	29

Source: Lightcast

Table 10. Education Requirements for Non-Destructive Testing (NDT) Technician Occupations in Bay Region

Education Level	Job Postings	% of Total
High school or GED	101	22%
Associate degree	147	31%
Bachelor's degree & higher	219	47%

Source: Lightcast

Note: 47% 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 job descriptions and skills listed in O*Net. Labor demand data is sourced from Lightcast occupation and job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CCCCO Data Mart and CTE Launchboard.

Sources

O*Net Online

Lightcast

CTE LaunchBoard www.calpassplus.org

Launchboard

Statewide CTE Outcomes Survey

Employment Development Department Unemployment Insurance Dataset
Living Insight Center for Community Economic Development
Chancellor's Office MIS system

Contacts

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Foothill College
College Curriculum Committee
Degree or Certificate (Program) Discontinuance Process

The purpose of this process is to document local approval of the discontinuance (deactivation) of a degree or certificate, *after* the decision has been made to discontinue the degree/certificate. Also included is a process for teach-out of a degree/certificate, following its removal from the catalog.

1. Division CC Approval

Division CC documents approval of the discontinuance in the meeting minutes, which are forwarded to the Curriculum Coordinator along with a short memo explaining the reason for the discontinuance (to be attached to CCC agenda).

2. CCC Approval

Curriculum Coordinator agendas discontinuance on an upcoming CCC agenda. CCC approval is documented in the meeting minutes.

3. FHDA Board Approval

Curriculum Coordinator submits discontinuance to the FHDA Board for final local approval.

4. Removal from Catalog

Curriculum Coordinator removes degree or certificate from the applicable upcoming catalog edition (in most cases, the catalog for the next academic year).

Note: Discontinuance of a degree/certificate does not result in the automatic deactivation of its associated courses. If the division wishes to deactivate any courses, the regular process for course deactivation should be followed. Courses remaining active may need to obtain Stand Alone approval—the Curriculum Coordinator can help identify such courses.

Teach-Out

- Initiator of the discontinuance should work with the dean to develop a schedule of the remaining offerings of the courses in the degree/certificate
- Inform students about the plan for the last offerings of the courses in the degree/certificate
 - For certificates, contact all students who have completed two or more of the core/support courses
 - For degrees, contact all students who have indicated it as their intended major
- Refer students to counselors if they need to complete course substitution petitions
- The dean will communicate to the Curriculum Coordinator the date on which the degree/certificate may be changed to Inactive status in the state's inventory system