College Curriculum Committee Meeting Agenda
Tuesday, March 12, 2024
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: February 27, 2024	2:00	Action	#3/12/24-1	Kaupp
2. Report Out and Check-in	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. CORs for Update 2025-26 (Title 5 list)	2:17	Information	 #3/12/24-2–19 #3/12/24-20	CCC Team
5. Course Deactivation Exemption Requests	2:27	Action	#3/12/24-21–22	Kaupp
6. New Degree Proposal: Public Health ADT	2:42	Action	#3/12/24-23	Kaupp
7. New Certificate Proposal: Retail Operations Specialist	2:45	Action	#3/12/24-24	Kaupp
8. New Certificate Proposal: Cupertino Electric Journeyperson Professional Development (noncredit)	2:50	Action	#3/12/24-25	Kaupp
9. Best Practices for Equitable COR Updates: Equity in the COR - Why and How	2:55	2nd Read/ Action	#3/12/24-26	Kaupp
10. Resolution to Extend Student Graduation Petition Deadline	3:02	2nd Read/ Action	#3/12/24-27	Connell
11. GE Application: Area III: Sheet Metal Apprenticeship Program	3:12	1st Read	#3/12/24-28	Kaupp
12. College Curriculum Committee Report on Progress Regarding Local General Education Requirements	3:17	1st Read	#3/12/24-29	Kaupp
13. Good of the Order	3:27			Kaupp
14. Adjournment	3:30			Kaupp

**Times listed are approximate*

Attachments:

#3/12/24-1	Draft Minutes: February 27, 2024
#3/12/24-2–19	New Course Proposals: ART 404A, ART 404B, ART 404C, ART 404D, ART 404E, ART 404I, ART 406, ART 419A, ART 419B, ART 419C, ART 419D, ART 419G, ART 420, ART 447A, ART 447B, MUS 402A, MUS 402B, MUS 402C
#3/12/24-20	COR Required Updates for 2025-26 - Title 5 List
#3/12/24-21	Courses not Taught in Four Years - 2024 List
#3/12/24-22 (zip file)	Course Deactivation Exemption Requests: ACTG 1BH; ALCB 466, 468; ALTW 233; ANTH 2B, 67B; APPT 126, 190; APSM 123, 130, 131, 132, 133, 134, 155B; ART 15D; BUSI 19; CHLD 73; CNSL 87; C S 20A, 40A, 50C, 56B, 80A; EMS 200; ENGL 49; ESLL 248; GID 46, 47; HIST 54H; HORT 25, 90E, 91E; MATH 1BH, 1BHP, 44; NCEL 403A, 403B, 447; PHOT 22, 68C, 68E, 78B, 78C, 78D; R T 71, 201, 202; SOC 54H;

	SPAN 110, 111; THTR 7, 26
#3/12/24-23	New Degree Proposal: Public Health ADT
#3/12/24-24	New Certificate Proposal: Retail Operations Specialist
#3/12/24-25	New Certificate Proposal: Cupertino Electric Journeyperson Professional Development (noncredit)
#3/12/24-26	Equity in the COR - Why and How—updated
#3/12/24-27	Resolution to Extend Student Graduation Petition Deadline
#3/12/24-28	Foothill General Education Application for Area III—Natural Sciences: Sheet Metal Apprenticeship Program
#3/12/24-29	College Curriculum Committee Report on Progress Regarding Local General Education Requirements

2023-2024 Curriculum Committee Meetings:

Fall 2023 Quarter	Winter 2024 Quarter	Spring 2024 Quarter
~~10/3/23~~	~~1/16/24~~	4/16/24
~~10/17/23~~	~~1/30/24~~	4/30/24
~~10/31/23~~	~~2/13/24~~	5/14/24
~~11/14/23~~	~~2/27/24~~	5/28/24
~~11/28/23~~	3/12/24	6/11/24

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

2023-2024 Curriculum Deadlines:

~~*12/1/23*~~	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
~~*12/1/23*~~	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
4/19/24	Deadline to submit curriculum sheet updates for 2024-25 catalog (Faculty/Divisions).
6/1/24	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
6/21/24	Deadline to submit course updates and local GE applications for 2025-26 catalog (Faculty/Divisions).
Ongoing	Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:
Micaela Agyare (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Jeff Bissell (KA), Sam Bliss (De Anza AVP Instruction), Cynthia Brannvall (FAC), Rachelle Campbell (HSH), Zach Cembellin (Dean, STEM), Anthony Cervantes (Dean, Enrollment Services), Sam Connell (BSS), Cathy Draper (HSH), Angie Dupree (BSS), Kelly Edwards (KA), Jordan Fong (FAC), Valerie Fong (Dean, LA), Evan Gilstrap (Articulation Officer), Stacy Gleixner (VP Instruction), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Ben Kaupp (Faculty Co-Chair), Andy Lee (CNSL), Don Mac Neil (KA), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Sarah Parikh (STEM), Eric Reed (LRC), Richard Saroyan (SRC), Amy Sarver (LA), Paul Starer (APPR), Kyle Taylor (STEM), Mary Vanatta (Curriculum Coordinator), Voltaire Villanueva (AS President), Catherina Wong (De Anza CCC Faculty Co-Chair), Erik Woodbury (De Anza AS President)

Updated 1/3/24

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2023-24

Meeting Date: 3/12/24

Co-Chairs (2)

✔*	Ben Kaupp	408-874-6380	Vice President, Academic Senate (tiebreaker vote only) kauppben@fhda.edu
✔*	Kurt Hueg	7179	Associate Vice President of Instruction huegkurt@fhda.edu

Voting Membership (1 vote per division)

✔	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
✔	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
✔*	Cynthia Brannvall	7477	FAC	brannvallcynthia@fhda.edu
✔*	Zach Cembellin	7383	Dean—STEM	cembellinzachary@fhda.edu
✔*	Sam Connell	7197	BSS	connellsamuel@fhda.edu
✔*	Cathy Draper	7249	HSH	drapercatherine@fhda.edu
✔*	Angie Dupree		BSS	dupreeangelica@fhda.edu
✔	Kelly Edwards	7327	KA	edwardskelly@fhda.edu
✔*	Jordan Fong	7272	FAC	fongjordan@fhda.edu
✔*	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
✔*	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
✔*	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
✔*	Andy Lee	7783	CNSL	leeandrew@fhda.edu
✔	Don Mac Neil	7248	KA	macneildon@fhda.edu
	Brian Murphy		APPR	brian@pttc.edu
✔*	Tim Myres		APPR	timm@smw104jatc.org
✔*	Sarah Parikh	7748	STEM	parikhsarah@fhda.edu
✔*	Eric Reed	7091	LRC	reederic@fhda.edu
✔	Richard Saroyan	7232	SRC	saroyanrichard@fhda.edu
	Amy Sarver	7459	LA	sarveramy@fhda.edu
✔*	Kyle Taylor	7126	STEM	taylorkyle@fhda.edu

Non-Voting Membership (4)

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

Visitors

Chris Allen*, Robert Cormia, Patricia Gibbs, Matthew Hajny, Jeff Schinske, Andrew Stafford, Paul Starer

** Indicates in-person attendance*

College Curriculum Committee
Meeting Minutes
Tuesday, February 27, 2024
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom

Item	Discussion
1. Minutes: February 13, 2024	**Approved by consensus.**
2. Report Out and Check-in	**Speaker: All** Apprenticeship: Nate Vennarucci serving as in-person proxy. Myres shared continuing to work on Foothill GE apps. BSS: No updates to report. Counseling: No updates to report. Fine Arts & Comm: Brannvall shared working on new course proposals for noncredit courses for older adults. Reps rethinking how to create division CC meeting agendas, possibly using Canvas. HSH: No updates to report. Kinesiology & Athletics: No updates to report. Language Arts: Armerding shared Spanish dept. working on new cert. LRC: No updates to report. SRC: Kaupp shared finishing up Courses not Taught in Four Years list. STEM: Parikh shared finishing up Courses not Taught in Four Years list. Working on three new associate degrees and potentially one new cert. of achievement. Hueg asked if these will lead to transfer opportunities—Parikh responded, the idea is for students who wish to transfer to have better idea of which courses they'll need to take. Semiconductor degree specifically intended for students to go straight into workforce after graduation. Hueg shared met w/ CCCCO last week re: noncredit for older adults. Noted definition of "older adults" seems broad and, like any community college course, anyone will be allowed to enroll. Recently met w/ De Anza re: Credit for Prior Learning; plan to start with joint assessment of where the colleges are, then determine how/where we want to go and create structure. Noted we've received some grant funding, which do specify a structure to follow. Plan is to have a strategic approach and learn from other colleges already doing this. Gilstrap shared attending webinar re: CalGETC tomorrow. Mentioned recent memo stating any course currently approved for IGETC will automatically be included in CalGETC, with the exception of Area 1C Communications (those courses need to be submitted). Gilstrap working w/ Communication Studies faculty to determine which courses will be submitted.
3. Public Comment on Items Not on Agenda	No comments.
4. Announcements a. New Course Proposals	**Speakers: CCC Team** The following proposals were presented: PHOT 407A, 407B, 407C,

	457, 471. Hueg noted credit versions of darkroom courses not currently active; Herman responded, being reactivated. Kaupp shared feedback from De Anza of concerns re: 457 & 471 as possibly conflicting with their journalism courses and newspaper publication. Herman believes there will be no competition as there is no overlap in the curriculum; noted 471 focuses on creating a book to showcase photographer's work, 457 prepares the student with a resume and portfolio (which could take the form of a book). Hueg commented there is sensitivity from De Anza of overlapping with their journalism courses, but pointed out Foothill also has publications and it makes sense for us to offer related courses. Kaupp noted this communication w/ De Anza has been positive and collegial. Jordahl added we already offer a photojournalism course (PHOT 22) and dept. is creating honors version. Believes these courses could be seen as collaboration w/ De Anza, as opposed to competition.
b. ASCCC Spring Plenary	Kaupp mentioned plenary will be April 18-20 in San Jose. No resolutions packet has been released yet.
c. CCCCO Approval of Spanish CA!	Vanatta shared we've received state approval of our new Spanish CA!
d. Courses not Taught in Four Years Deadline Reminder: This Friday 3/1!	Vanatta reminded reps of the upcoming deadline to submit Course Deactivation Exemption Request forms.
5. GE Application: Area IV: Air Conditioning and Refrigeration Technology Program (Pathway #1)	**Speaker: Ben Kaupp** Second read of GE application, which would approve Foothill GE Area IV for students who complete the full major requirements for Air Conditioning and Refrigeration Technology, not one individual course. Note this major has two pathways; app is for students in Pathway #1. Group agreed to discuss items 5-7 together. Parikh asked if any updates have been made to apps since first read (e.g., to copy/paste COR language)—Vanatta responded, no. Dupree noted she looked at some CORs to try to find details mentioned on apps but had a hard time doing so, and suggested language from CORs be pasted verbatim, as opposed to referenced/summarized. Parikh mentioned GE apps usually include language pasted directly from COR. Connell shared received positive feedback from BSS faculty. Vennarucci offered to address concerns about apps and asked if any clarification needed about specific responses. Allen noted Vennarucci worked closely w/ Patricia Gibbs on apps for Sheet Metal. Noted Hajny is present to address any concerns about app for Air Conditioning and Refrigeration Technology. Gilstrap asked about response for S1 on Area IV app for Sheet Metal, noting course referenced (APSM 101) does not include any mention of unions—Vennarucci responded, references to "trade organizations" on COR are one in the same. Kaupp noted apps for Sheet Metal reference a support (optional) course for the degree, and Gilstrap commented that ideally students would be required to take all courses listed on app, otherwise they're missing content necessary to fulfill GE area. Myres explained there are differences between what's listed as major requirements in the Foothill catalog and what's taught at the sites, and confirmed that all content referenced on the apps will be covered for all students. Hueg commented further on this discrepancy, noting he spoke w/ Starer and Gibbs, who confirmed the content referenced on the apps is covered at the sites for all students. Sites must adhere to nationally approved curriculum, which influences the Foothill CORs. Dupree noted

her earlier comments were re: APPT 151 & 159, but unfortunately cannot currently view the CORs due to CourseLeaf glitch. Gilstrap asked about response for U1 on Area VI app for Sheet Metal, noting courses referenced (APSM 101 & 136) don't mention covering historically marginalized groups. Starer further commented that Foothill CORs don't necessary directly reflect the syllabi used at the sites, so certain details mentioned on apps might not be included on CORs. Noted he and Gibbs were asked to include Foothill course numbers on apps.

Parikh believes the Apprenticeship folks have done a good job of connecting the apps to the modules being taught, but believes would be helpful to include additional details about what exactly students do in each module mentioned. Brannvall thanked Starer for reminding the group that apps are mapped to full slate of courses, not an individual course. Gilstrap agreed and believes the content is being taught, but noted it's hard to verify the info on the apps because it's not necessarily reflected on Foothill CORs. Kaupp asked if there is a public repository of the content of the modules referenced on the apps—Allen responded, that info is not public, which is why faculty from the trades are present at today's meeting, to address any questions or concerns. Vennarucci noted he worked closely w/ Gibbs to identify which course material maps to the GE areas, and pulled references.

Connell asked if it's an option to move to approve apps with knowledge that they will be updated to address concerns/suggestions (e.g., language pasted directly from the modules/curriculum being used at the sites). Myres asked if updates being requested specific to three apps being discussed today, or for future apps.

Motion to approve items 5-7 with plan that applications will be updated to include language from the modules as additional evidence **M/S** (Connell, no second). Motion did not move forward.

Motion to approve items 5-7 without updates **M/S** (Connell, Cembellin).

Kaupp suggested the groups allow for approval of the apps with the allowance for members to ask for more details, with a specific deadline. Cembellin reflected back on previous GE mapping process for Plumbing Technology, believing it set the precedent to follow, and asked the group what their specific doubts are. V. Fong noted during that process Apprenticeship division organized a site visit, which was really helpful for those who attended to understand how these programs are run and the intensity involved. Helped people think outside what they may have considered the norm. Cembellin agreed that the site visit was valuable, and noted these new apps follow the same model as used before, with Foothill faculty diving in to the Apprenticeship curriculum to map the GE areas. V. Fong commented that in these cases the work being done is more thorough than simply copying/pasting, as Starer and Gibbs working closely with faculty at the sites to interpret their curriculum for the apps.

Kaupp mentioned Connell's motion on the floor, noting unsure if everyone in the group ready to vote, as it seems some folks interested in getting more information. Reed asked V. Fong if her previous experience gives her confidence in these new apps—yes, her prior experience and trust in current faculty working on apps gives her confidence in the work being done. Reed echoed V. Fong's belief that the work being done is greater depth than simply copying/pasting.

	Items 5-7 **Approved.** (1 voted no; 2 abstained) Vennarucci invited everyone to take a site tour if they'd like!
6. GE Application: Area IV: Sheet Metal Apprenticeship Program	**Speaker: Ben Kaupp** Second read of GE application, which would approve Foothill GE Area IV for students who complete the full major requirements for Sheet Metal, not one individual course. *[See item 5 for related comments.]* *See item 5 for motion/approval details.*
7. GE Application: Area VI: Sheet Metal Apprenticeship Program	**Speaker: Ben Kaupp** Second read of GE application, which would approve Foothill GE Area VI for students who complete the full major requirements for Sheet Metal, not one individual course. *[See item 5 for related comments.]* *See item 5 for motion/approval details.*
8. Stand Alone Application: SPAN 51B	**Speaker: Ben Kaupp** Second read of Stand Alone Approval Request for SPAN 51B. No comments. Motion to approve **M/S** (Draper, Parikh). **Approved.**
9. Best Practices for Equitable COR Updates: Equity in the COR - Why and How	**Speaker: Ben Kaupp** First read of "Equity in the COR - Why and How" document. Minor updates made to document since previous meeting. Parikh noted language re: Course Content updated to a more positive tone. Brannvall commented it was a big task to take the full guidelines document and boil it down. Connell noted that Anthropology courses not only critique but also acknowledge historical foundations. Brannvall added that Art History courses are very transparent when it comes to historical foundations. Parikh commented on the word "simply" in the language re: Course Content; doesn't want to downplay the work being done, noting she's heard from some faculty who are terrified of starting this work and wants to encourage folks to take the first step. Draper suggested language be changed to something like "others may choose to address." Kaupp will update document based on these comments; asked reps to share document with their constituents and send him feedback or suggested edits so that the document will be as close to a final version as possible for next meeting. Second read and possible action will occur at next meeting.
10. Resolution to Extend Student Graduation Petition Deadline	**Speaker: Samuel Connell** First read of Resolution to Extend Student Graduation Petition Deadline, proposed by Connell. Connell noted he is very open to suggestions and edits and explained he decided to write resolution after hearing comments from people on campus related to funding and degree completion. Hoping CCC can work towards somehow improving completion numbers, whether it's encouraging students to complete the process (e.g., through marketing), investing in technology, etc. Wonders if passing a resolution like this may even slightly put the wheels in motion. Noted the deadline for students to petition for graduation is in just a few days. Gilstrap explained March 1 is the students' deadline for local AA/AS degrees if they're finishing their requirements in winter quarter; this year's deadline for spring is May 31. The ADT deadline is March 1, even for students finishing in spring, because CSU has a deadline for

	colleges to send their submissions by March 15. The folks in Evaluations need two weeks to process students' applications. Lee added that each affected student is notified multiple times. Hueg noted that while our numbers for AA/AS degrees have declined, it's mostly because students are completing ADTs; our ADT numbers are still very good. Kaupp noted hearing from a number of folks that students finish what they need (e.g., to transfer) even if this doesn't mean completing a cert. or degree. Believes there is value in encouraging more students to actually complete cert./degree requirements. Second read and possible action will occur at next meeting.
11. Updating Foothill GE	**Speaker: Ben Kaupp** Kaupp presented a short slideshow summarizing the discussions CCC has had on this topic. The group hasn't discussed process, but in terms of makeup of the new Foothill GE pattern consensus seems to be: • Lifelong Learning: remove from GE pattern but continue to encourage students to take these courses, despite no longer being required. • Natural Sciences: desire from STEM division to keep lab requirement, noting consensus seems to have gone back and forth. Some other divisions seem to be okay with removing lab requirement. Parikh shared suggestion from faculty member to remove lab requirement and also allow each dept. to determine GE requirements for their own degree; acknowledged this is not an option but wanted to share feedback. Gilstrap noted only small number of courses will be affected if lab requirement is removed, as most courses have embedded labs. • Math & Quantitative Reasoning: desire from STEM division to keep existing MATH courses. Additional suggestion to include as many courses as possible from current Foothill GE Area V. Dupree shared recent BSS division discussions resulted in ambivalence re: lab requirement, and majority want to maintain current Lifelong Learning requirement of 4 units. Lee presented topic to counselors last week and received split feedback re: Lifelong Learning (some want to keep it, but possibly modify/reduce units; some okay with removing it and encouraging students to take those courses outside of GE). Kaupp shared feedback from DRC that if many Veterans students are given the option to skip a course, they'll skip, as speed to completion is their primary goal; likely that other student populations are similar. Kaupp believes we can help students re: speed to completion but still encourage them to take Lifelong Learning. Brannvall commented that students are always welcome to return to Foothill and take courses after they graduate! Parikh shared feedback from students in favor of reducing requirements, and noted many students aren't aware of local GE option for AA/AS degrees (they knew about transfer GE only). Gilstrap mentioned CCCCO's focus appears to be to get students to degree completion as fast as possible. Lee pointed out that each curriculum sheet for AA/AS degrees in catalog does state that students have option to complete different GE patterns—Reed responded, the issue isn't necessarily about communicating this to students, but more that our decisions re: local GE might not affect as many students as we think it might.

	Kaupp plans to draft a document of recommendations to present at next CCC meeting, to then forward to Academic Senate.
12. Good of the Order	Myres thanked the group for their support of the GE apps; will take into consideration the concerns presented when additional apps are presented at CCC. Happy to host anyone for site visits!
13. Adjournment	**3:32 PM**

Attendees: Micaela Agyare (LRC), Chris Allen* (Dean, APPR), Ben Armerding (LA), Cynthia Brannvall* (FAC), Zach Cembellin* (Dean, STEM), Sam Connell* (BSS), Cathy Draper* (HSH), Angie Dupree* (BSS), Kelly Edwards (KA), Jordan Fong (FAC), Valerie Fong* (Dean, LA), Evan Gilstrap* (Articulation Officer), Matthew Hajny (APPR), Ron Herman* (Dean, FAC), Kurt Hueg* (Administrator Co-Chair), Kate Jordahl (FAC), Ben Kaupp* (Faculty Co-Chair), Andy Lee* (CNSL), Don Mac Neil (KA), Tim Myres (APPR), Sarah Parikh* (STEM), Eric Reed* (LRC), Andrew Stafford (APPR), Paul Starer (APPR), Kyle Taylor* (STEM), Mary Vanatta* (Curriculum Coordinator), Nate Vennarucci* (APPR)
** Indicates in-person attendance*

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 02/20/24 6:35 pm

Viewing: **ART F404A : FUNDAMENTALS IN DRAWING: FOR OLDER ADULTS**

Last edit: 03/06/24 9:37 am

Changes proposed by: Hilary Gomes (10926523)

In Workflow

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

Approval Path

1. 03/05/24 2:45 pm Jordan Fong (fongjordan): Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	Hilary Gomes

Effective Term	Summer 2025		
Subject	Art (ART)	Course Number	F404A
Department	Art (ART)		
Division	Fine Arts and Communication (1FA)		
Units	0		
Hours	3 Hours Lecture and 3 Hours Laboratory		
Course Title	FUNDAMENTALS IN DRAWING: FOR OLDER ADULTS		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	In this beginning-level drawing course for older adults, students will analyze form and incorporate value, the concepts of light and shadow patterns, perspective, proportion, and composition in the practice of drawing.
Proposed Discipline	Art

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

This will be a stand-alone non-credit course for older adults.

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

No

Comments & Other Relevant Information for Discussion:

This course will be stacked with ART 4A Fundamentals in Drawing. The plan will be to add ART 4A and ART 404A to the stacked FA MOU.

Reviewer Comments

Key: 8923

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/20/24 6:05 pm

Viewing: **ART F404B : INTERMEDIATE DRAWING: FOR OLDER ADULTS**

Last edit: 03/06/24 9:46 am

Changes proposed by: Hilary Gomes (10926523)

In Workflow

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

Approval Path

1. 03/05/24 2:47 pm Jordan Fong (fongjordan): Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	Hilary Gomes

Effective Term	Summer 2025		
Subject	Art (ART)	Course Number	F404B
Department	Art (ART)		
Division	Fine Arts and Communication (1FA)		
Units	0		
Hours	3 Hours Lecture and 3 Hours Laboratory		
Course Title	INTERMEDIATE DRAWING: FOR OLDER ADULTS		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	Intermediate level drawing class for older adults focusing on complex subject matter and concepts, color pastel drawing media, techniques, and methodologies.
Proposed Discipline	Art

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

This will be a stand-alone non-credit course for older adults.

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

No

Comments & Other Relevant Information for Discussion:

This course will be stacked with ART 4B Intermediate Drawing. The plans will be to add ART 4B and ART 404B to the stacked FA MOU.

Reviewer Comments

Key: 8921

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/20/24 6:10 pm

Viewing: ART F404C : REPRESENTATIONAL DRAWING: FOR OLDER ADULTS

Last edit: 03/06/24 9:45 am

Changes proposed by: Hilary Gomes (10926523)

In Workflow

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

Approval Path

1. 03/05/24 2:47 pm Jordan Fong (fongjordan): Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	Hilary Gomes

Effective Term	Summer 2025		
Subject	Art (ART)	Course Number	F404C
Department	Art (ART)		
Division	Fine Arts and Communication (1FA)		
Units	0		
Hours	3 Hours Lecture and 3 Hours Laboratory		
Course Title	REPRESENTATIONAL DRAWING: FOR OLDER ADULTS		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	An intermediate-level representational drawing course concentrating on observation and depiction of volume, texture, and linear perspective in a variety of drawing media.
Proposed Discipline	Art

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

This will be a stand-alone non-credit course for older adults.

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

No

Comments & Other Relevant Information for Discussion:

This course will be stacked with ART 4C Representational Drawing. The plan will be to add ART 4C and ART 404C to the stacked FA MOU.

Reviewer Comments

Key: 8922

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/20/24 8:08 am

Viewing: ART F404D : FIGURE DRAWING I: FOR OLDER ADULTS

Last edit: 03/06/24 9:44 am

Changes proposed by: Hilary Gomes (10926523)

In Workflow

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

Approval Path

1. 03/05/24 2:48 pm Jordan Fong (fongjordan): Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	Hilary Gomes		
Effective Term	Summer 2025		
Subject	Art (ART)	Course Number	F404D
Department	Art (ART)		
Division	Fine Arts and Communication (1FA)		
Units	0		
Hours	3 Hours Lecture and 3 Hours Laboratory		
Course Title	FIGURE DRAWING I: FOR OLDER ADULTS		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	Beginning drawing course, for older adults, focusing on the representation and interpretation of the human figure, with attention to drawing from life.
Proposed Discipline	Art

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

This will be a stand-alone non-credit course for older adults.

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

No

Comments & Other Relevant Information for Discussion:

This course will be stacked with ART 4D Figure Drawing I. The plans will be to add ART 4D and ART 404D to the stacked FA MOU.

Reviewer Comments

Key: 8906

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/20/24 8:08 am

Viewing: **ART F404E : HEADS & HANDS DRAWING: FOR OLDER ADULTS**

Last edit: 03/06/24 9:48 am

Changes proposed by: Hilary Gomes (10926523)

In Workflow

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

Approval Path

1. 03/05/24 2:49 pm Jordan Fong (fongjordan): Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	Hilary Gomes

Effective Term	Summer 2025		
Subject	Art (ART)	Course Number	F404E
Department	Art (ART)		
Division	Fine Arts and Communication (1FA)		
Units	0		
Hours	3 Hours Lecture and 3 Hours Laboratory		
Course Title	HEADS & HANDS DRAWING: FOR OLDER ADULTS		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	Beginning drawing course, for older adults, focusing on the representation and interpretation of the head and hands, with attention to drawing from life from a live figure model.
Proposed Discipline	Art

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

This will be a stand-alone non-credit course for older adults.

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

No

Comments & Other Relevant Information for Discussion:

This course will be stacked with ART 4E Heads and Hands Drawing. The plans will be to add ART 4E and ART 404E to the stacked FA MOU.

Reviewer Comments

Key: 8905

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/20/24 7:18 pm

Viewing: ART F404I : FIGURE DRAWING II: FOR OLDER ADULTS

Last edit: 03/06/24 9:50 am

Changes proposed by: Hilary Gomes (10926523)

In Workflow

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

Approval Path

1. 03/05/24 2:48 pm Jordan Fong (fongjordan): Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	Hilary Gomes		
Effective Term	Summer 2025		
Subject	Art (ART)	Course Number	F404I
Department	Art (ART)		
Division	Fine Arts and Communication (1FA)		
Units	0		
Hours	3 Hours Lecture and 3 Hours Laboratory		
Course Title	FIGURE DRAWING II: FOR OLDER ADULTS		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	In this intermediate figure drawing course designed for older adults, students will learn about proportion and basic human anatomy as they apply it to drawing from a live model.
Proposed Discipline	Art

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

This will be a stand-alone non-credit course for older adults.

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

No

Comments & Other Relevant Information for Discussion:

This course will be stacked with ART 4I Figure Drawing II. The plans will be to add ART 4I and ART 404I to the stacked FA MOU.

Reviewer Comments

Key: 8925

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/20/24 8:10 am

Viewing: ART F406. : COLLAGE: FOR OLDER ADULTS

Last edit: 03/06/24 9:53 am

Changes proposed by: Hilary Gomes (10926523)

In Workflow

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

Approval Path

1. 03/05/24 2:51 pm Jordan Fong (fongjordan): Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	Hilary Gomes		
Effective Term	Summer 2025		
Subject	Art (ART)	Course Number	F406.
Department	Art (ART)		
Division	Fine Arts and Communication (1FA)		
Units	0		
Hours	3 Hours Lecture and 3 Hours Laboratory		
Course Title	COLLAGE: FOR OLDER ADULTS		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	Studio experience in the exploratory medium of collage for older adults. In this course, you will learn how to use mixed media drawing, collage, and photographic and computer-generated media. Development of a personal sensitivity to the visual organization and the vocabulary of art as it relates to social, expressiveness, and cultural meaning.
Proposed Discipline	Art

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

This will be a stand-alone non-credit course for older adults.

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

No

Comments & Other Relevant Information for Discussion:

This course will be stacked with ART 6 Collage. ART 6 will be reactivated for 2025. The plans will be to add ART 6 and ART 406 to the stacked FA MOU.

Reviewer Comments

Key: 8897

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/20/24 8:11 am

Viewing: ART F419A : OIL PAINTING I: FOR OLDER ADULTS

Last edit: 03/06/24 10:07 am

Changes proposed by: Hilary Gomes (10926523)

In Workflow

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

Approval Path

1. 03/05/24 2:52 pm Jordan Fong (fongjordan): Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	Hilary Gomes		
Effective Term	Summer 2025		
Subject	Art (ART)	Course Number	F419A
Department	Art (ART)		
Division	Fine Arts and Communication (1FA)		
Units	0		
Hours	3 Hours Lecture and 3 Hours Laboratory		
Course Title	OIL PAINTING I: FOR OLDER ADULTS		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	Introduction to the theory and practice of basic oil painting, including the use of value, color, and light to model the three-dimensional form for older adults.
Proposed Discipline	Art

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

This will be a stand-alone non-credit course for older adults.

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

No

Comments & Other Relevant Information for Discussion:

This course will be stacked with ART 19A Oil Painting I. The plans will be to add ART 19A and ART 419A to the stacked FA MOU.

Reviewer Comments

Key: 8901

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/20/24 8:11 am

Viewing: **ART F419B : ACRYLIC PAINTING I: FOR OLDER ADULTS**

Last edit: 03/06/24 10:10 am

Changes proposed by: Hilary Gomes (10926523)

In Workflow

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

Approval Path

1. 03/05/24 2:53 pm Jordan Fong (fongjordan): Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	Hilary Gomes		
Effective Term	Summer 2025		
Subject	Art (ART)	Course Number	F419B
Department	Art (ART)		
Division	Fine Arts and Communication (1FA)		
Units	0		
Hours	3 Hours Lecture and 3 Hours Laboratory		
Course Title	ACRYLIC PAINTING I: FOR OLDER ADULTS		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	Introduction to the theory and practice of basic acrylic painting, including the use of value, color, and light to model the three-dimensional form for older adults.
Proposed Discipline	Art

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

This will be a stand-alone non-credit course for older adults.

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

No

Comments & Other Relevant Information for Discussion:

This course will be stacked with ART 19B Acrylic Painting I. The plans will be to add ART 19B and ART 419B to the stacked FA MOU.

Reviewer Comments

Key: 8903

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/20/24 8:11 am

Viewing: ART F419C : OIL PAINTING II: FOR OLDER ADULTS

Last edit: 03/06/24 10:12 am

Changes proposed by: Hilary Gomes (10926523)

In Workflow

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

Approval Path

1. 03/05/24 2:55 pm Jordan Fong (fongjordan): Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	Hilary Gomes		
Effective Term	Summer 2025		
Subject	Art (ART)	Course Number	F419C
Department	Art (ART)		
Division	Fine Arts and Communication (1FA)		
Units	0		
Hours	3 Hours Lecture and 3 Hours Laboratory		
Course Title	OIL PAINTING II: FOR OLDER ADULTS		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	The theory and practice of intermediate oil painting. Building on fundamental oil painting skills to develop a personalized style, complex subject matter, color theory, and composition for older adults.
Proposed Discipline	Art

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

This will be a stand-alone non-credit course for older adults.

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

No

Comments & Other Relevant Information for Discussion:

This course will be stacked with ART 19C Oil Painting II. The plans will be to add ART 19C and ART 419C to the stacked FA MOU.

Reviewer Comments

Key: 8902

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/20/24 8:11 am

Viewing: ART F419D : ACRYLIC PAINTING II: FOR OLDER ADULTS

Last edit: 03/06/24 10:14 am

Changes proposed by: Hilary Gomes (10926523)

In Workflow

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

Approval Path

1. 03/05/24 2:56 pm Jordan Fong (fongjordan): Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	Hilary Gomes		
Effective Term	Summer 2025		
Subject	Art (ART)	Course Number	F419D
Department	Art (ART)		
Division	Fine Arts and Communication (1FA)		
Units	0		
Hours	3 Hours Lecture and 3 Hours Laboratory		
Course Title	ACRYLIC PAINTING II: FOR OLDER ADULTS		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	The theory and practice of intermediate acrylic painting for older adults. Building on fundamental acrylic painting skills to develop a personalized style, complex subject matter, color theory, and composition.
Proposed Discipline	Art

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

This will be a stand-alone non-credit course for older adults.

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

No

Comments & Other Relevant Information for Discussion:

This course will be stacked with ART 19D Acrylic Painting II. The plans will be to add ART 19D and ART 419D to the stacked FA MOU.

Reviewer Comments

Key: 8904

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/20/24 8:12 am

Viewing: **ART F419G : OUTDOOR LANDSCAPE PAINTING: FOR OLDER ADULTS**

Last edit: 03/06/24 10:16 am

Changes proposed by: Hilary Gomes (10926523)

In Workflow

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

Approval Path

1. 03/05/24 2:57 pm Jordan Fong (fongjordan): Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	Hilary Gomes		
Effective Term	Summer 2025		
Subject	Art (ART)	Course Number	F419G
Department	Art (ART)		
Division	Fine Arts and Communication (1FA)		
Units	0		
Hours	3 Hours Lecture and 3 Hours Laboratory		
Course Title	OUTDOOR LANDSCAPE PAINTING: FOR OLDER ADULTS		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	This course for older adults introduces beginning artists to the core concepts and techniques of painting outdoor landscapes and nature subjects in the open air on location. Students will complete small-scale one-sitting landscape paintings from observation. Lectures will consist of the art of plein air, plein air societies and communities, and plein air painting demonstrations.
Proposed Discipline	Art

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

This will be a stand-alone non-credit course for older adults.

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

No

Comments & Other Relevant Information for Discussion:

This course will be stacked with ART 19G Outdoor Landscape Painting. The plans will be to add ART 19G and ART 419G to the stacked FA MOU.

Reviewer Comments

Key: 8898

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/20/24 6:41 pm

Viewing: ART F420. : COLOR THEORY: FOR OLDER ADULTS

Last edit: 03/06/24 10:21 am

Changes proposed by: Hilary Gomes (10926523)

In Workflow

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

Approval Path

1. 03/05/24 2:57 pm Jordan Fong (fongjordan): Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	Hilary Gomes		
Effective Term	Summer 2025		
Subject	Art (ART)	Course Number	F420.
Department	Art (ART)		
Division	Fine Arts and Communication (1FA)		
Units	0		
Hours	3 Hours Lecture and 3 Hours Laboratory		
Course Title	COLOR THEORY: FOR OLDER ADULTS		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	In this color theory course for older adults, students will learn the study of the principles, theories, and applications of additive and subtractive color in two dimensions. Topics will include major historical and contemporary color systems, production of projects in applied color, and the elements of design as they apply to color.
Proposed Discipline	Art

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

This will be a stand-alone non-credit course for older adults.

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

No

Comments & Other Relevant Information for Discussion:

This course will be stacked with ART 20 Color Theory. The plan will be to add ART 20 and ART 420 to the stacked FA MOU.

Reviewer Comments

Key: 8924

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/20/24 8:13 am

Viewing: ART F447A : WATERCOLOR I: FOR OLDER ADULTS

Last edit: 03/06/24 10:25 am

Changes proposed by: Hilary Gomes (10926523)

In Workflow

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

Approval Path

1. 03/05/24 2:57 pm Jordan Fong (fongjordan): Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	Hilary Gomes		
Effective Term	Summer 2025		
Subject	Art (ART)	Course Number	F447A
Department	Art (ART)		
Division	Fine Arts and Communication (1FA)		
Units	0		
Hours	3 Hours Lecture and 3 Hours Laboratory		
Course Title	WATERCOLOR I: FOR OLDER ADULTS		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	Study of beginning-level transparent watercolor painting techniques for older adults. Emphasis on basic techniques of watercolor painting, composition, and color theory.
Proposed Discipline	Art

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

This will be a stand-alone non-credit course for older adults.

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

No

Comments & Other Relevant Information for Discussion:

This course will be stacked with ART 47A Watercolor I. The plans will be to add ART 47A and ART 447A to the stacked FA MOU.

Reviewer Comments

Key: 8899

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/20/24 8:13 am

Viewing: ART F447B : WATERCOLOR II: FOR OLDER ADULTS

Last edit: 03/06/24 10:27 am

Changes proposed by: Hilary Gomes (10926523)

In Workflow

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

Approval Path

1. 03/05/24 2:58 pm Jordan Fong (fongjordan): Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	Hilary Gomes		
Effective Term	Summer 2025		
Subject	Art (ART)	Course Number	F447B
Department	Art (ART)		
Division	Fine Arts and Communication (1FA)		
Units	0		
Hours	3 Hours Lecture and 3 Hours Laboratory		
Course Title	WATERCOLOR II: FOR OLDER ADULTS		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	Study of intermediate techniques using transparent and opaque watercolor painting for older adults. Emphasis on intermediate techniques of watercolor painting, composition, and personal subject.
Proposed Discipline	Art

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

This will be a stand-alone non-credit course for older adults.

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

No

Comments & Other Relevant Information for Discussion:

This course will be stacked with ART 47B Watercolor II. The plans will be to add ART 47B and ART 447B to the stacked FA MOU.

Reviewer Comments

Key: 8900

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/23/24 11:41 am

Viewing: **MUS F402A : GREAT COMPOSERS & MUSIC MASTERPIECES FOR OLDER ADULTS**

Last edit: 03/06/24 10:29 am

Changes proposed by: Robert Hartwell (10891462)

In Workflow

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

Approval Path

1. 03/05/24 2:37 pm Jordan Fong (fongjordan): Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	Robert Hartwell
Effective Term	Summer 2025
Subject	Music (MUS)
Course Number	F402A
Department	Music (MUS)
Division	Fine Arts and Communication (1FA)
Units	0
Hours	4 hours lecture, 3 hours lab
Course Title	GREAT COMPOSERS & MUSIC MASTERPIECES FOR OLDER ADULTS
Short Title	

Proposed Transferability	None
Proposed Description and Requisites:	Targeted for older adults, this is an introduction to the great composers and music masterpieces of Western culture, including composer biographies with emphasis on how composers synthesize or transform the aesthetic ideals of their time. Examines how composers' music reflects their own lives as well as mirrors contemporary social, political, and religious events. Historical periods include the ancient world and the Medieval, Renaissance, and Baroque eras. Composers include Josquin, Lassus, Palestrina, Monteverdi, Purcell, Vivaldi, Handel and Bach.
Proposed Discipline	Music

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

None

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

No

Comments & Other Relevant Information for Discussion:

Targeted for older adults. This course mirrors MUS 2A.

Reviewer Comments

Key: 8926

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/23/24 12:10 pm

Viewing: **MUS F402B : GREAT COMPOSERS & MUSIC MASTERPIECES FOR OLDER ADULTS**

Last edit: 03/06/24 10:31 am

Changes proposed by: Robert Hartwell (10891462)

In Workflow

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

Approval Path

1. 03/05/24 2:38 pm Jordan Fong (fongjordan): Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	Robert Hartwell		
Effective Term	Summer 2025		
Subject	Music (MUS)	Course Number	F402B
Department	Music (MUS)		
Division	Fine Arts and Communication (1FA)		
Units	0		
Hours	4 hours lecture, 3 hours lab		
Course Title	GREAT COMPOSERS & MUSIC MASTERPIECES FOR OLDER ADULTS		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	Targeted for older adults, this is an introduction to the great composers and music masterpieces of Western culture. Includes composer biographies with emphasis on how composers synthesize or transform the aesthetic ideals of their time. Examines how composers' music reflects their own lives as well as mirrors contemporary social, political, and religious events. Historical periods include the Classical period up through early Romanticism. Composers include Gluck, Haydn, Mozart, Beethoven, Schubert and Weber.
Proposed Discipline	Music

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

None

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

No

Comments & Other Relevant Information for Discussion:

This class is targeted for older adults. This course mirrors MUS 2B.

Reviewer Comments

Key: 8927

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/23/24 12:16 pm

Viewing: **MUS F402C : GREAT COMPOSERS & MUSIC MASTERPIECES FOR OLDER ADULTS**

Last edit: 03/06/24 10:32 am

Changes proposed by: Robert Hartwell (10891462)

In Workflow

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

Approval Path

1. 03/05/24 2:39 pm Jordan Fong (fongjordan): Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	Robert Hartwell

Effective Term	Summer 2025		
Subject	Music (MUS)	Course Number	F402C
Department	Music (MUS)		
Division	Fine Arts and Communication (1FA)		
Units	0		
Hours	4 hours lecture, 3 hours lab		
Course Title	GREAT COMPOSERS & MUSIC MASTERPIECES FOR OLDER ADULTS		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	Targeted for older adults, this is an introduction to the great composers and music masterpieces of Western culture. Includes composer biographies with emphasis on how composers synthesize or transform the aesthetic ideals of their time. Examines how their music reflects their own lives as well as mirrors contemporary social, political, and religious events. Historical periods are mid-19th century Romanticism through the present. Composers include Schumann, Chopin, Mendelssohn, Brahms, Berlioz, Liszt, Tchaikovsky, Mussorgsky, Strauss, Verdi, Wagner, Bizet, Debussy, Ravel, Ives, Cowell, Bartok, Berg, Webern, Stravinsky, Copland, Varese, Babbitt, Cage, Crumb, Ligeti, Penderecki, Reich, Glass and Adams.
Proposed Discipline	Music

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

None

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

No

Comments & Other Relevant Information for Discussion:

This course is targeted for older adults. This course mirrors MUS 2C.

Reviewer Comments

Key: 8928

Preview Bridge

The following courses must be reviewed/updated (or submitted as a deactivation) in CourseLeaf CIM by the COR deadline of Friday, June 21, 2024

Division	Course Code	Course Title	Previously Updated
BSS	ACTG 54	ACCOUNTING INFORMATION SYSTEMS	2020 Summer
SRC	ALTW 201	BASIC ENGLISH FOR STUDENTS WITH LEARNING DIFFERENCES	2020 Summer
SRC	ALTW 202	BASIC MATH FOR STUDENTS WITH LEARNING DIFFERENCES	2020 Summer
SRC	ALTW 203	LEARNING STYLES & STRATEGIES	2020 Summer
SRC	ALTW 204	COMMUNICATION SKILLS IN THE WORKPLACE	2020 Summer
SRC	ALTW 207	RESOURCES IN THE COMMUNITY FOR STUDENTS WITH LEARNING DIFFERENCES	2020 Summer
SRC	ALTW 208	JOB TRAINING/INTERNSHIP FOR STUDENTS WITH LEARNING DIFFERENCES	2020 Summer
SRC	ALTW 212	JOB SEARCH SKILLS: THE RESUME	2020 Summer
SRC	ALTW 213	WORK ATTITUDES & BEHAVIORS ON THE JOB	2020 Summer
SRC	ALTW 214	JOB SEARCH SKILLS: INTERVIEW PREPARATION	2020 Summer
SRC	ALTW 216	DISABILITY & THE LAW	2020 Summer
SRC	ALTW 217	INTERMEDIATE COMPUTER APPLICATIONS FOR STUDENTS WITH LEARNING DIFFERENCES	2020 Summer
SRC	ALTW 218	CURRENT EVENTS FOR STUDENTS WITH LEARNING DIFFERENCES	2020 Summer
BSS	ANTH 1H	HONORS INTRODUCTION TO PHYSICAL ANTHROPOLOGY	2020 Fall
BSS	ANTH 1HL	HONORS PHYSICAL ANTHROPOLOGY LABORATORY	2020 Fall
BSS	ANTH 1L	PHYSICAL ANTHROPOLOGY LABORATORY	2020 Summer
BSS	ANTH 2AH	HONORS CULTURAL ANTHROPOLOGY	2020 Fall
BSS	ANTH 3	WORLD PREHISTORY: THE RISE & FALL OF EARLY CIVILIZATIONS	2020 Summer
BSS	ANTH 16L	BASIC ARCHAEOLOGY LABORATORY	2020 Summer
BSS	ANTH 17L	INTERMEDIATE ARCHAEOLOGY LABORATORY	2020 Summer
BSS	ANTH 22	THE AZTEC, MAYA, INCA & THEIR PREDECESSORS: CIVILIZATIONS OF THE AMERICAS	2020 Summer
BSS	ANTH 51	ARCHAEOLOGY SURVEY	2020 Summer
BSS	ANTH 55	APPLIED CULTURAL ANTHROPOLOGY FIELD METHODS	2020 Summer
BSS	ANTH 56	APPLIED PHYSICAL ANTHROPOLOGY FIELD METHODS	2020 Summer
BSS	ANTH 57	APPLIED ARCHAEOLOGY FIELD METHODS	2020 Summer
BSS	ANTH 67C	CULTURES OF THE WORLD: BRITISH ISLES	2020 Summer
APPR	APPR 188A	ORIENTATION; SAFETY & BEGINNING RESIDENTIAL SHEET METAL INSTALLATION (SPECIALIST 1A)	2020 Summer
APPR	APPR 188B	RESIDENTIAL COMPONENTS IDENTIFICATION & INSTALLATION (SPECIALIST 1B)	2020 Summer
APPR	APPR 189A	RESIDENTIAL SYSTEMS; DUCT & HVAC SYSTEMS (SPECIALIST 2A)	2020 Summer
APPR	APPR 189B	PLANS & ARCHITECTURAL APPLICATIONS FOR RESIDENTIAL SHEET METAL (SPECIALIST 2B)	2020 Summer
FAC	ART 2C	HISTORY OF WESTERN ART FROM THE BAROQUE TO CONTEMPORARY	2020 Fall
FAC	ART 4D	FIGURE DRAWING I	2020 Summer

FAC	ART 4E	HEADS & HANDS DRAWING	2020 Summer
FAC	ART 44	CERAMIC SCULPTURE	2020 Summer
FAC	ART 45A	BEGINNING CERAMICS HANDBUILDING	2020 Summer
FAC	ART 45B	BEGINNING CERAMICS POTTER'S WHEEL	2020 Summer
FAC	ART 45C	ADVANCED CERAMICS	2020 Summer
FAC	ART 45F	LOW-TEMPERATURE CERAMIC FIRING & GLAZING TECHNIQUES	2020 Summer
FAC	ART 46B	POTTER'S WHEEL II	2020 Summer
STEM	ASTR 10A	GENERAL ASTRONOMY: SOLAR SYSTEM	2020 Summer
STEM	ASTR 10B	GENERAL ASTRONOMY: STARS, GALAXIES, COSMOLOGY	2020 Summer
STEM	ASTR 10BH	HONORS GENERAL ASTRONOMY: STARS, GALAXIES, COSMOLOGY	2020 Summer
STEM	ASTR 10L	ASTRONOMY LABORATORY	2020 Summer
KA	ATHL 41A	INTERCOLLEGIATE SAND VOLLEYBALL I (WOMEN)	2020 Summer
KA	ATHL 41B	INTERCOLLEGIATE SAND VOLLEYBALL II (WOMEN)	2020 Summer
STEM	BIOL 1A	PRINCIPLES OF CELL BIOLOGY	2020 Summer
STEM	BIOL 1B	FORM & FUNCTION IN PLANTS & ANIMALS	2020 Summer
STEM	BIOL 1C	EVOLUTION, SYSTEMATICS & ECOLOGY	2020 Summer
STEM	BIOL 9L	ENVIRONMENTAL BIOLOGY LABORATORY	2020 Summer
STEM	BIOL 10	GENERAL BIOLOGY: BASIC PRINCIPLES	2020 Summer
STEM	BIOL 13	MARINE BIOLOGY	2020 Summer
STEM	BIOL 14	HUMAN BIOLOGY	2020 Summer
STEM	BIOL 15	CALIFORNIA ECOLOGY/NATURAL HISTORY	2020 Summer
BSS	BUSI 45	FUNDAMENTALS OF PERSONAL FINANCE	2020 Summer
BSS	BUSI 59C	MARKETING CONTENT STRATEGY & BRANDING	2020 Summer
BSS	BUSI 59D	MARKET ANALYTICS & PERFORMANCE OPTIMIZATION	2020 Summer
BSS	BUSI 59E	EMAIL MARKETING	2020 Summer
BSS	BUSI 61	INVESTMENT FUNDAMENTALS	2020 Summer
BSS	BUSI 88A	FOUNDATIONS OF LEADERSHIP	2020 Summer
STEM	CHEM 12AL	ORGANIC CHEMISTRY LABORATORY	2020 Summer
STEM	CHEM 12BL	ORGANIC CHEMISTRY LABORATORY	2020 Summer
STEM	CHEM 12CL	ORGANIC CHEMISTRY LABORATORY	2020 Summer
STEM	CHEM 25	FUNDAMENTALS OF CHEMISTRY	2020 Summer
STEM	CHEM 30A	SURVEY OF INORGANIC & ORGANIC CHEMISTRY	2020 Summer
STEM	CHEM 30B	SURVEY OF ORGANIC & BIOCHEMISTRY	2020 Summer
CNSL	CNSL 90	INTRODUCTION TO ONLINE LEARNING	2020 Summer

FAC	COMM 3	INTRODUCTION TO COMMUNICATION STUDIES	2020 Summer
FAC	COMM 5	MASS COMMUNICATION	2020 Summer
CNSL	CRLP 7	SELF-ASSESSMENT	2020 Summer
		DISCRETE MATHEMATICS	
STEM	C S 18	*Note: cross-listed w/ MATH 22 (also on the list)—please submit the same updates to both CORs*	2020 Summer
HSH	D A 50	ORIENTATION TO DENTAL ASSISTING	2020 Fall
HSH	D A 73	DENTAL ASSISTING SUPERVISED CLINIC	2020 Summer
HSH	D A 74	DENTAL ASSISTING CLINICAL PRACTICE	2020 Summer
KA	DANC 10	TOPICS IN DANCE HISTORY	2020 Summer
HSH	DMS 50A	DIAGNOSTIC MEDICAL SONOGRAPHY PRINCIPLES & PROTOCOLS	2020 Summer
HSH	DMS 50B	SONOGRAPHY & PATIENT CARE	2020 Summer
HSH	DMS 51A	SECTIONAL ANATOMY	2020 Summer
HSH	DMS 52A	PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY I	2020 Summer
HSH	DMS 52B	PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY II	2020 Summer
HSH	DMS 52C	PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY III	2020 Summer
HSH	DMS 53A	DIAGNOSTIC MEDICAL SONOGRAPHY I	2020 Summer
HSH	DMS 53B	DIAGNOSTIC MEDICAL SONOGRAPHY II	2020 Summer
HSH	DMS 53C	DIAGNOSTIC MEDICAL SONOGRAPHY III	2020 Summer
HSH	DMS 54A	GYNECOLOGY	2020 Summer
HSH	DMS 54B	GYNECOLOGY & OBSTETRICS	2020 Summer
HSH	DMS 55A	OBSTETRICS I	2020 Summer
HSH	DMS 55B	OBSTETRICS II	2020 Summer
HSH	DMS 56A	VASCULAR SONOGRAPHY	2020 Summer
HSH	DMS 56B	ADVANCED APPLICATIONS OF VASCULAR TECHNOLOGY	2020 Summer
HSH	DMS 60A	CRITIQUE & PATHOLOGY I	2020 Summer
HSH	DMS 60B	CRITIQUE & PATHOLOGY II	2020 Summer
HSH	DMS 60C	CRITIQUE & PATHOLOGY III	2020 Summer
HSH	DMS 60D	CRITIQUE & PATHOLOGY IV	2020 Summer
HSH	DMS 60E	CRITIQUE & PATHOLOGY V	2020 Summer
HSH	DMS 60F	CRITIQUE & PATHOLOGY VI	2020 Summer
HSH	DMS 70A	CLINICAL PRECEPTORSHIP I	2020 Summer
HSH	DMS 70B	CLINICAL PRECEPTORSHIP II	2020 Summer
HSH	DMS 70C	CLINICAL PRECEPTORSHIP III	2020 Summer
HSH	DMS 70D	CLINICAL PRECEPTORSHIP IV	2020 Summer

HSH	DMS 70E	CLINICAL PRECEPTORSHIP V	2020 Summer
HSH	DMS 72A	DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES & APPLICATIONS	2020 Summer
HSH	DMS 80A	ADVANCED SONOGRAPHIC PRINCIPLES	2020 Summer
HSH	EMS 53	EMERGENCY MEDICAL TECHNICIAN: BASIC PART B	2021 Winter
LA	ENGL 1BH	HONORS COMPOSITION, CRITICAL READING & THINKING THROUGH LITERATURE	2021 Winter
LA	ENGL 11	INTRODUCTION TO POETRY	2020 Summer
LA	ENGL 17	INTRODUCTION TO SHAKESPEARE	2020 Summer
STEM	ENGR 11	PROGRAMMING & PROBLEM-SOLVING IN MATLAB	2020 Summer
STEM	ENGR 37	INTRODUCTION TO CIRCUIT ANALYSIS	2020 Summer
STEM	ENGR 37L	CIRCUIT ANALYSIS LABORATORY	2020 Summer
STEM	ENGR 45	PROPERTIES OF MATERIALS	2020 Summer
LA	ESLL 249	ADVANCED READING	2020 Summer
BSS	GEOG 1	PHYSICAL GEOGRAPHY	2020 Summer
HSH	HORT 54J	HORTICULTURAL PRACTICES: INSECT IDENTIFICATION & DISORDERS	2020 Summer
HSH	HORT 54K	HORTICULTURAL PRACTICES: WEED IDENTIFICATION & ECOLOGY	2020 Summer
HSH	HORT 54L	HORTICULTURAL PRACTICES: DISEASE IDENTIFICATION & PATHOLOGY	2020 Summer
HSH	HORT 60J	SKETCHUP FOR LANDSCAPE DESIGNERS	2020 Summer
HSH	HORT 80A	ENVIRONMENTAL HORTICULTURE FALL SKILLS	2020 Summer
HSH	HORT 80B	ENVIRONMENTAL HORTICULTURE WINTER SKILLS	2020 Summer
HSH	HORT 80C	ENVIRONMENTAL HORTICULTURE SPRING SKILLS	2020 Summer
HSH	HORT 80D	ENVIRONMENTAL HORTICULTURE SUMMER SKILLS	2020 Summer
HSH	HORT 400A	PEST MANAGEMENT: CULTURAL REQUIREMENTS	2020 Summer
HSH	HORT 400B	PEST MANAGEMENT: PEST CONTROL	2020 Summer
HSH	HORT 400C	PEST MANAGEMENT: WORKING WITH PESTICIDES	2020 Summer
BSS	HUMN 5H	HONORS CULTURES, CIVILIZATIONS & IDEAS: THE MODERN WORLD	2020 Summer
BSS	ITRN 50	INTERNSHIP	2020 Summer
BSS	ITRN 51	INTERNSHIP	2020 Summer
BSS	ITRN 52	INTERNSHIP	2020 Summer
BSS	ITRN 53	INTERNSHIP	2020 Summer
BSS	ITRN 54	INTERNSHIP	2020 Summer
APPR	JRYM 105	PROJECT MANAGEMENT DEVELOPMENT FOR COMMERCIAL CONSTRUCTION LEVEL 1	2020 Summer
APPR	JRYM 106	PROJECT MANAGEMENT DEVELOPMENT FOR COMMERCIAL CONSTRUCTION LEVEL 2	2020 Summer
KA	KINS 1	INTRODUCTION TO KINESIOLOGY	2020 Summer
KA	KINS 2	SPORT IN SOCIETY	2020 Summer

KA	KINS 9	BASIC NUTRITION FOR SPORTS & FITNESS	2020 Summer
LRC	LIBR 10	INTRODUCTION TO COLLEGE RESEARCH	2020 Summer
LRC	LIBR 10H	HONORS INTRODUCTION TO COLLEGE RESEARCH	2020 Summer
STEM	MATH 22	DISCRETE MATHEMATICS *Note: cross-listed w/ C S 18 (also on the list)—please submit the same updates to both CORs*	2020 Summer
FAC	MDIA 2C	CURRENT TRENDS IN FILM, TV & THE INTERNET	2020 Summer
FAC	MDIA 3	INTRODUCTION TO FILM & MEDIA CRITICISM	2020 Summer
FAC	MDIA 5	AMERICAN CINEMA	2020 Summer
FAC	MTEC 55B	ADVANCED SOUND DESIGN FOR GAMES	2020 Summer
FAC	MUS 2F	HISTORY OF AMERICAN MUSICAL THEATRE *Note: cross-listed w/ THTR 2F (also on the list)—please submit the same updates to both CORs*	2020 Summer
FAC	MUS 9B	MUSIC & MEDIA: HENDRIX TO HIP-HOP	2020 Summer
FAC	MUS 14A	BEGINNING CLASSICAL GUITAR	2020 Summer
FAC	MUS 14B	INTERMEDIATE CLASSICAL GUITAR	2020 Summer
FAC	MUS 14C	ADVANCED CLASSICAL GUITAR	2020 Summer
HSH	NCBH 400	SUPPLEMENTAL INSTRUCTION: BIOLOGICAL & HEALTH SCIENCES	2020 Summer
LRC	NCBS 405	SUPPLEMENTAL INSTRUCTION: PHYSICAL SCIENCE, MATH & ENGINEERING	2020 Summer
LA	NCEL 447	ADVANCED VOCABULARY DEVELOPMENT FOR READING & WRITING	2020 Summer
FAC	PHOT 4A	PHOTOSHOP FOR PHOTOGRAPHERS I	2020 Summer
FAC	PHOT 4B	PHOTOSHOP FOR PHOTOGRAPHERS II	2020 Summer
FAC	PHOT 4C	PHOTOSHOP FOR PHOTOGRAPHERS III	2020 Summer
FAC	PHOT 5	INTRODUCTION TO PHOTOGRAPHY	2020 Summer
FAC	PHOT 10	HISTORY OF PHOTOGRAPHY	2020 Summer
FAC	PHOT 10H	HONORS HISTORY OF PHOTOGRAPHY	2020 Summer
FAC	PHOT 68C	STUDIO LIGHTING TOPICS IN PHOTOGRAPHY	2020 Summer
FAC	PHOT 68E	LECTURE TOPICS IN PHOTOGRAPHY	2020 Summer
FAC	PHOT 71	THE PHOTOGRAPHIC BOOK	2020 Summer
FAC	PHOT 74A	STUDIO PHOTOGRAPHY TECHNIQUES I	2020 Summer
FAC	PHOT 74B	STUDIO PHOTOGRAPHY TECHNIQUES II	2020 Summer
FAC	PHOT 78A	LANDSCAPE FIELD STUDY IN PHOTOGRAPHY	2020 Summer
FAC	PHOT 78B	SOCIAL CONCERNS FIELD STUDY IN PHOTOGRAPHY	2020 Summer
FAC	PHOT 78C	DOCUMENTARY FIELD STUDY IN PHOTOGRAPHY	2020 Summer
FAC	PHOT 78D	MUSEUM/GALLERY FIELD STUDY IN PHOTOGRAPHY	2020 Summer
HSH	PHT 58	FUNDAMENTALS OF PHARMACOLOGY	2020 Summer

HSH	PHT 101	PHARMACY CAREERS A	2020 Summer
HSH	PHT 102	PHARMACY CAREERS B	2020 Summer
HSH	PHT 103	PHARMACY CAREERS C	2020 Summer
STEM	PHYS 2A	GENERAL PHYSICS	2020 Summer
STEM	PHYS 2B	GENERAL PHYSICS	2020 Summer
STEM	PHYS 2C	GENERAL PHYSICS	2020 Summer
STEM	PHYS 4A	GENERAL PHYSICS (CALCULUS)	2020 Summer
STEM	PHYS 4B	GENERAL PHYSICS (CALCULUS)	2020 Summer
STEM	PHYS 4C	GENERAL PHYSICS (CALCULUS)	2020 Summer
STEM	PHYS 4D	GENERAL PHYSICS (CALCULUS)	2020 Summer
BSS	POLI 1	POLITICAL SCIENCE: INTRODUCTION TO AMERICAN GOVERNMENT & POLITICS	2020 Summer
BSS	POLI 4	CALIFORNIA POLITICS & GOVERNMENT	2020 Summer
BSS	PSYC 4	INTRODUCTION TO BIOPSYCHOLOGY	2020 Summer
HSH	RSPT 50B	INTRODUCTION TO PATIENT CARE PROCEDURES	2020 Summer
HSH	RSPT 51C	PATIENT ASSESSMENT & PULMONARY DISEASE	2020 Summer
HSH	RSPT 53A	INTRODUCTION TO RESPIRATORY THERAPY PHARMACOLOGY	2020 Summer
HSH	RSPT 54	ORIENTATION TO RESPIRATORY CARE	2020 Summer
HSH	RSPT 55A	MEDIATED STUDIES IN RESPIRATORY THERAPY I	2020 Summer
HSH	RSPT 55B	MEDIATED STUDIES IN RESPIRATORY THERAPY II	2020 Summer
HSH	RSPT 55C	MEDIATED STUDIES IN RESPIRATORY THERAPY III	2020 Summer
HSH	RSPT 55D	MEDIATED STUDIES IN RESPIRATORY THERAPY IV	2020 Summer
HSH	RSPT 55E	MEDIATED STUDIES IN RESPIRATORY THERAPY V	2020 Summer
HSH	RSPT 55F	MEDIATED STUDIES IN RESPIRATORY THERAPY VI	2020 Summer
HSH	RSPT 55G	MEDIATED STUDIES IN RESPIRATORY THERAPY VII	2020 Summer
HSH	RSPT 56	ORIENTATION TO HOSPITAL & PATIENT CARE I	2020 Summer
HSH	RSPT 57	ORIENTATION TO HOSPITAL & PATIENT CARE II	2020 Summer
HSH	RSPT 61A	ADULT MECHANICAL VENTILATION	2020 Summer
HSH	RSPT 62	MANAGEMENT, RESUME & NATIONAL BOARD EXAMINATION	2020 Summer
HSH	RSPT 70A	CLINICAL ROTATION I	2020 Summer
HSH	RSPT 70B	CLINICAL ROTATION II	2020 Summer
HSH	RSPT 70C	CLINICAL ROTATION III	2020 Summer
HSH	RSPT 70D	CLINICAL ROTATION IV	2020 Summer
HSH	RSPT 200L	INTRODUCTION TO RESPIRATORY THERAPY	2020 Summer
HSH	R T 53D	APPLIED RADIOLOGIC TECHNOLOGY IV	2020 Summer

HSH	R T 63A	RADIOGRAPHIC CLINICAL PRACTICUM I	2020 Summer
HSH	R T 63B	RADIOGRAPHIC CLINICAL PRACTICUM II	2020 Summer
HSH	R T 63C	RADIOGRAPHIC CLINICAL PRACTICUM III	2020 Summer
HSH	R T 71	ADVANCED CLINICAL EXPERIENCE: MAGNETIC RESONANCE IMAGING	2020 Summer
HSH	R T 75	SECTIONAL ANATOMY	2020 Summer
HSH	R T 200L	RADIOLOGIC TECHNOLOGY AS A CAREER	2020 Summer
BSS	SOC 45	SOCIOLOGY OF SEXUALITY	2020 Summer
LA	SPAN 192	TRAINING FOR SPANISH TUTORS	2020 Summer
FAC	THTR 2A	HISTORY OF DRAMATIC LITERATURE: CLASSICAL TO MOLIERE	2020 Summer
		HISTORY OF AMERICAN MUSICAL THEATRE	
FAC	THTR 2F	*Note: cross-listed w/ MUS 2F (also on the list)—please submit the same updates to both CORs*	2020 Summer
FAC	THTR 20A	ACTING I	2020 Summer
FAC	THTR 38A	MOVEMENT PRACTICUM I	2021 Winter
FAC	THTR 45A	TECHNICAL THEATRE IN PRODUCTION I	2020 Summer
FAC	THTR 45B	TECHNICAL THEATRE IN PRODUCTION II	2020 Summer
FAC	THTR 45C	TECHNICAL THEATRE IN PRODUCTION III	2020 Summer
FAC	THTR 45E	TECHNICAL THEATRE MANAGEMENT IN PRODUCTION	2020 Summer
FAC	THTR 45F	TECHNICAL THEATRE MANAGEMENT IN PRODUCTION II	2020 Summer
FAC	THTR 49A	PERFORMANCE PRODUCTION I	2020 Summer
FAC	THTR 49B	PERFORMANCE PRODUCTION II	2020 Summer
FAC	THTR 49C	PERFORMANCE PRODUCTION III	2020 Summer
FAC	THTR 49D	PERFORMANCE PRODUCTION IV	2020 Summer
HSH	V T 51A	FRESHMAN SEMINAR	2020 Summer
HSH	V T 51B	CURRENT TOPICS IN VETERINARY TECHNOLOGY II	2020 Summer
HSH	V T 51C	SERVICE LEARNING & LEADERSHIP FOR VETERINARY NURSES	2020 Summer
HSH	V T 51D	SENIOR SEMINAR	2020 Summer
HSH	V T 51E	CURRENT TOPICS IN VETERINARY TECHNOLOGY V	2020 Summer
HSH	V T 51F	CAREER EXPLORATION FOR VETERINARY NURSES	2020 Summer
HSH	V T 52B	VETERINARY ASSISTING II	2020 Summer
HSH	V T 53A	VETERINARY MEDICAL TERMINOLOGY	2020 Summer
HSH	V T 53B	MEDICAL CALCULATIONS FOR VETERINARY NURSES	2020 Summer
HSH	V T 53C	INTRODUCTION TO LARGE ANIMAL NURSING	2020 Summer
HSH	V T 55	SMALL ANIMAL NURSING I	2020 Summer
HSH	V T 56	SMALL ANIMAL NURSING II	2020 Summer

HSH	V T 57L	ADVANCED SMALL ANIMAL NURSING	2020 Summer
HSH	V T 58L	SURGICAL ASSISTING FOR THE VETERINARY NURSE	2020 Summer
HSH	V T 60	VETERINARY OFFICE PRACTICE	2020 Summer
HSH	V T 66	EXOTIC ANIMAL CARE	2020 Summer
HSH	V T 75A	ANIMAL CARE SKILLS I	2020 Summer
HSH	V T 75B	ANIMAL CARE SKILLS II	2020 Summer
HSH	V T 75C	LARGE ANIMAL SKILLS LABORATORY	2020 Summer
HSH	V T 81	CLINICAL PATHOLOGY METHODS	2020 Summer
HSH	V T 83	PHARMACOLOGY FOR VETERINARY NURSES	2020 Summer
HSH	V T 84L	VETERINARY ANESTHESIA LABORATORY	2020 Summer
HSH	V T 86	LABORATORY ANIMAL NURSING	2020 Summer
HSH	V T 88A	CLINICAL PRECEPTORSHIP I	2020 Summer
HSH	V T 89	CLINICAL INTERNSHIP I	2020 Summer
HSH	V T 91	CLINICAL INTERNSHIP II	2020 Summer
HSH	V T 92	CLINICAL INTERNSHIP III	2020 Summer
HSH	V T 93	CLINICAL INTERNSHIP IV	2020 Summer
HSH	V T 95	VETERINARY TECHNICIAN PROFICIENCY	2020 Summer

Highlighted in yellow = Course Deactivation Exemption Request form submitted to CCC

Division	Course Code	Course Title	Extension granted in 2016/17/19/20/22	Extension granted last time (2023)	Most Recently Offered (since 2010)
BSS	ACTG_F01BH	HONORS FINANCIAL ACCOUNTING II			winter 2019
SRC	ALCB_F466.	ACCESSING THE DIGITAL WORLD			
SRC	ALCB_F468.	SOCIAL SKILLS			
SRC	ALTW_F233.	HEALTHY LIVING STDNT LRNG DIFF			
BSS	ANTH_F002B	PATTERNS OF CULTURE		Yes; planned to offer in fall 2023	spring 2018
BSS	ANTH_F067B	CULTURES OF THE WORLD: BELIZE	Yes - 2019, 2022	Yes; planned to offer in summer 2024	
APPR	APPT_F126.	RESID PIPING LAYOUT/INSTALL/FI	Yes - all five years	Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	
APPR	APPT_F190.	PIPE FITTING WITH A CALCULATOR			fall 2018
APPR	APSM_F123.	SMQ-23 RESIDENTIAL SHEET METAL		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	fall 2017
APPR	APSM_F130.	SMQ-30 ADVANCED WELDING	Yes - 2019, 2020, 2022	Yes; planned to offer in fall 2023	fall 2013
APPR	APSM_F131.	SMQ-31 CAD DETAILING	Yes - 2022	Yes; planned to offer in fall 2023	spring 2016
APPR	APSM_F132.	SMQ-32 INTERMEDIATE CAD DETAIL	Yes - 2022	Yes; planned to offer in fall 2023	spring 2016
APPR	APSM_F133.	SMQ-33 ADVANCED ARCHITECTURAL	Yes - 2022	Yes; planned to offer in fall 2023	spring 2017
APPR	APSM_F134.	SMQ-34 ADVANCED LAYOUT FABRICA	Yes - 2019, 2020, 2022	Yes; planned to offer in fall 2023	fall 2012
APPR	APSM_F155B	AIR DISTRB & EFFICNT DUCT DSGN		Yes; planned to offer in fall 2023	
FA	ART_F015D	DIGITAL ILLUSTR FILM & ANIMATN			spring 2019
FA	*ART_F073R*	*INDEPENDENT STUDY IN ART*			*fall 2015*
KA	ATHL_F031E	INTERCOLLEGIATE SOFTBALL (WMN)			summer 2018
KA	ATHL_F031F	INTRCLG SOFTBALL II (WMN)			spring 2019
KA	*ATHL_F071R*	*INDEPENDENT STUDY IN ATHLETICS*			*spring 2015*
KA	*ATHL_F073R*	*INDEPENDENT STUDY IN ATHLETICS*			
BSS	BUSI_F019.	BUSINESS LAW II	Yes - 2022	Yes; planned to offer in winter 2024	spring 2016
BSS	CHLD_F054A	DEVLP HTHLY ORG CLIMATE IN ED		Yes; planned to offer in fall 2023	fall 2017
BSS	CHLD_F054B	RIGHT FIT: RECRUIT/SELECT/ORIE			spring 2019
BSS	CHLD_F054C	LEADERSHIP: EFFCT DIRECTORS	Yes - 2022	Yes; planned to offer in winter 2024	winter 2017
BSS	CHLD_F054D	POWER OF REFLEC/SELF-AWARENESS		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	spring 2018

BSS	CHLD_F073.	MUSIC & MOVEMENT EARLY YEARS		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	winter 2018
CN	CNSL_F087.	LEADERSHIP: THEORIES & PRACTIC			fall 2018
STEM	C S_F020A	PROGRAMMING IN C#		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	spring 2018
STEM	C S_F040A	SOFTWARE ENGINEERING METHODOLO			spring 2019
STEM	C S_F050C	SCALING LOCAL AREA NTWR (CCNA)		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	spring 2018
STEM	C S_F052A	ADV IP ROUTING PRTCLS/SRV CCNP		Yes; planned to offer in spring 2025	fall 2017
STEM	C S_F052B	ADV SWITCH/CAMPUS LAN DESGN CC	Yes - 2022	Yes; planned to offer in spring 2025 or fall 2026	winter 2017
STEM	C S_F056B	IT ESSENTIALS		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	fall 2017
STEM	C S_F080A	OPEN SOURCE CONTRIBUTION	Yes - 2022	Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	winter 2016
STEM	C S_F081A	3-D GRAPHICS PROGRAMMING		Yes; planned to offer in spring 2025	fall 2017
STEM	C S_F084B	DISTRIBUTED DATABASES	Yes - 2022	Yes; planned to offer in fall 2024	fall 2016
KA	DANC_F001A	BEGINNING BALLET			fall 2018
KA	DANC_F001B	INTERMEDIATE BALLET			fall 2018
KA	DANC_F001C	ADVANCED BALLET			fall 2018
HSH	*D H_F072R*	*INDEPENDENT STUDY DENTAL HYGIE*			*winter 2018*
HSH	*D H_F073R*	*INDEPENDENT STUDY DENTAL HYGIE*			*winter 2018*
HSH	EMS_F200.	PARAMEDIC ACADEMY	Yes - 2020, 2022	Yes; planned to offer in fall 2024	
LA	ENGL_F049.	CALIFORNIA LITERATURE		Yes; planned to offer in fall 2024	
LA	*ENGL_F072R*	*INDEPENDENT STUDY ENGLISH*			
LA	ESLL_F248.	ADV GRAMMAR REVIEW		Yes; planned to offer in fall 2023 or spring 2024	fall 2017
FA	GID_F046.	SCREENPRINTING		Yes; planned to offer in 2023-24 AY (not currently on spring 2024 schedule)	fall 2017
FA	GID_F047.	MOTION GRAPHICS		Yes; planned to offer in 2023-24 AY (not currently on spring 2024 schedule)	fall 2017

BSS	HIST_F054H	HONORS INSTITUTE SEMINAR HIST		spring 2019
HSH	HORT_F025.	PLANT MATRLS: BAMBOOS & PALMS		fall 2018
HSH	HORT_F052M	URBAN FORESTRY		
HSH	HORT_F054D	LANDSCAPE CONSTR:APPLIED PRACT		spring 2017
HSH	HORT_F060G	LANDSCAPE DESIGN:INTERM COMPUT	Yes - 2022	Yes; planned to offer once ETS upgrades computers	spring 2016
HSH	HORT_F060L	VECTORWORKS 3-D		
HSH	HORT_F080E	LANDSCAPE CERT: COMMON CORE		
HSH	HORT_F080F	LANDSCAPE CERT: SOFTSCAPE INST		
HSH	HORT_F080G	LANDSCAPE CERT: HARDSCAPE INST		
HSH	HORT_F080J	LANDSCAPE CERT: TURF MANAGEMNT		
HSH	HORT_F090E	HORT & LANDSCAPE PHOTOGRAPHY	Yes - 2019, 2022	Yes; planned to offer once qualified instructor is hired	fall 2013
HSH	HORT_F090M	PLANT NUTRITION & FERTILIZATIO		Yes; planned to offer once greenhouse is repaired and planting completed	fall 2017
HSH	HORT_F090S	SUSTAINABLE INTEGRATED PEST MG			summer 2018
HSH	HORT_F091E	COMMUNITY GARDENING		
HSH	HORT_F091F	FINE GARDENING		
HSH	HORT_F401A	LANDSCAPE CERT: COMMON CORE		
HSH	HORT_F401B	LANDSCAPE CERT: SOFTSCAPE INST		
HSH	HORT_F401C	LANDSCAPE CERT: HARDSCAPE INST		
HSH	HORT_F401D	LANDSCAPE CRT: IRRIGATION INST		
HSH	HORT_F401E	LANDSCAPE CERT: TURF MANAGEMNT		
HSH	HORT_F401F	LANDSCAPE CRT: ORNAMENTL MAINT		
LA	JRNL_F053A	STUDENT MEDIA PRACTICUM I		Yes; planned to offer "based on enrollment and demand"	
LA	JRNL_F053B	STUDENT MEDIA PRACTICUM II		Yes; planned to offer "based on enrollment and demand"	
LA	JRNL_F060.	EDTRIAL LEADRSHP STD NEWS MDIA		Yes; planned to offer "based on enrollment and demand"	
LA	JRNL_F061.	REPORTING FOR STDNT NEWS MEDIA		Yes; planned to offer "based on enrollment and demand"	
LA	JRNL_F062.	DIGITAL PROD FOR STUDENT MEDIA		Yes; planned to offer "based on enrollment and demand"	
LA	JRNL_F064.	PHOTOGRAPHY FOR STUDENT MEDIA		Yes; planned to offer "based on enrollment and demand"	
LA	*JRNL_F070R*	*INDEPENDENT STDY IN JOURNALISM*		

LA	*JRNL_F071R*	*INDEPENDENT STDY IN JOURNALISM*			
LA	*JRNL_F072R*	*INDEPENDENT STDY IN JOURNALISM*			
LA	*JRNL_F073R*	*INDEPENDENT STDY IN JOURNALISM*			
KA	KINS_F054.	INTRO TO SPORTS MANAGEMENT		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	fall 2017
KA	*KINS_F072R*	*INDEPENDENT STUDY KINESIOLOGY*			
KA	*KINS_F073R*	*INDEPENDENT STUDY KINESIOLOGY*			
BSS	LINC_F072B	ADOBE INDESIGN OVERVIEW			spring 2019
STEM	MATH_F01BH	HONORS CALCULUS II		Yes; planned to offer in winter 2024	
STEM	MATH_F044.	MATH FOR THE LIBERAL ARTS			winter 2019
STEM	MATH_F1BHP	HONORS CALCULUS II SEMINAR		Yes; planned to offer in winter 2024	
FA	MDIA_F004.	EXPERIMENTAL FILM & VIDEO		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	
FA	MDIA_F007.	DOCUMENTARY FILM		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	
FA	MDIA_F052.	SCREENWRITNG FOR NARRTVE MEDIA	Yes - 2022	Yes; planned to offer in winter 2024	spring 2016
FA	MTEC_F053B	AUDIO PLUG-INS & VIRTUAL INSTR			fall 2018
FA	MTEC_F060B	PRODUCING IN HOME STUDIO II			fall 2018
FA	MTEC_F066A	MUSIC VIDEO PRODUCTION	Yes - 2022	Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	winter 2017
FA	MTEC_F070G	PRO TOOLS 310P-AVID CERTIF	Yes - 2022	Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	
FA	MTEC_F080B	ENTERTAINMENT LAW & NEW MEDIA	Yes - 2022	Yes; planned to offer in winter 2025	fall 2016
FA	MTEC_F080C	BASICS OF MUSIC PUBLISHING	Yes - 2022	Yes; planned to offer in spring 2025	winter 2017
FA	MTEC_F084A	INTRODUCTION TO MUSIC THERAPY		Yes; planned to offer in fall 2024	spring 2018
FA	MUS_F003D	THEORY & MUSICIANSHIP IV	Yes - 2022	Yes; planned to offer TBD	
FA	MUS_F007F	MUSIC IN FILM			summer 2018
FA	MUS_F013B	CLASS VOICE II			spring 2019
FA	MUS_F013C	CLASS VOICE III			spring 2019
FA	MUS_F038A	GUITAR ENSEMBLE I		Yes; planned to offer TBD	
FA	MUS_F038B	GUITAR ENSEMBLE II		Yes; planned to offer TBD	
FA	MUS_F038C	GUITAR ENSEMBLE III		Yes; planned to offer TBD	
FA	*MUS_F072R*	*INDEPENDENT STUDY MUS/MUS TECH*			

FA	*MUS_F073R*	*INDEPENDENT STUDY MUS/MUS TECH*			*spring 2018*
LA	NCEL_F403A	BRDG TO COLLEGE ESL LSTN SPEAK		Yes; planned to offer in summer 2023 or summer 2025	summer 2017
LA	NCEL_F403B	BRDG TO COLLEGE ESL READ WRITE	Yes - 2019, 2020, 2022	Yes; planned to offer in summer 2024	
LA	NCEL_F447.	ADV VOCAB DEVLP READNG/WRITING			spring 2019
SRC	PHDA_F020.	MODIFIED FUNCTIONAL FITNESS			spring 2019
SRC	PHDA_F024.	MODIFIED STRETCHING/FLEXIBILIT	Yes - 2022	Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	
SRC	PHDA_F025.	BALANCE & FUNCTIONAL MOVEMENT			winter 2019
SRC	PHDA_F401.	ADAPTED MOVEMENT			
KA	PHED_F010C	AQUATICS LEVEL III,MASTERS SWI			summer 2018
KA	PHED_F011C	WATER AWARENESS			spring 2019
KA	PHED_F013A	INTERMEDIATE WATER POLO			spring 2019
KA	PHED_F020A	BEGINNING MAT PILATES			fall 2018
KA	PHED_F020B	INTERMEDIATE MAT PILATES		Yes; planned to offer in fall 2023	spring 2018
KA	PHED_F021.	FOUNDATIONS OF YOGA			spring 2019
KA	PHED_F021D	VINYASA FLOW YOGA	Yes - 2022	Yes; planned to offer in winter 2024	fall 2015
KA	PHED_F022E	CROSS TRAINING FOR ENDURANCE			winter 2019
KA	PHED_F024C	INT GOLF COURSE PLAY		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	spring 2018
KA	PHED_F024D	ADV GOLF COURSE PLAY		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	spring 2018
KA	PHED_F025B	BEGINNING GOLF COURSE PLAY		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	spring 2018
KA	PHED_F026C	BEGINNING DOUBLES TENNIS			spring 2019
KA	PHED_F043A	ULTIMATE I		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	
KA	PHED_F049A	SURVIVOR TRAINING			winter 2019
KA	*PHED_F071R*	*INDEPENDENT STUDY PHYSICAL EDU*			
KA	*PHED_F072R*	*INDEPENDENT STUDY PHYSICAL EDU*			
KA	*PHED_F073R*	*INDEPENDENT STUDY PHYSICAL EDU*			
FA	PHOT_F022.	PHOTOJOURNALISM		Yes; planned to offer in fall 2023 or winter 2024	spring 2018

FA	PHOT_F057A	PHOTGRAPHIC PORTFOLIO DEVELOPM			spring 2019
FA	PHOT_F057B	PROFESSIONAL PRACTICES IN PHOT		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	spring 2018
FA	PHOT_F068C	STUDIO LIGHTING TOPICS IN PHOT			winter 2019
FA	PHOT_F068E	LECTURE TOPICS IN PHOTOGRAPHY	Yes - 2022	Yes; planned to offer in fall 2023 or winter 2024	fall 2015
FA	*PHOT_F072R*	*INDEPENDENT STUDY IN PHOTOGRAP*			
FA	PHOT_F078B	SOCIAL CONCERNS FIELD STUDY/PH	Yes - 2022	Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	winter 2016
FA	PHOT_F078C	DOCUMENTARY FIELD STUDY PHOTO	Yes - 2022	Yes; planned to offer in fall 2023 or winter 2024	fall 2015
FA	PHOT_F078D	MUSEUM/GALLERY FIELD STUDY IN	Yes - 2022	Yes; plan to offer in winter 2024 or spring 2024 (not currently on spring 2024 schedule)	fall 2015
HSH	R T_F071.	ADV CLINICAL EXPER:MRI	Yes - 2016, 2017, 2019, 2022	Yes; planned to offer TBD	
HSH	R T_F201.	DIGTL RADIOGRPHY FOR RAD TECHS			
HSH	R T_F202.	RAD SAFETY FLUOROSCPY RAD TECH			
BSS	SOC_F054H	HONORS INSTITUTE SEMINAR SOC		Yes; planned to offer in spring 2025	winter 2018
BSS	*SOSC_F071R*	*INDEPENDENT STUDY SOCIAL SCIEN*			
BSS	*SOSC_F072R*	*INDEPENDENT STUDY SOCIAL SCIEN*			
BSS	*SOSC_F073R*	*INDEPENDENT STUDY SOCIAL SCIEN*			
LA	SPAN_F110.	ELEM SPANISH CONVERSATION I			spring 2019
LA	SPAN_F111.	ELEM SPANISH CONVERSATION II			spring 2019
FA	THTR_F007.	INTRODUCTION TO DIRECTING	Yes - 2022	Yes; planned to offer in spring 2025	fall 2016
FA	THTR_F026.	INTRO FASHION HIST/COSTM DES	Yes - 2022	Yes; planned to offer in spring 2025	spring 2017
FA	THTR_F048A	VOCAL PRODUCTION & SPEECH			winter 2019
FA	*THTR_F071R*	*INDEPENDENT STUDY THEATRE ARTS*			
FA	*THTR_F073R*	*INDEPENDENT STUDY THEATRE ARTS*			*winter 2017*
BSS	*WMN_F070R*	*INDEPENDENT STUDY WMN'S STUDIE*			
BSS	*WMN_F071R*	*INDEPENDENT STUDY WMN'S STUDIE*			
BSS	*WMN_F072R*	*INDEPENDENT STUDY WMN'S STUDIE*			
BSS	*WMN_F073R*	*INDEPENDENT STUDY WMN'S STUDIE*			

Foothill College
College Curriculum Committee
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Division: Business and Social Sciences

Course Number: ACTG 1BH
Course Title: Financial Accounting II Honors

Justification for retaining the course (please include information as to why the course was not taught in four years):
This course is a required core course for the AA degree in Accounting and the ADT in Business Administration. The course was not offered due to low enrollment during the COVID era.

Next quarter(s) in which the course will be scheduled:
Spring 2024

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
The Accounting Department has the plan to offer the course on a regular basis every Spring quarter starting with Spring of 2024.

Comments & other relevant information for discussion:

Division Dean: Aaron Korngiebel Date: 2/22/24

Division Curriculum Representative: Samuel Connell Date: 2/20/24

Date of Approval by Division Curriculum Committee: 2/20/24

Foothill College
College Curriculum Committee
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Division: Community Based Adaptive Learning Program, DRC

Course Number: ALCB 466
Course Title: Accessing the Digital World

Justification for retaining the course (please include information as to why the course was not taught in four years):
As the Community Based Adaptive Learning Program grows and, in order to meet the needs of a growing senior population, courses that explore and explain the digital world, have become more in demand. Courses such as these already exist at libraries and senior centers and I think it would benefit the college and our Division to keep this course alive in order to offer it in the future. We are desperately searching for an instructor to teach such a course.

Next quarter(s) in which the course will be scheduled:
To be determined

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
As soon as an instructor can be hired, this class will be offered to sites where it has been requested.

Comments & other relevant information for discussion:
This course was offered around 2010 and, if an instructor can be located, could be offered again at a number of our teaching sites.

Division Dean: Anthony Cervantes Date: 02/28/2024

Division Curriculum Representative: Richard Saroyan Date: 02/28/2024

Date of Approval by Division Curriculum Committee: 2/20/2024

Foothill College
College Curriculum Committee
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Division: Community Based Adaptive Learning Program, DRC

Course Number: ALCB 468
Course Title: Social Skills

Justification for retaining the course (please include information as to why the course was not taught in four years):
This course was last taught around 2010 when our program encompassed TTW. We haven't been able, to this point, to find an instructor to teach this important class for primarily young disabled adults. The class endeavors to teach the social skills individuals will need in order to find meaningful work, develop healthy relationships and generally navigate through the world. We are currently searching for an instructor to teach this valuable class.

Next quarter(s) in which the course will be scheduled:
To be determined.

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
As soon as an instructor can be hired, this class will be offered to sites where it has been requested.

Comments & other relevant information for discussion:
This course, last offered in 2010, will be offered again when an instructor can be located. It could be offered to students in the TTW program as well as at a number of our teaching sites.

Division Dean: Anthony Cervantes Date: 03/04/2024

Division Curriculum Representative: Richard Saroyan Date: 3/4/2024

Date of Approval by Division Curriculum Committee: 3/4/2024

Foothill College
College Curriculum Committee
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Division: SRC

Course Number: ALTW F233.
Course Title: Healthy Living for Students with Learning Differences

Justification for retaining the course (please include information as to why the course was not taught in four years):
This course went dormant during the pandemic because a key component of it requires hands-on lab work (CPR certification). During this time, the instructor's CPR certification expired. As a part of the Tools for Transition & Work program, this course helps disabled adults develop independence.

Next quarter(s) in which the course will be scheduled:
Spring 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
As part of the TTW program, this course has a guaranteed student load once it is taught again.

Comments & other relevant information for discussion:

Division Dean: Anthony Cervantes Date: 02/02/2024

Division Curriculum Representative: Richard Saroyan Date: 2/27/2024

Date of Approval by Division Curriculum Committee: 2/20/2024

Foothill College
College Curriculum Committee
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Division: Business and Social Sciences

Course Number: ANTH 2B
Course Title: Patterns of Culture

Justification for retaining the course (please include information as to why the course was not taught in four years):
This course is a support course for the AA degree in Anthropology and the ADT in Anthropology. The course was not offered due to low enrollment during the COVID era.

Next quarter(s) in which the course will be scheduled:
Fall 2024

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
The Anthropology Department has the plan to offer the course on a regular basis every other Fall quarter starting with Fall of 2024.

Comments & other relevant information for discussion:

Division Dean: Aaron Korngiebel Date: 2/22/24

Division Curriculum Representative: Samuel Connell Date: 2/13/24

Date of Approval by Division Curriculum Committee: 2/20/24

Foothill College
College Curriculum Committee
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Division: Business and Social Sciences

Course Number: ANTH 67B
Course Title: Cultures of the World: Belize

Justification for retaining the course (please include information as to why the course was not taught in four years):
This course is a support course for the AA degree in Anthropology and the ADT in Anthropology. The course was not offered due to low enrollment during the COVID era.

Next quarter(s) in which the course will be scheduled:
Summer 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
The Anthropology Department has the plan to offer the course on a regular basis every other Summer quarter starting with Summer of 2025.

Comments & other relevant information for discussion:

Division Dean: Aaron Korngiebel Date: 2/22/24

Division Curriculum Representative: Samuel Connell Date: 2/13/24

Date of Approval by Division Curriculum Committee: 2/20/24

Foothill College
College Curriculum Committee
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Division: Apprenticeship

Course Number: APPT F126
Course Title: Residential Piping Layout/Install/Fitting

Justification for retaining the course (please include information as to why the course was not taught in four years):
The residential apprenticeship program has not scheduled this course due to enrollment. The training center is evaluating the program and working with industry to identify the core courses and will determine at a later time if this course needs to be deactivated.

Next quarter(s) in which the course will be scheduled:
Winter/Spring 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
Currently working with contractors in the industry to identify the core courses for the residential program.

Comments & other relevant information for discussion:

Division Dean: Chris Allen Date: 2/22/24

Division Curriculum Representative: Brian Murphy Date: 2/22/24

Date of Approval by Division Curriculum Committee: 2/23/24

Foothill College
College Curriculum Committee
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Division: Apprenticeship

Course Number: APPT F190
Course Title: Pipe Fitting with A Calculator

Justification for retaining the course (please include information as to why the course was not taught in four years):
The program will continue to evaluate this course as a support course and make necessary updates to the COR moving forward. We will determine at a later time if this course needs to be deactivated.

Next quarter(s) in which the course will be scheduled:
Winter/Spring 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
Evaluate the current SLO's and make the necessary updates based on industry needs and trends.

Comments & other relevant information for discussion:

Division Dean: Chris Allen Date: 2/22/24

Division Curriculum Representative: Brian Murphy Date: 2/22/24

Date of Approval by Division Curriculum Committee: 2/23/24

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Division: Apprenticeship

Course Number: APSM F123
Course Title: SMQ-23 Residential Sheet Metal

Justification for retaining the course (please include information as to why the course was not taught in four years):
The program continues to evaluate the residential needs of the industry and will determine at a later date if this course should be deactivated.

Next quarter(s) in which the course will be scheduled:
Spring 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
Industry needs change and an evaluation of the course is currently underway to determine any necessary updates.

Comments & other relevant information for discussion:

Division Dean: Chris Allen Date: 2/22/24

Division Curriculum Representative: Tim Myres Date: 2/22/24

Date of Approval by Division Curriculum Committee: 2/23/24

Foothill College
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Division: Apprenticeship

Course Number: APSM F130
Course Title: SMQ-30 Advanced Welding

Justification for retaining the course (please include information as to why the course was not taught in four years):
The training program is currently evaluating the course as a support course and will determine at a later date if this course should be deactivated.

Next quarter(s) in which the course will be scheduled:
Spring 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
A review of the requirements per the changes of the industry is currently being discussed. Updates to the course will be provided once this is determined.

Comments & other relevant information for discussion:

Division Dean: Chris Allen Date: 2/22/24

Division Curriculum Representative: Tim Myres Date: 2/22/24

Date of Approval by Division Curriculum Committee: 2/23/24

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Division: Apprenticeship

Course Number: APSM F131
Course Title: SMQ-31 CAD Detaling

Justification for retaining the course (please include information as to why the course was not taught in four years):
The training program is currently evaluating the course as a support course and will determine at a later date if this course should be deactivated.

Next quarter(s) in which the course will be scheduled:
Spring 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
A review of the requirements per the changes of the industry is currently being discussed. Updates to the course will be provided once this is determined.

Comments & other relevant information for discussion:

Division Dean: Chris Allen Date: 2/22/24

Division Curriculum Representative: Tim Myres Date: 2/22/24

Date of Approval by Division Curriculum Committee: 2/23/24

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Division: Apprenticeship

Course Number: APSM F132
Course Title: SMQ-32 Intermediate CAD Detailing

Justification for retaining the course (please include information as to why the course was not taught in four years):
The training program is currently evaluating the course as a support course and will determine at a later date if this course should be deactivated.

Next quarter(s) in which the course will be scheduled:
Spring 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
A review of the requirements per the changes of the industry is currently being discussed. Updates to the course will be provided once this is determined.

Comments & other relevant information for discussion:

Division Dean: Chris Allen Date: 2/22/24

Division Curriculum Representative: Tim Myres Date: 2/22/24

Date of Approval by Division Curriculum Committee: 2/23/24

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Division: Apprenticeship

Course Number: APSM F133
Course Title: SMQ-33 Advanced Architectural

Justification for retaining the course (please include information as to why the course was not taught in four years):
The training program is currently evaluating the course as a support course and will determine at a later date if this course should be deactivated.

Next quarter(s) in which the course will be scheduled:
Spring 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
A review of the requirements per the changes of the industry is currently being discussed. Updates to the course will be provided once this is determined.

Comments & other relevant information for discussion:

Division Dean: Chris Allen Date: 2/22/24

Division Curriculum Representative: Tim Myres Date: 2/22/24

Date of Approval by Division Curriculum Committee: 2/23/24

Foothill College
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Division: Apprenticeship

Course Number: APSM F134
Course Title: SMQ-34 Advanced Layout Fabrication

Justification for retaining the course (please include information as to why the course was not taught in four years):
The training program is currently evaluating the course as a support course and will determine at a later date if this course should be deactivated.

Next quarter(s) in which the course will be scheduled:
Spring 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
A review of the requirements per the changes of the industry is currently being discussed. Updates to the course will be provided once this is determined.

Comments & other relevant information for discussion:

Division Dean: Chris Allen Date: 2/22/24

Division Curriculum Representative: Tim Myres Date: 2/22/24

Date of Approval by Division Curriculum Committee: 2/23/24

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Division: Apprenticeship

Course Number: APSM F155B
Course Title: Air Distribution & Efficient Duct Design

Justification for retaining the course (please include information as to why the course was not taught in four years):
The training program is currently evaluating the course as a support course and will determine at a later date if this course should be deactivated.

Next quarter(s) in which the course will be scheduled:
Winter/Spring 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
A review of the requirements per the changes of the industry is currently being discussed. Updates to the course will be provided once this is determined.

Comments & other relevant information for discussion:

Division Dean: Chris Allen Date: 2/22/24

Division Curriculum Representative: Tim Myres Date: 2/22/24

Date of Approval by Division Curriculum Committee: 2/23/24

Foothill College
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Division: FAC

Course Number: ART 15D
Course Title: DIGITAL ILLUSTRATION IN FILM & ANIMATION

Justification for retaining the course (please include information as to why the course was not taught in four years):
Course is planned to be added as a Support Course under List 4: Digital and Color Theory for AA Art. Is considered an integral skill and vocation within digital art industry and profession.

Next quarter(s) in which the course will be scheduled:
Yes; plan to offer in 2024-25 AY as dual-enrollment, and based on enrollment and demand.

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
Will plan to offer at least once a year, and offered as needed for students to expand their skills in digital art, color theory, and illustration. Goal is to build a digital art curriculum to support and expand job opportunities for students within our ART programs.

Comments & other relevant information for discussion:
Looking into creating a new Certificate of Achievement within ART that will include this course.

Division Dean: Ron Herman Date: 2/20/24

Division Curriculum Representative: Jordan C. Fong Date: 02/20/24

Date of Approval by Division Curriculum Committee: 02/20/24

Foothill College
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Division: Business & Social Sciences Division

Course Number: BUSI 19
Course Title: Business Law II

Justification for retaining the course (please include information as to why the course was not taught in four years):
BUSI 19 is the second half of a business law course of study (the first half being BUSI 18) Business law is a foundational aspect of many business programs, and BUSI 19 covers essential topics that are pertinent to students' understanding of legal issues in the business world. The course was not taught in the past few years, largely due to the downturn in enrollment during onset of the pandemic. However overall student enrollment has been increasing and we already see student demand for this class beginning to return.

Next quarter(s) in which the course will be scheduled:
Spring 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
The department plans to reintroduce the course into the regular rotation beginning in 2025, so that it is offered consistently to meet student needs and demand. To ensure the course's success, we will actively monitor enrollment trends, assess faculty availability, and explore potential adjustments to the curriculum to enhance student engagement and learning outcomes.

Comments & other relevant information for discussion:

Division Dean: Aaron Korngiebel Date: 2/22/24

Division Curriculum Representative: Samuel Connell Date: 2/20/24

Date of Approval by Division Curriculum Committee: 2/20/24

Foothill College
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Division: STEM

Course Number: C S 20A
Course Title: Programming in C#

Justification for retaining the course (please include information as to why the course was not taught in four years):
The course is needed to support our work toward developing a Virtual Reality program. The goal is to enable students in Computer Science to utilize their concepts in building a multi-disciplinary project potentially with students in Graphics and Interactive Design. The platform Unity VR utilizes C# programming language.

Next quarter(s) in which the course will be scheduled:
Spring 2026.

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
Once a year for a potential CS Certificate

Comments & other relevant information for discussion:

Division Dean: Zach Cembellin Date: 2/26/24

Division Curriculum Representative: Sarah Parikh & Kyle Taylor Date: 3/1/24

Date of Approval by Division Curriculum Committee: 3/1/24

Foothill College
College Curriculum Committee
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Division: STEM

Course Number: C S 40A
Course Title: Software Engineering Methodologies

Justification for retaining the course (please include information as to why the course was not taught in four years):
The course is needed as a support course for two certificates of Certificate of Achievement in Advanced Software Development and Advanced Web Application Certificate. The course is important in giving students practice skills recommended by the Computer Science Advisory Board. This course requires students work in a team on quarter long programming assignments. The course is being updated to include software tools that enable students to build and deploy on an application that is running on pods in a managed system.

Next quarter(s) in which the course will be scheduled:
Spring 2025.

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
Once a year for CS Certificate

Comments & other relevant information for discussion:

Division Dean: Zach Cembellin Date: 2/26/24

Division Curriculum Representative: Sarah Parikh & Kyle Taylor Date: 3/1/24

Date of Approval by Division Curriculum Committee: 3/1/24

Foothill College
College Curriculum Committee
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Division: STEM

Course Number: C S 50C
Course Title: SCALING LOCAL AREA NTWR (CCNA)

Justification for retaining the course (please include information as to why the course was not taught in four years):
The course is required for the CS Certificate of Achievement in Network Computing, and the course has not been taught because of the lack of qualified faculty.

Next quarter(s) in which the course will be scheduled:
Spring 2026

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
The course will be offered at least once every 2 years. The course material is being updated to reflect the current certification requirements.

Comments & other relevant information for discussion:

Division Dean: Zach Cembellin Date: 2/26/24

Division Curriculum Representative: Sarah Parikh & Kyle Taylor Date: 3/1/24

Date of Approval by Division Curriculum Committee: 3/1/24

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Division: STEM

Course Number: C S 56B
Course Title: IT ESSENTIALS

Justification for retaining the course (please include information as to why the course was not taught in four years):
The course is required for the Certificate of Achievement in Certificate of Achievement in IT Support, the course has not been taught because of the lack of qualified faculty.

Next quarter(s) in which the course will be scheduled:
Spring 2026

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
The course will be offered at least once every 2 years. The course material is being updated to reflect the current certification requirements.

Comments & other relevant information for discussion:

Division Dean: Zach Cembellin Date: 2/26/24

Division Curriculum Representative: Sarah Parikh & Kyle Taylor Date: 3/1/24

Date of Approval by Division Curriculum Committee: 3/1/24

Foothill College
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Division: STEM

Course Number: C S 80A
Course Title: Open Source Distribution

Justification for retaining the course (please include information as to why the course was not taught in four years):
The course covers topics that utilizes techniques that we are necessary for maintaining code. The course needs to be updated to incorporate open source projects for students to practice contributing and maintaining code as is expected in current industry. The course is important in providing students avenues to grow beyond the personal assignments in their computer science courses. We are looking to add this course to a certificate and to our potential new hire to offer this course.

Next quarter(s) in which the course will be scheduled:
Fall 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
Offering the course once a year. The course discusses development projects that are open to the public and a community effort. Discusses tools and techniques to enable students to become involved in development of open-source projects. Contribution to an open-source project will enable a student to gain experience in projects relevant to the community and highlight their resume for careers in software development.

Comments & other relevant information for discussion:

Division Dean: Zach Cembellin Date: 2/26/24

Division Curriculum Representative: Sarah Parikh & Kyle Taylor Date: 3/1/24

Date of Approval by Division Curriculum Committee: 3/1/24

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Division: Business and Social Sciences

Course Number: CHLD 73
Course Title: MUSIC & MOVEMENT IN THE EARLY YEARS

Justification for retaining the course (please include information as to why the course was not taught in four years):
This course hasn't been offered regularly as it's best done in person. We're starting to see a willingness to return to person and want to try it out next school year.

Next quarter(s) in which the course will be scheduled:
Fall 2024

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
This is a support course for the degree and there is a bit of a competition to see what we plan when. That being said, this is an important class to offer at least every 2-3 years. We could make it a hybrid course, offering less in-person requirements, while still maintaining the integrity.

Comments & other relevant information for discussion:

Division Dean: Aaron Korngiebel Date: 2/22/24

Division Curriculum Representative: Samuel Connell Date: 2/20/24

Date of Approval by Division Curriculum Committee: 2/20/24

Foothill College
College Curriculum Committee
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Division: Counseling

Course Number: CNSL 87
Course Title: Leadership: Theories and Practices

Justification for retaining the course (please include information as to why the course was not taught in four years):
CNSL 87 was previously used as a student government training course and was part of the Leadership Certificate Program and a series of one unit leadership courses. Student leaders have been advocating for reactivating a student government training course so I would like to keep the course active.

Next quarter(s) in which the course will be scheduled:
Possibly Fall 2024 or Winter/Spring 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
Potentially once per year in the Fall Quarter.

Comments & other relevant information for discussion:
This is a valuable course that provides basic skills in leadership and vital information for new student leaders.

Division Dean: _____ Date: 02/28/2024

Division Curriculum Representative: _____ Date: 2/29/24

Date of Approval by Division Curriculum Committee: 2/29/24

Foothill College
College Curriculum Committee
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Division: HSH

Course Number: EMS 200
Course Title: Paramedic Academy

Justification for retaining the course (please include information as to why the course was not taught in four years):
This is a preparatory course to help students meet the California mandated EMT knowledge and skills necessary for paramedic education. This is a course intended for students who have applied or are thinking of applying to our paramedic program and is intended to increase student knowledge and success in our paramedic program.

The class has not been taught in 4 years due to program director transition and also, it's a new class. Moving forward, the new program director is anticipating adding the class to the schedule for Winter 2025.

Next quarter(s) in which the course will be scheduled:
Winter 2025, Spring 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
This course is intended to be offered every Winter and Spring Quarter to prepare students who have enrolled and accepted into our paramedic program that starts a new cohort every Fall Quarter.

Comments & other relevant information for discussion:

Division Dean: Nancy Cheung Date: 2/9/24

Division Curriculum Representative: Catherine Draper Date: 2/9/24

Date of Approval by Division Curriculum Committee: 2/9/24

Foothill College
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Division: Language Arts

Course Number: ENGL F049 (English 49)
Course Title: California Literature: Golden State Cultures, Geographies and Histories

Justification for retaining the course (please include information as to why the course was not taught in four years):
English 49 has been offered once but has never been taught, so we would like to retain the course so that it will have an opportunity to be offered. It was offered for the first time in Fall Quarter 2023 and then canceled by the Dean of the Language Arts Division due to low enrollment prior to the start of that quarter.

Next quarter(s) in which the course will be scheduled:
The English Department includes this class in the two-year cycle on its "Literature Grid" and will meet on March 1, 2024 to finalize a plan for offering English 49.

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
See answer above and here: The English Department includes this class in the two-year cycle on its "Literature Grid" and will meet on March 1, 2024 to finalize a plan for offering English 49.

The Language Arts Division has a marketing plan to publicize English 49 to students in Ethnic Studies 8 (ETHN 8): Introduction to Land and Labor in Spring quarter in order to generate interest in English 49 and hopefully increase the amount of students who register for the class in the following quarter.

Comments & other relevant information for discussion:
The English Department does not want ENGL F049 to be deactivated at this time.

Division Dean: Valerie Fong Date: 3/1/24

Division Curriculum Representative: Ben Armerding Date: 2/29/24

Date of Approval by Division Curriculum Committee: 2/29/2024

Foothill College
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Division: Language Arts

Course Number: ESLL 248
Course Title: Advanced Grammar Review

Justification for retaining the course (please include information as to why the course was not taught in four years):
The course was offered and canceled twice in the last academic year due to low enrollment. There are currently plans to create a mirrored non-credit course which would allow students to opt for credit or mirrored non-credit sections of the course. Making this change would align with the approach we have taken with other courses in our program to provide students with more flexibility and meet student demand. The ESLL department has also discussed how this course could support English learners from various disciplines who might benefit from additional grammar help in their writing.

Next quarter(s) in which the course will be scheduled:
Fall 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
Once the course is mirrored, we will offer it beginning Fall 2025. Discussions have occurred between the department and the dean and the International Office, and this course will be a key part of an approach by the IO to increase access for F1 students with English Language Learning needs. The mirrored approach would enable us to offer the class to serve F1 students for credit and adult learners for noncredit.

Comments & other relevant information for discussion:

Division Dean: Valerie Fong Date: 3/1/24

Division Curriculum Representative: *Amy Sarver* Date: 2/28/2024

Date of Approval by Division Curriculum Committee: 2/29/2024

Foothill College
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Division: FAC

Course Number: GID 46
Course Title: SCREENPRINTING

Justification for retaining the course (please include information as to why the course was not taught in four years):
This class would be an option for a student who want to follow up and expand on their considered an integral skill and vocation within screen printing industry and profession.

Next quarter(s) in which the course will be scheduled:
Yes; plan to offer in 2024-25 AY, Winter 2025, and based on enrollment and demand.

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
Will plan to offer at least once a year, and offered as needed for students to expand their skills in this Career Technical Education (CTE) area. Goal is to build a CTE-oriented curriculum to support and expand job opportunities for students within our GID programs.

Comments & other relevant information for discussion:
Looking into creating a new Certificate of Achievement within GID that will include this course.

Division Dean: Ron Herman Date: 2/20/24

Division Curriculum Representative: Jordan C. Fong Date: 02/20/24

Date of Approval by Division Curriculum Committee: 02/20/24

Foothill College
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Division: FAC

Course Number: GID 47
Course Title: MOTION GRAPHICS

Justification for retaining the course (please include information as to why the course was not taught in four years):
Course is being added as a Support Course for AA in Graphic Design. Supported and recommended by GID's Advisory Board members, and is considered an integral skill and vocation within Graphic Design industry and profession.

Next quarter(s) in which the course will be scheduled:
Yes; plan to offer in 2024-25 AY, Winter 2025, and based on enrollment and demand

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
Will plan to offer at least once a year, and offered as needed for students to expand their skills in this Career Technical Education (CTE) area. Goal is to build a CTE-oriented curriculum to support and expand job opportunities for students within our GID programs.

Comments & other relevant information for discussion:
Looking into creating a new Certificate of Achievement within GID that will include this course.

Division Dean: Ron Herman Date: 2/20/24

Division Curriculum Representative: Jordan C. Fong Date: 02/20/24

Date of Approval by Division Curriculum Committee: 02/20/24

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Division: BSS

Course Number: HIST 54H
Course Title: Honors Seminar in History

Justification for retaining the course (please include information as to why the course was not taught in four years):
This course is best taught in a F2F format, where the faculty member can work directly with the student. Since we have not had a year without someone reassigned (Davison for statewide work, Batham for FA) or on PDL (Batham and Ziegenhorn), we have not had a full complement of historians available to offer the course. With the reconstitution of the History Club, and all three full time historians on campus, it will be viable to offer this course.

Next quarter(s) in which the course will be scheduled:
Winter/Spring 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
Because this is a special assignment course, with no compensation attached, it can be offered at any time; however, a regular offering in winter or spring, after the fall reconvening of the History Club each year, makes those quarters the most likely times it will be offered on an annual basis.

Comments & other relevant information for discussion:
Due to the dwindling number of history courses, offering an honors seminar makes sense for our students. Additionally, we hope to have at least one or two regular history courses become honors offerings, making this course even more interesting to our students.

Division Dean: Aaron Korngiebel Date: 2/22/24

Division Curriculum Representative: Samuel Connell Date: 2/20/24

Date of Approval by Division Curriculum Committee: 2/20/24

Foothill College
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Division: HSH

Course Number: HORT 25
Course Title: Bamboos & Palms

Justification for retaining the course (please include information as to why the course was not taught in four years):
The Bamboo garden was not watered for well over 7 months and was in decline. Horticulture has replaced all the valves to bring this treasure back to life. We have removed all of the dead material that prevented us from offering this class.

Next quarter(s) in which the course will be scheduled:
Summer 2024

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
Horticulture will utilize the Bamboo Garden as a teaching center for this course and return this class to our regularly scheduled course offerings.

Comments & other relevant information for discussion:

Division Dean: Nancy Cheung Date: 2/12/24

Division Curriculum Representative: Catherine Draper Date: 2/9/24

Date of Approval by Division Curriculum Committee: 2/9/24

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Division: HSH

Course Number: HORT 90E
Course Title: Hort & Landscape Photography

Justification for retaining the course (please include information as to why the course was not taught in four years):
This class has not been taught because the photography instructor who taught it retired. I have spoken with the photography department regarding a new instructor, and we will now be able to offer this class to our students. This class is important for developing our students' portfolios, websites, and entering in awards competition.

Next quarter(s) in which the course will be scheduled:
Summer 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
This class will be offered every two years. The Photography Department has an adjunct instructor qualified to teach this class.

Comments & other relevant information for discussion:

Division Dean: Nancy Cheung Date: 2/9/24

Division Curriculum Representative: Catherine Draper Date: 2/9/24

Date of Approval by Division Curriculum Committee: 2/9/24

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Division: HSH

Course Number: HORT 91E
Course Title: Community Gardening

Justification for retaining the course (please include information as to why the course was not taught in four years):
This class was designed to be taught at Foothill/Sunnyvale to engage with the community in gardening.

Next quarter(s) in which the course will be scheduled:
I am working with the Master Gardeners and Living Classroom so that we can teach this class to the surrounding community. Scheduling will depend on making the community connection.

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
I would like to retain this class until after the Sunnyvale Center finishes remodeling. We then can offer this class as part of a community building effort.

Comments & other relevant information for discussion:

Division Dean: Nancy Cheung Date: 2/9/24

Division Curriculum Representative: Catherine Draper Date: 2/9/24

Date of Approval by Division Curriculum Committee: 2/9/24

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Division: STEM

Course Number: MATH 1BH and 1BHP
Course Title: Honors Calculus II and Honors Calculus II seminar

Justification for retaining the course (please include information as to why the course was not taught in four years):
These two courses have not been taught for a variety of reasons, some of which have just been back luck including not offering honors math classes during the Covid shutdown, to the primary instructor for honors math currently being in administration. There are now interested faculty in pursuing teaching honors classes starting in the fall '24 quarter, and the plan would be to scaffold and allow instructors time to prep the class so we can offer these two corequisite courses in the next year or two, while also exploring creating new honors math courses.

Next quarter(s) in which the course will be scheduled:
Winter 2024/2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
The instructor assigned to Math 1AH in the Fall will be assigned Math 1BH and 1BHS in the Winter.

Comments & other relevant information for discussion:

Division Dean: Zach Cembellin Date: 2/26/24

Division Curriculum Representative: Sarah Parikh & Kyle Taylor Date: 3/1/24

Date of Approval by Division Curriculum Committee: 3/1/24

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Division: STEM

Course Number: MATH 44
Course Title: Math for Liberal Arts

Justification for retaining the course (please include information as to why the course was not taught in four years):
We have been working on a new course (math 33) which will take the place of Math 44 but has not received the articulation that Math 44 has, yet. Math 44 has IGETC Area 2A articulation which is vital to it's success. Once it does we will deactivate Math 44, but if it doesn't, we will revert back to teaching Math 44 in Fall 2024.

Next quarter(s) in which the course will be scheduled:
Fall 2024

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
This course is one in which we offer every two years during the fall quarters, alternating years with MATH 42.

Comments & other relevant information for discussion:

Division Dean: Zach Cembellin Date: 2/26/24

Division Curriculum Representative: Sarah Parikh & Kyle Taylor Date: 3/1/24

Date of Approval by Division Curriculum Committee: 3/1/24

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Division: Language Arts

Course Number: NCEL 403A
Course Title: Bridge to College ESL Listening & Speaking

Justification for retaining the course (please include information as to why the course was not taught in four years):
The ESLL Department will be using this for a VESL pathway and/or a beginning level bridge course for international students and need to keep it active for when the pathway begins in Fall 2025. It has not been taught in four years because of the decline in enrollment following the pandemic and budget constraints. The ESLL department has chosen to schedule courses that have a higher chance of filling to meet productivity targets.

Next quarter(s) in which the course will be scheduled:
Summer 2024, Summer 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
The department works with the dean to develop an annual schedule yearly, and the ESL Bridge classes are a consistent part of that discussion. Going forward, new pathways in Adult Education, e.g., ELL and Healthcare, will incorporate these Bridge courses (comment from the Dean)

Comments & other relevant information for discussion:

Division Dean: Valerie Fong Date: 3/1/24

Division Curriculum Representative: Ben Armerding Date: 2/29/24

Date of Approval by Division Curriculum Committee: 2/29/2024

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Division: Language Arts

Course Number: NCEL 403B
Course Title: Bridge to College ESL Reading & Writing

Justification for retaining the course (please include information as to why the course was not taught in four years):
The ESLL Department will be using this for a VESL pathway and/or a beginning level bridge course for international students and need to keep it active for when the pathway begins in Fall 2025. It has not been taught in four years because of the decline in enrollment following the pandemic and budget constraints. The ESLL department has chosen to schedule courses that have a higher chance of filling to meet productivity targets.

Next quarter(s) in which the course will be scheduled:
Summer 2024, Summer 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
The department works with the dean to develop an annual schedule yearly, and the ESL Bridge classes are a consistent part of that discussion. Going forward, new pathways in Adult Education, e.g., ELL and Healthcare, will incorporate these Bridge courses (comment from the Dean).

Comments & other relevant information for discussion:

Division Dean: Valerie Fong Date: 3/1/24

Division Curriculum Representative: Ben Armerding Date: 2/29/24

Date of Approval by Division Curriculum Committee: 2/29/2024

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Division: Language Arts

Course Number: NCEL 447
Course Title: Vocabulary Development

Justification for retaining the course (please include information as to why the course was not taught in four years):
The course has not been taught in four years because of the decline in enrollment following the pandemic and budget constraints. The ESLL department has chosen to schedule courses that have a higher chance of filling to meet productivity targets but is also discussing how this course can be used to support students from other disciplines on campus. The last time the course was offered, it filled.

Next quarter(s) in which the course will be scheduled:
To be discussed with dean in the context of annual scheduling and Adult Education population and pathways.

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
To be discussed with dean in the context of annual scheduling and Adult Education population and pathways.

Comments & other relevant information for discussion:

Division Dean: Valerie Fong Date: 3/1/24

Division Curriculum Representative: *Amy Sarver* Date: 2/28/2024

Date of Approval by Division Curriculum Committee: 2/29/2024

Foothill College
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Division: Fine Arts and Communication

Course Number: PHOT 22
Course Title: Photojournalism

Justification for retaining the course (please include information as to why the course was not taught in four years):
Judy Walgren was the last instructor to teach PHOT 22: Photojournalism in 2018 as an adjunct. She then left for a full-time position at Michigan State and returned to Foothill as a full-time Photography instructor in Fall 2023. Photography tried to offer it at that time, but the course did not receive the enrollment necessary for it to go forward. The Photography Department faculty feel that after a year of Walgren teaching the beginning photography courses every quarter, along with the studio and Lightroom courses, PHOT 22 will indeed fill with students for the Fall 2024 quarter. This class is relevant to the current state of photography and to Career and Technical students.

Next quarter(s) in which the course will be scheduled:
Fall 2024

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
We will offer this course every Fall quarter and are building a CTE-oriented curriculum around Walgren's skill set gleaned from her work as a photojournalist and photo editor and director of photography. Photo 22 will be added to our Associate's Degree and as the Certificate of Achievement in Photography as a core class and to the Certificate of Achievement in Commercial Photography and Certificate of Achievement in Digital Photography Techniques as a support course.

Comments & other relevant information for discussion:

Division Dean: Ron Herman Date: 2/23/24

Division Curriculum Representative: Jordan C. Fong Date: 02/22/24

Date of Approval by Division Curriculum Committee: 02/20/24

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the Policy on Course Currency, approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: FAC

Course Number: PHOT 68C
Course Title: STUDIO LIGHTING TOPICS IN PHOT

Justification for retaining the course (please include information as to why the course was not taught in four years):
As the Photography Department is in a transitional time and the studio classes are being revived after the COVID closures, we would like to request that this class be extended for another year.

Next quarter(s) in which the course will be scheduled:
Spring 2025 and planned to offer based on enrollment and demand

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
This class will be offered as needed for students to expand their skills in this Career Technical Education (CTE) area.

Comments & other relevant information for discussion:

Division Dean: Ron Herman Date: 2/23/24

Division Curriculum Representative: Jordan C. Fong Date: 02/22/24

Date of Approval by Division Curriculum Committee: 02/20/24

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the Policy on Course Currency, approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: FAC

Course Number: PHOT 68E
Course Title: LECTURE TOPICS IN PHOTOGRAPHY

Justification for retaining the course (please include information as to why the course was not taught in four years):
As the Photography Department is in a transitional time, we would like to request that this class be extended for another year. We are in discussion about using this class for the artist talks for the exhibitions and the heritage months. This year's lecture series has been very successful.

Next quarter(s) in which the course will be scheduled:
Spring 2025 and planned to offer based on enrollment and demand

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
This class will be offered to support and enhance the Photo Department Artist Talks.

Comments & other relevant information for discussion:

Division Dean: Ron Herman Date: 2/23/24

Division Curriculum Representative: Jordan C. Fong Date: 02/22/24

Date of Approval by Division Curriculum Committee: 02/20/24

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the Policy on Course Currency, approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: FAC

Course Number: PHOT 78B
Course Title: SOCIAL CONCERNS FIELD STUDY IN PHOTOGRAPHY

Justification for retaining the course (please include information as to why the course was not taught in four years):
Judy Walgren was the last instructor to teach PHOT 22: Photojournalism in 2018 as an adjunct. She then left for a full-time position at Michigan State and returned to Foothill as a full-time Photography instructor in Fall 2023. This one-unit class would be an option for a student who wants to follow up on their PHOT 22 experiences.

Next quarter(s) in which the course will be scheduled:
Winter 2025 and planned to offer based on enrollment and demand

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
We will offer this course every Winter quarter and are building a CTE-oriented curriculum around Walgren's skill set gleaned from her work as a photojournalist and photo editor and director of photography.

Comments & other relevant information for discussion:

Division Dean: Ron Herman Date: 2/23/24

Division Curriculum Representative: Jordan C. Fong Date: 02/22/24

Date of Approval by Division Curriculum Committee: 02/20/24

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the Policy on Course Currency, approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: FAC

Course Number: PHOT 78C
Course Title: DOCUMENTARY FIELD STUDY IN PHOTOGRAPHY

Justification for retaining the course (please include information as to why the course was not taught in four years):
Judy Walgren was the last instructor to teach PHOT 22: Photojournalism in 2018 as an adjunct. She then left for a full-time position at Michigan State and returned to Foothill as a full-time Photography instructor in Fall 2023. This one-unit class would be an option for a student who wants to follow up on their PHOT 22 and PHOT78B experiences.

Next quarter(s) in which the course will be scheduled:
Winter 2025, and planned to offer based on enrollment and demand

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
We will offer this course every Spring quarter and are building a CTE-oriented curriculum around Walgren's skill set gleaned from her work as a photojournalist and photo editor and director of photography.

Comments & other relevant information for discussion:

Division Dean: Ron Herman Date: 2/23/24

Division Curriculum Representative: Jordan C. Fong Date: 02/22/24

Date of Approval by Division Curriculum Committee: 02/20/24

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the Policy on Course Currency, approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: FAC

Course Number: PHOT 78D
Course Title: MUSEUM/GALLERY FIELD STUDY IN PHOTOGRAPHY

Justification for retaining the course (please include information as to why the course was not taught in four years):
As the Photography Department is in a transitional time, we would like to request that this class be extended for another year. We are in discussion about using this class for the Gallery 6100 and KCI Gallery Exhibitions as well as other art spaces on campus . This year's exhibition series has been very successful and this class could support students learning about curating and organizing artist spaces.

Next quarter(s) in which the course will be scheduled:
Winter 2025 and planned to offer based on enrollment and demand

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
This class will be offered to support and enhance the Photo Department and Fine Art Division's Exhibitions.

Comments & other relevant information for discussion:

Division Dean: Ron Herman Date: 2/23/24

Division Curriculum Representative: Jordan C. Fong Date: 02/22/24

Date of Approval by Division Curriculum Committee: 02/20/24

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: HSH

Course Number: R T 71
Course Title: ADV CLINICAL EXPER:MRI

Justification for retaining the course (please include information as to why the course was not taught in four years):
This course needs to remain active to allow the program to meet the dynamic needs of our clinical affiliates as well as our graduates. Multi-modality expertise is becoming a requirement for employment. This course allows graduates of the program who have earned their national ARRT certification and state license to pursue certification in MRI. This increases their potential for employment. We need to be able to offer this course at a moment's notice.

Next quarter(s) in which the course will be scheduled:
The faculty are continuing to pursue opportunities to offer this course.

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
This course needs to remain active as the program is actively seeking clinical affiliates to build an opportunity for our graduates to learn a new modality, expanding opportunities for employment.

Comments & other relevant information for discussion:
This course is not open to students outside of the Radiologic Technology program or Graduates of the Radiologic Technology program.

Division Dean: Nancy Cheung Date: 2/9/24

Division Curriculum Representative: Catherine Draper Date: 2/9/24

Date of Approval by Division Curriculum Committee: 2/9/24

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the Policy on Course Currency, approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: HSH

Course Number: R T 201
Course Title: Digital Radiography for Radiologic Technologists

Justification for retaining the course (please include information as to why the course was not taught in four years):
This course needs to remain active to allow the program to meet the needs of our graduates as this course satisfies the Title 17 requirement for continuing education in Digital Radiography.

Next quarter(s) in which the course will be scheduled:
The faculty are looking at building a schedule for this class to be taught annually starting in the 24-25 school year.

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
This course needs to remain active as the program is actively working on recruiting a part-time faculty to teach this course.

Comments & other relevant information for discussion:
This course is not open to students outside of the Radiologic Technology program or fully licensed Radiologic Technologists.

Division Dean: Nancy Cheung Date: 2/9/24

Division Curriculum Representative: Catherine Draper Date: 2/9/24

Date of Approval by Division Curriculum Committee: 2/9/24

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: HSH

Course Number: R T 202
Course Title: Radiation Safety in Fluoroscopy for Radiologic Technologists

Justification for retaining the course (please include information as to why the course was not taught in four years):
This course needs to remain active to allow the program to meet the needs of our graduates as this course satisfies the Title 17 requirement for continuing education in fluoroscopic safety.

Next quarter(s) in which the course will be scheduled:
The faculty are looking at building a schedule for this class to be taught annually starting in the 24-25 school year.

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
This course needs to remain active as the program is actively working on recruiting a part-time faculty to teach this course.

Comments & other relevant information for discussion:
This course is not open to students outside of the Radiologic Technology program or fully licensed Radiologic Technologists.

Division Dean: Nancy Cheung Date: 2/9/24

Division Curriculum Representative: Catherine Draper Date: 2/9/24

Date of Approval by Division Curriculum Committee: 2/9/24

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: BSS

Course Number: SOC 54H
Course Title: Honor's Institute Seminar in Sociology

Justification for retaining the course (please include information as to why the course was not taught in four years):
The course was not offered due to enrollment issues caused by COVD-19.

Next quarter(s) in which the course will be scheduled:
Spring 2025

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
We plan to offer it again regularly post COVID-19 in a synchronous online class format which should help get us past enrollment issue.

Comments & other relevant information for discussion:

Division Dean: Aaron Korngiebel Date: 2/22/24

Division Curriculum Representative: Samuel Connell Date: 2/20/24

Date of Approval by Division Curriculum Committee: 2/20/24

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Language Arts

Course Number: SPAN F110
Course Title: ELEMENTARY SPANISH CONVERSATION I

Justification for retaining the course (please include information as to why the course was not taught in four years):
Changes in schedule after the pandemic and changes to our major together with the development of new career courses have pushed the conversation courses aside, but we feel there may be interest in the future.

Next quarter(s) in which the course will be scheduled:
We would like to offer this course in the next academic year and gauge interest on whether to continue offering it or not. The specific quarter hasn't been decided yet.

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
A plan will depend on interest and enrollment after our next offer of this class.

Comments & other relevant information for discussion:
Dean's comment: I would like to engage in the discussions regarding continuing education for older adults and discuss with the faculty a potential mirrored noncredit version of this class. I intend to also discuss with program faculty and the Writing and Language Center potential opportunities to align this course to the Peer Conversation Leaders Program, which employs native Spanish-speaking FH students in support of our Spanish program and campus community.

Division Dean: Valerie Fong Date: March 1, 2024

Division Curriculum Representative: Ben Armerding Date: 2/29/24

Date of Approval by Division Curriculum Committee: 2/29/2024

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the Policy on Course Currency, approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Language Arts

Course Number: SPAN F111
Course Title: ELEMENTARY SPANISH CONVERSATION II

Justification for retaining the course (please include information as to why the course was not taught in four years):
Changes in schedule after the pandemic and changes to our major together with the development of new career courses have pushed the conversation courses aside, but we feel there may be interest in the future.

Next quarter(s) in which the course will be scheduled:
We would like to offer this course after offering the lower course in the sequence (Elementary Spanish Conversation I) and gauge interest on whether to continue offering it or not. The specific quarter hasn't been decided yet.

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
A plan will depend on interest and enrollment after our next offer of this class

Comments & other relevant information for discussion:
Dean's comment: I would like to engage in the discussions regarding continuing education for older adults and discuss with the faculty a potential mirrored noncredit version of this class. I intend to also discuss with program faculty and the Writing and Language Center potential opportunities to align this course to the Peer Conversation Leaders Program, which employs native Spanish-speaking FH students in support of our Spanish program and campus community.

Division Dean: Valerie Fong Date: March 1, 2024

Division Curriculum Representative: Ben Armerding Date: 2/29/24

Date of Approval by Division Curriculum Committee: 2/29/2024

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: FINE ARTS

Course Number: THTR 7
Course Title: INTRODUCTION TO DIRECTING

Justification for retaining the course (please include information as to why the course was not taught in four years):
This is the course the department gets most inquiries about from the community. The last two times offered, once it was allowed to go with sub-20 enrollment and cancelled the subsequent time. As the course requires significant personal interaction it was not offerable during COVID times. For all of the above reasons, this class seems an ideal candidate for non-credit stacking to supplement it. The non-credit, stacked class version for older adults has just been submitted and is in-process for approval.

Next quarter(s) in which the course will be scheduled:
We anticipate summer or fall of 2025.

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
Once the course can be paired with its non-credit, mirror course, we feel it will significantly increase its potential for enrollment as the skills addressed are ones that can continually evolve.

Comments & other relevant information for discussion:

Division Dean: Ron Herman Date: 2/23/24

Division Curriculum Representative: Jordan C. Fong Date: 02/22/24

Date of Approval by Division Curriculum Committee: 02/20/24

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: FINE ARTS

Course Number: THTR 26
Course Title: INTRODUCTION TO FASHION HISTORY & COSTUME DESIGN

Justification for retaining the course (please include information as to why the course was not taught in four years):
The last time this course was offered, it was as a fully in-person course as a daytime offering and was cancelled. As this is a GE course with some potentially broader appeal than the immediate theatre arts students, we would like to be able to explore the potential of offering this course asynchronously and/or hybrid. The advent of new incoming faculty, though not currently allocated, may provide an opportunity to teach this course under their umbrella of expertise. Otherwise, this necessitates exploring options for an adjunct as no current full-time faculty carries expertise in this discipline. Recent plans to potentially offer this course have been curtailed by 1320 funding limitations.

Next quarter(s) in which the course will be scheduled:
Winter or Spring 2025; Spring 2026

Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:
If successful, we would likely look to offer it on an annual or bi-annual basis as part of the Technical Theatre and General Studies AA as well as continuing its appeal as GE Humanities

Comments & other relevant information for discussion:

Division Dean: Ron Herman Date: 2/23/24

Division Curriculum Representative: Jordan C. Fong Date: 02/22/24

Date of Approval by Division Curriculum Committee: 02/20/24

Program Change Request

New Program Proposal

Date Submitted: 02/08/24 8:17 pm

Viewing: **Public Health, AS-T Degree**

Last edit: 02/27/24 9:37 am

Changes proposed by: Shirley Treanor (10791578)

In Workflow

1. **Articulation Officer**
2. **1BH Curriculum Rep**
3. **Curriculum Coordinator**
4. College Curriculum Committee Chair
5. Authors
6. Articulation Officer
7. 1BH Curriculum Rep
8. Curriculum Coordinator
9. College Curriculum Committee Chair
10. FHDA Board of Trustees

Approval Path

1. 02/26/24 3:05 pm Evan Gilstrap (gilstrapevan): Approved for Articulation Officer
2. 02/26/24 8:57 pm Catherine Draper (drapercatherine): Approved for 1BH Curriculum Rep

Basic Information

Faculty Author(s)	**Users** Shirley Treanor Catherine Draper
Department	Health
Division	Health Sciences and Horticulture
Title of Degree/Certificate	Public Health
Type of Award	AS-T Degree
Workforce/CTE Program:	No
Effective Catalog Edition:	2024-2025

New Degree or Certificate Proposal

Which academic departments will be involved in the creation of this new degree/certificate? Are any new departments being created?

Health

Does De Anza offer a similar degree or certificate?

No

What is the educational need for this new degree/certificate?

We need to change our PHS ADT to a PH ADT. The state has switched the name from Public Health Sciences (PHS) to Public Health (PH), and they are requiring us to treat this PH ADT as a new degree. The state has also changed the C-ID descriptors from PHS to PH and the ADT requirements have gone through changes where we will most likely need to deactivate our current PHS ADT soon. Instead of having a Public Health Sciences ADT will we have a Public Health ADT.

How does the degree/certificate align with Foothill's Strategic Vision for Equity?

The public health program is open to all students in preparation to enter future careers focusing on health promotion and disease prevention across the lifespan in all of our communities. A public health degree is also an alternative degree for students in allied health degree pathways who may be interested in different options in the wider health care arena. Pursing a degree in public health deepens the dialog regarding the social determinants of health, the inequities in the health care delivery system, and developing strategies for change. Graduates of the public health degree program will have an understanding of the impact of health inequities on all dimensions of health at the individual as well as community level and have the skills to help meet the challenges of changing them in the real world.

Comments and other relevant information for discussion:

We will not need to create new Health courses to meet the new requirements for the PH ADT, as our current courses (HLTH 20, 21, 22, 23) will allow students to meet the new ADT requirements, though we may need to update these four Health courses to meet the new CID descriptors. We are awaiting an evaluation from the state prior to completing this task.

Reviewer
Comments

Program Change Request

New Program Proposal

Date Submitted: 03/04/24 8:21 am

Viewing: **Retail Operations Specialist, Certificate of Achievement**

Last edit: 03/05/24 8:29 am

Changes proposed by: Chris Allen (10030133)

In Workflow

1. **1ED Curriculum Rep**
2. **Curriculum Coordinator**
3. College Curriculum Committee Chair
4. Authors
5. 1ED Curriculum Rep
6. Curriculum Coordinator
7. College Curriculum Committee Chair
8. BACCC
9. FHDA Board of Trustees

Approval Path

1. 03/04/24 8:35 am Tim Myres (TimM): Approved for 1ED Curriculum Rep

Basic Information

Faculty Author(s)	**Users** Gina Firenzi
Department	Apprenticeship
Division	Apprenticeship
Title of Degree/Certificate	Retail Operations Specialist
Type of Award	Certificate of Achievement
Workforce/CTE Program:	Yes
Effective Catalog Edition:	2024-2025
Distinct curriculum sheet?	Yes

New Degree or Certificate Proposal

Which academic departments will be involved in the creation of this new degree/certificate? Are any new departments being created?

Apprenticeship and Behavioral Social Sciences Divisions

Does De Anza offer a similar degree or certificate?

No

What is the educational need for this new degree/certificate?

Foothill College is serving as the Local Education Agency (LEA) for a Retail Operations Specialist Apprenticeship Program with Goodwill Industries of Silicon Valley.

How does the degree/certificate align with Foothill's Strategic Vision for Equity?

Foothill College will be supporting career pathways for Goodwill Industries of Silicon Valley employees. Goodwill of Silicon Valley employs underserved populations and this apprenticeship is an on-ramp to higher education.

Comments and other relevant information for discussion:

Reviewer Comments

Key: 222

Program Change Request

New Program Proposal

Date Submitted: 03/04/24 9:39 am

Viewing: **Cupertino Electric Journeyperson Professional Development, Noncredit certificate**

Last edit: 03/05/24 8:34 am

Changes proposed by: Chris Allen (10030133)

In Workflow

1. **1ED Curriculum Rep**
2. **Curriculum Coordinator**
3. College Curriculum Committee Chair
4. Authors
5. 1ED Curriculum Rep
6. Curriculum Coordinator
7. College Curriculum Committee Chair
8. BACCC
9. FHDA Board of Trustees

Approval Path

1. 03/04/24 9:40 am Tim Myres (TimM): Approved for 1ED Curriculum Rep

Basic Information

Faculty Author(s)	**Users** Tim Myres
Department	Apprenticeship
Division	Apprenticeship
Title of Degree/Certificate	Cupertino Electric Journeyperson Professional Development
Type of Award	Noncredit certificate
Workforce/CTE Program:	Yes
Effective Catalog Edition:	2024-2025

New Degree or Certificate Proposal

Which academic departments will be involved in the creation of this new degree/certificate? Are any new departments being created?

Apprenticeship

Does De Anza offer a similar degree or certificate?

No

What is the educational need for this new degree/certificate?

Cupertino Electric is the largest electrical contractor in our region. All licensed electricians are required to complete annual professional development training to remain current with their licenses. Foothill College will serve as the Local Education Agency (LEA) for these professional development courses.

How does the degree/certificate align with Foothill's Strategic Vision for Equity?

Foothill College will provide the curriculum support to ensure the workforce of Cupertino Electric is current with all required licenses for their employment.

Comments and other relevant information for discussion:

Reviewer Comments

Equity in the Course Outline of Record

Why?

Course Description

The course description may be the first interaction your students have with your class and may determine their decision to enroll. This is an opportunity to invite your students into the content and affirm that multiple perspectives are represented, fostering a sense of belonging and validating their potential for success.

Course Content

There are many ways to incorporate inclusive content in different courses. While some instructors may completely rework a course, others may choose to address the racist foundations. A journey of a thousand miles begins with a single step.

Reading, Writing, Assignments

There are a variety of ways that engaging with the material and connecting to real-world examples and experiences can improve engagement and prepare students for success in life.

Methods of Instruction

Building content from the experiences students bring to the classroom will allow for a better learning experience.

Representative Texts

The textbooks we choose can be a barrier for students due to cost, how they are written, and the voices they represent or leave out.

Methods of Evaluation

Biases come through in evaluations without us realizing it. Taking points off for mistakes unrelated to your content area (e.g., spelling mistakes in a math course) could be one of these biases. Providing details for what you are looking for in an assignment can be more clear for all of your students, and especially helpful for students with less college knowledge.

How?

Course Description

The course description may be the first interaction your students have with your class and may determine their decision to enroll. This is an opportunity to invite your students into the content and affirm that multiple perspectives are represented, fostering a sense of belonging and validating their potential for success.

- Emphasizes a welcoming approach and engagement.
- Encourages mentioning little to no experience needed for introductory courses.
- Promotes inclusive language and avoids gendered pronouns.
- Suggests incorporating DEIA content.

How?

Course Content

There are many ways to incorporate inclusive content in different courses. While some instructors may completely rework a course, others may choose to address the racist foundations. A journey of a thousand miles begins with a single step.

- Highlights the importance of diverse knowledge and timely, relevant content.
- Addresses historical and contemporary misconceptions.
- Emphasizes inclusivity, commitment to student success, and acknowledgment of racism and DEIA topics.
- Encourages critiquing historical foundations and exploring diverse contributions.

How?

Reading, Writing, and Assignments

There are a variety of ways that engaging with the material and connecting to real-world examples and experiences can improve engagement and prepare students for success in life.

- Promotes assignments eliciting prior knowledge and engaging students in real-world examples.
- Encourages connections to sociocultural backgrounds and experiences.
- Suggests non-traditional assignments, such as internships or e-portfolios.

How?

Methods of Instruction

Building content from the experiences students bring to the classroom will allow for a better learning experience.

- Stresses detailed and descriptive methods, including the delivery of course content.
- Advocates for inclusivity through peer review, cooperative work, and connections to students' lived experiences.

How?

Representative Texts/Materials

The textbooks we choose can be a barrier for students due to cost, how they are written, and the voices they represent or leave out.

- **Encourages exploration of free and diverse texts/materials.**
- **Emphasizes amplifying diverse voices, moving beyond canonical materials, and ensuring accessibility.**
- **Advises checking for subscription library resources available for free.**

How?

Methods of Evaluation

Biases come through in evaluations without us realizing it. Taking points off for mistakes unrelated to your content area (e.g., spelling mistakes in a math course) could be one of these biases. Providing details for what you are looking for in an assignment can be more clear for all of your students, and especially helpful for students with less college knowledge.

- Urges instructors to consider their biases in assessments.
- Recommends detailed methods, alignment with universal learning design, and authentic assessment principles.
- Supports opportunities for student revision and feedback incorporation.

FOOTHILL COLLEGE
College Curriculum Committee
Resolution to Extend Student Graduation Petition Deadline
Proposed by: Samuel Connell

Whereas, the college is using the Student Centered Funding Formula; and

Whereas, the college campus gets apportionment based in part by the Student Centered Funding Formula; and

Whereas, the number of AA degrees, ADT degrees, and Certificates of Achievement determined approximately 3.7% of the total funding in 2022-2023 (over $7 million, https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/scff-dashboard/phase-2); and

Whereas, Foothill College students who are transferring after this academic year must petition for AA degrees, ADT degrees, and Certificates of Achievement by March 1st, 2024 (https://foothill.edu/counseling/petition.html);

Resolved, the College Curriculum Committee asks the campus to extend the due date for petitions; and

Resolved, the College Curriculum Committee helps to make sure every student knows that they can graduate with an AA, ADT, or Certificate; and

Resolved, the Foothill campus faculty, staff, and administrators try to make it as easy as possible for students to successfully petition for AA degrees, ADT degrees, and Certificates of Achievement; and

Resolved, the College Curriculum Committee study ideas for improving the petition process and formulate proposed changes to be submitted for campus-wide assessment.

General Education Review Request
AREA III - NATURAL SCIENCES

Course Number & Title: Sheet Metal Apprenticeship Program

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area III – Natural Sciences:

Natural science courses deal with the physical universe, the testable principles that govern its operations, its life forms, and its natural, measurable phenomena. One primary purpose of these courses is to promote an awareness of the methods of scientific inquiry and the power of scientific inquiry to describe the natural world. Emphasis is on understanding and applying the scientific method, which promotes a sense of discovery, fosters critical analysis, and encourages an understanding of the relationships between science and other human activities. A General Education natural science course should exhibit the same methods and skills used by scientists when seeking an understanding of the uncertainty and complexity of the natural world.

A successful General Education Natural Science course ***must*** promote in students:

N1. An understanding of the scientific method, including its attributes and limitations;
N2. The ability to make judgments regarding the validity of scientific evidence;
N3. An understanding of the relationship between hypothesis, experiment, fact, theory and law;
N4. The ability to use inductive and deductive reasoning;
N5. The practice of thinking critically, including evaluating ideas and contrasting opinions;
N6. The ability to evaluate, use and communicate scientific data;
N7. An introduction to current scientific theories within the field of study;
N8. Experience with laboratory activities using laboratory techniques consistent with those employed within the discipline;
N9. Experience applying recognized scientific methodology in laboratory activities.*****

Additional criterion thought to enhance a natural science course include any of the following:

N10. An appreciation of the contributions of science to modern life;
N11. An appreciation of the contributions to science of diverse people and cultures;
N12. An understanding of the interdependence of humans and their environment;
N13. A recognition of how human behavior has altered the environment;
N14. A sense of the history of science and the ideas and experiments that have led to our present understanding.

Be advised that the following criteria for a GE lab is consistent with a definition provided by the National Research Council, 2005:

"Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models, and theories of science. This definition includes student interaction with astronomical databases, genome databases, databases of climatic events over long time periods, and other large data sets derived

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AREA III - NATURAL SCIENCES

directly from the material world. It does not include student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world. For example, if a physics teacher presented students with a constructed data set on the weight and required pulling force for boxes pulled across desks with different surfaces and asked them to analyze these data, the students' problem-solving activity would not constitute a laboratory experience in the committee's definition."

***** To accomplish these goals a laboratory course ***must*** emphasize the methods of scientific inquiry by engaging students in:

NL15. Observation and collection of data through direct interaction with the material world;
NL16. Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories;
NL17. Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world;
NL18. Analysis and interpretation of data;
NL19. Formulation and testing of hypotheses;
NL20. Communicating effectively through oral and/or written work;
NL21. A minimum of one collaborative activity;
NL22. A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter.

Additional criterion thought to enhance a natural science laboratory include any of the following:
NL23. Keep accurate and complete experimental records;
NL24. Perform quantitative and qualitative measurements;
NL25. Interpret experimental results and draw reasonable conclusions;
NL26. Analyze data statistically and assess the reliability of results;
NL27. Critically evaluate the design of an experiment;
NL28. Design experiments to test hypotheses;
NL29. Work effectively in small groups and teams.

Course Number & Title: Sheet Metal Apprenticeship Program

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: Must include the following:

N1. An understanding of the scientific method, including its attributes and limitations;

Matching course component(s):
Sheet metal students learn the scientific method throughout their course of study. The program modules for sheet metal integrate the scientific method by teaching technicians to diagnose and correct indoor air quality issues through systematic observation and experimentation. Developing and testing hypotheses both on the job and during formal instruction, sheet metal students also learn the limits of testing models.

"Concepts of the scientific method are performed in the IAQ curriculum through an understanding of hazardous effects of an improperly installed or adjusted system. Technicians are able to analyze a system's functioning by symptoms experienced in the building occupants such as "Sick Building Syndrome" or CO2 poisoning. Once problems are noted, technicians can make corrections based on the hazards or inefficiencies experienced."

Sheet Metal courses including but not limited to (APSM 116, APSM 119, APSM 122)

BTSM Program, Year 3, Semester 4, Module 16-12 (GVSU reading Plans), BTSM Program, Year 3, Semester 3, Module 19-6 (Heating Systems), BTSM Program, Year 4, Semester 4, Module 22-#8-#15 (Duct Leakage Testing), BTSM Program, Year 3, Semester 3, Module 19-4 (Filters)

N2. The ability to make judgments regarding the validity of scientific evidence;

Matching course component(s):
Throughout their course of study, sheet metal students learn to critically assess scientific evidence in materials selection, such as asbestos identification and mitigation, reinforcing the importance of safety and health standards. The ability to make judgements about the validity of scientific evidence is also critical to meeting health and safety codes in the industry.

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*"**APSM 107/ Lesson 12/Expansion and Contraction**: Students are expected to understand the concepts of water movement, and principles related to scientific evidence of moisture infiltration in order to properly install architectural water proofing systems. The understanding of scientific principles of water infiltration, allows the students to correctly size, fabricate, and install architectural sheet metal systems ensuring a water tight system allowing for expansion and contraction."*

Sheet Metal courses including but not limited to (APSM 104, APSM 112, APSM 119, APSM 128)

BTSM Program, Year 1, Semester 1, Module 4-10 (Asbestos Awareness), BTSM Program, Year 2, Semester 4, Module 12-6 (OSHA Cranes and Derricks in Construction), BTSM Program, Year 3, Semester 3, Module 19-4 (Filters), BTSM Program, Year 2, Semester 4, Module 12-4 (Fire Smoke Dampers), BTSM Program, Year 4, Semester 4, Module 12-#1-#12 (Fire Smoke Damper Certification Testing)

N3. An understanding of the relationship between hypothesis, experiment, fact, theory and law;

Matching course component(s):
Through rigging and welding exercises, sheet metal students both learn and apply principles from physics, understanding the practical implications of scientific laws in safe material handling. Sheet metal students must also apply these understandings at job sites where safety and code compliance are paramount.

*"**APSM 112/ Lesson 9/Hoisting and Rigging**: Students enrolled in hoisting and rigging exercises must correctly calculate and demonstrate safe sling or choker usage in preparation of a material lift. This calculation involves an understanding of weight calculations, proper sling angles, and calculations of center of gravity for many materials and shapes. The class uses known scientific principles and manufacturer data to the end goal of a student understanding how to prepare for a safe material lift."*

Sheet Metal courses including but not limited to (APSM 112, APSM 113, APSM 114, APSM 118, APSM 106)

BTSM Program, Year 2, Semester 4, Module 12-9 (Hoisting and Rigging), BTSM Program, Year 1, Semester 4, Module 6-4 (Fluxes), BTSM Program, Year 3, Semester 1, Module 13-#1-#10 (Welding and Welding Safety), BTSM Program, Year 3, Semester 1, Module 14-#1-#10 (Welding 2 Courses), BTSM Program, Year 3, Semester 2, Module 18-#1-#12 (Industrial Welding Course)

N4. The ability to use inductive and deductive reasoning;

Matching course component(s):
The selection of appropriate tools and first aid measures in sheet metal courses showcases the application of inductive and deductive reasoning in trade practices. Sheet metal students must also read and write written responses to their assignments which requires the application of both inductive and deductive reasoning.

*"**APSM 101/ Lesson 12/Hardware of the Craft**: Students who begin the study of hardware of the craft are using reasoning skills in selecting the proper hardware for fasteners, hangers, and anchors. Understanding material types, gauges, physical and spatial limitations for installation, job specifications, codes, standards, are all part of the selection process for hardware in the sheet metal industry."*

Sheet Metal courses including but not limited to (APSM 101, APSM 102, APSM 107)

BTSM Program, Year 1, Semester 1, Module 1-12 (Hardware of the Craft), BTSM Program, Year 1, Semester 1, Module 1-13 (Sheet Metal Tools), BTSM Program, Year 1, Semester 1, Module 2-8 (Shop Equipment 1), BTSM Program, Year 2, Semester 1, Module 7-1 (First Aid)

N5. The practice of thinking critically, including evaluating ideas and contrasting opinions;

Matching course component(s):
Evaluating tools for sheet metal work and measuring techniques in sheet metal courses cultivates critical thinking by comparing alternative solutions to practical problems. Sheet metal students must also read and write written responses to their assignments which requires the evaluation of differing opinions from their peers and other experts and authors.

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*"**APSM 110/Lesson 6/Measuring Techniques and Tools:** Students gain an understanding on the types of measurements needed in the sheet metal industry, and the various tools that can correctly perform the task. The lesson covers various methods and practices to attain critical measurements in order to install architectural and mechanical systems. This would involve contrasting opinions and evaluating ideas, because job scenarios are all different and selecting the best tool for the job is dependent on the conditions."*

Sheet Metal courses including but not limited to (APSM 101, APSM 102, APSM 128, APSM 110)

BTSM Program, Year 2, Semester 3, Module 10-6 (Measuring Techniques and Tools), BTSM Program, Year 1, Semester 1, Module 1-13 (Sheet Metal Tools, BTSM Program, Year 1, Semester 1, Module 2-8 (Shop Equipment 1), BTSM Program, Year 4, Semester 4, Module 28-12 (FSD certification Testing)

N6. The ability to evaluate, use and communicate scientific data;

Matching course component(s):
Flashing overview and welding classes emphasize evaluating and using scientific data for material selection and understanding weld joint geometry, demonstrating effective communication of technical specifications. Additionally, sheet metal students must communicate with peers, supervisors, and customers about complex science driven solutions.

*"**APSM 113/Lesson 10/Parts of a Weld/Weld Geometry:** Students who complete this lesson will be able to properly identify parts of a weld and a weld joint. When discussing weld procedures or specifications, understanding naming conventions which are described in AWS codes or job specifications involves a focused understanding on parts of a weld and weld joint geometry. This lesson further goes into parts of a weld with identification of discontinuities seen in welding which guide students in hands on welding exercises."*

Sheet Metal courses including but not limited to (APSM 136, APSM 126, APSM 113, APSM 108)

BTSM Program, Year 4, Semester 3, Module 36-#1-#14 (Mechanical Acceptance Testing), BTSM Program, Year 5, Semester 4, Module 16-#1-#9 (Foreman Training Course), BTSM Program, Year 3, Semester 1, Module 13-10 (Parts of a Weld/Weld Joint Geometry), BTSM Program, Year 2, Semester 2, Module 8-1 (Flashing Overview)

N7. An introduction to current scientific theories within the field of study;

Matching course component(s):
Heating and cooling systems lessons introduce current scientific theories on thermodynamics, enabling sheet metal technicians to not just meet the demands of the profession, but to understand the scientific theories that undergird their course of study.

*"**APSM 119/Lesson 6/ Heating Systems:** An understanding of Heating systems and Heat Transfer is used by HVAC technicians to make system adjustments for the end result of changing the ambient temperature of a room. Understanding BTU calculations, outside air calculations, and properties of air are essential in the process of learning how to condition an environment for comfort and safety."*

Sheet Metal courses including but not limited to (APSM 159A, APSM 119, APSM 177A)

BTSM Program, Year 4, Semester 1, Module 153-#1-#10 (Introduction to Testing, Adjusting & Balancing of HVAC Systems), BTSM Program, Year 3, Semester 3, Module 19-6 (Heating Systems), BTSM Program, Year 4, Semester 2, Module 153B-#1-#9 (Title 24)

N8. Experience with laboratory activities using laboratory techniques consistent with those employed within the discipline;

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Matching course component(s):
The nature of the profession means that sheet metal students learn and practice in a laboratory setting. The main sheet metal learning center is as living lab where students develop and test their approaches to a real-world problem in the lab and use their training to evaluate and assess their approaches to solving problems. Among other things, sheet metal students conduct measurements of sheet metal in construction environments, measurements and calibration of tools, application of tools and methods in quality assurance.

"***APSM 105/ Lesson 9/ Rectangular Duct Elbows:*** *Students are instructed on the proper layout and fabrication of various degree elbows seen in the sheet metal industry. This shop practice involves use of layout tools, hand tools, shop equipment, and safety awareness. This directly relates to shop fabrication work seen in the sheet metal industry."*

Sheet Metal courses including but not limited to (APSM 103, APSM 104, APSM 105, APSM 109)

BTSM Program, Year 1, Semester 2, Module 3-1 (Review of Allowances and Pattern Making), BTSM Program, Year 1, Semester 2, Module 3-6 (Graphic Visualization), BTSM Program, Year 1, Semester 2, Module 4-#5-#9 (Fabrication and Layout of Plenum), BTSM Program, Year 1, Semester 3, Module 5-#10-#11 (Drafting and Construction of Rectangular Elbow), BTSM Program, Year 2, Semester 3, Module 9-5 (Compound Transitions)

N9. Experience applying recognized scientific methodology in laboratory activities.

Matching course component(s):
As this quote from the COR for APSM 103 indicates, sheet metal students "use sheet metal tools, including hand tools and snips, shear, roll, and hand brake. Use of arithmetic and algebraic principles relating to sheet metal layout, fabrication of duct, pan, 45-degree tap-in, and plenum. Demonstration of other shop equipment used in the sheet metal industry. Planning field activities involving sequences of steps for measurement, constructing of pieces, folding and modification, field engineering applications, testing and certification of material modifications." These activities must need that sheet metal students have a thorough and practical familiarity with scientific methodology in lab settings.

*"**APSM 113/Lesson 6/DASH Principles**: Students who have completed the safety portion of welding begin the shop practice of welding and apply the principles of DASH (distance, angle, speed, heat). Students begin welding using the Shielded Metal Arc Welding Process on Black iron and Galvanized steel. Proper electrode manipulation is referenced through the discussion of DASH and applied in the shop practice."*

Sheet Metal courses including but not limited to (APSM 103, APSM 104, APSM 105)

BTSM Program, Year 1, Semester 2, Module 3-2 (Shop Equipment 2), BTSM Program, Year 1, Semester 2, Module 4-#5-#9 (Fabrication and Layout of Plenum), BTSM Program, Year 1, Semester 3, Module 5-#10-#11 (Drafting and Construction of Rectangular Elbow), BTSM Program

Depth Map: <u>Additionally</u>, include <u>any</u> of the following:

N10. An appreciation of the contributions of science to modern life;

Matching course component(s):
Science and engineering are coupled in the field of construction materials, and sheet metal components are foundational (fundamental) in automotive and aerospace (transportation) construction and building science. Modern materials innovation is essential (high performance materials) energy efficiency, lightweighting, metal finishing and treatments (decorative materials). Students in the sheet metal program therefore are required to learn not just the specifics of their industry but the role scientific revolutions have had on that industry and society as a whole.

"***APSM 122/Lesson 2/Building Codes, APSM 122/Lesson 3/Mechanical Codes:*** *A student's ability to read codes is extremely important as criteria for construction adapts for life safety concerns and quality installations. These classes teach students not to memorize code cycles, but to learn references for any code to be enforced for a project. Implementation of new codes and procedures ensures a building is constructed to an approved*

design and safety criteria."

Sheet Metal courses including but not limited to (APSM 136, APSM 122)

BTSM Program, Year 4, Semester 3, Module 36-#1-#14 (Mechanical Acceptance Testing), BTSM Program, Year 4, Semester 4, Module 22-3 (Mechanical Codes)

N11. An appreciation of the contributions to science of diverse people and cultures;

Matching course component(s):
Sheet metal work traces its roots back millennia, representing a rich tapestry of craftsmanship across various cultures and tribes around the world. This ancient craft, evolving through the ingenuity and resourcefulness of diverse peoples, showcases the wide-ranging contributions to metalworking techniques and applications. From the intricate metalwork of ancient Egypt and the Far East to the sturdy armors of medieval Europe, sheet metal has been a cornerstone in the development of civilizations, highlighting the creativity and skill of countless unnamed artisans.

*"**APSM 103/Lesson 7/History of the Trade in the Bay Area:** Students will have an understanding of the history of Local 104 and the originating members of our trade who were comprised mostly of immigrants. The presentation also highlights diversity within our trade through the highlighting of minority group representation."*

BTSM Program, Year 1, Semester 1, Module 3-7 (History of the Trade in the Bay Area)

N12. An understanding of the interdependence of humans and their environment;

Matching course component(s):
The application of metal and metal materials has allowed humans to coexist in varied and extreme environments, from oceans to extreme heat and cold to atmosphere and space. Humans are dependent on the environment for ecosystem system services, minerals and other raw materials, (construction materials, .e.g. wood, stone, even ice) as well as thermal and chemical energy. The work, and therefore training, of sheet metal students is always in response to the environment an understanding of human impact on it. At the core of their training sheet metal students are quite literally terraformers, world shapers.

***"APSM 102/ Lesson 12/ Managing Safety and Health:** Preventing injuries and illness from health hazards seen on the jobsite effects all those in construction as well as families and communities of those employed in the industry. An individual who is exposed to asbestos for example, without proper training can actually introduce the hazard in the home without proper hazardous waste containment."*

Sheet Metal courses including but not limited to (APSM 111, APSM 112, APSM 113)

BTSM Program, Year 2, Semester 4, Module 11-1 (SMACNA Guidelines), BTSM Program, Year 2, Semester 4, Module 12-2 (Material Handling and Staging), BTSM Program, Year 3, Semester 1, Module 13-2 (Welding Safety)

N13. A recognition of how human behavior has altered the environment;

Matching course component(s):
In addition to the environmental health and safety training sheet metal students receive, they also must understand how the internal environment of a building must meet the needs of the humans who occupy. Additionally, the sheet metal students must understand the external environment of a build to a gauge, for example, how airflow in and around the building will impact venting. When seen this way, sheet metal students are participating in and learning to understand the impact of humans on their many environments. Combining this with their training in critical thinking and ethics makes this curriculum a potent lens to understand the world.

*"A**PSM 122/ Lesson 5/ SMACNA Standards**: Students reference SMACNA standards and learn to navigate multiple SMACNA documents effectively. SMACNA creates standards and helps implement code enforcement*

for proper design, fabrication, installation, testing of HVAC systems and architectural installations. Knowing SMACNA standards for proper design and construction of systems directly effects the surrounding environment through research in energy efficient system designs which reduces environmental impact. Building to the standards also addresses indoor air quality concerns directly improving breathing conditions and safety for the occupants."

Sheet Metal courses including but not limited to (APSM 112, APSM 124, APSM 107, APSM 122)

BTSM Program, Year 2, Semester 4, Module 12-2 (Outlets Dampers and Duct Accessories),BTSM Program, Year 2, Semester 1, Module 7-10 (Energy Efficiency through Duct Design), BTSM Program, Year 5, Semester 2, Module 24-2 (Moisture Control)

N14. A sense of the history of science and the ideas and experiments that have led to our present understanding.

Matching course component(s):
Sheet metal apprenticeship training is not merely about mastering the technical skills of cutting, shaping, and joining metal; it also encompasses a deep appreciation for the history of science, highlighting the pivotal ideas and experiments that have paved the way to our current understanding of metallurgy. Apprentices are immersed in the study of modern metallurgy, including the development of high-performance alloys, advanced manufacturing techniques, and the intricacies of tooling for precise shaping and forming. This comprehensive curriculum ensures a well-rounded knowledge of high-performance materials and welding, as well as the environmental and economic aspects of recycling steel and aluminum. Such an approach not only honors the legacy of past innovations but also prepares apprentices for future advancements in the field.

*"**APSM 103/ Lesson 7/History of the Trade in the Bay Area:** A discussion and presentation on the history of Local 104 as well as a history of the labor movements of the early 1900's. Present conditions of our local training are addressed through the history of the labor movement in the bay area."*

(APSM 118, APSM 177A, APSM 159A, APSM 175A)

BTSM Program, Year 3, Semester 2, Module 18-#1-#12 (Industrial Welding Course), BTSM Program, Year 4, Semester 2, Module 153B-5 (Title 24), BTSM Program, Year 4, Semester 2, Module 153A-8 (Measure Airflow at Registers), BTSM Program, Year 4, Semester 2, Module 153AB-5 (Fan Laws Lab Assignment)

Depth Map: <u>Additionally</u>, must emphasize the following:

N15. Observation and collection of data through direct interaction with the material world;

Matching course component(s):
The application of metal and metal materials has allowed humans to coexist in varied and extreme environments, from oceans, to extreme heat and cold to atmosphere and space. Humans are dependent on environment for ecosystem system services, minerals and other raw materials, (construction materials, .e.g. wood, stone, even ice) as well as thermal and chemical energy. The work, and therefore training, of sheet metal students is always in response to the environment an understanding of human impact on it. At the core of their training sheet metal students are quite literally terraformers, world shapers.

*"**APSM 106/ Lesson 7/Soldering Practice:** Students are given shop instruction and practice on soldering techniques. Soldering involves base metal preparation, material identification, and proper flux/ soldering iron selection. Once all materials are correctly selected and identified, students heat soldering irons to ideal temperatures to prevent material warping, and proper joint wetting."*

Sheet Metal courses including but not limited to (APSM 111, APSM 112, APSM 113)

BTSM Program, Year 2, Semester 4, Module 11-1 (SMACNA Guidelines), BTSM Program, Year 2, Semester 4, Module 12-2 (Material Handling and Staging), BTSM Program, Year 3, Semester 1, Module 13-2 (Welding Safety)

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N16. Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories;

Matching course component(s):
The nature of the profession means that sheet metal students learn and practice in a laboratory setting. The main sheet metal learning center is as living lab where students develop and test their approaches to a real-world problem in the lab and use their training to evaluate and assess their approaches to solving problems. Among other things, sheet metal students conduct measurements of sheet metal in construction environments, measurements and calibration of tools, application of tools and methods in quality assurance.

"***APSM 113/ Lesson 11/ Discontinuities and Defects:*** *Students learn through classroom discussion and shop practice how to correctly identify discontinuities and weld defects. Proper identification of weld discontinuities allows students to make adjustments to welding equipment or technique correction to improve irregularities in a weldment."*

Sheet Metal courses including but not limited to (APSM 103, APSM 104, APSM 105)

BTSM Program, Year 1, Semester 2, Module 3-1 (Review of Allowances and Pattern Making), BTSM Program, Year 1, Semester 2, Module 3-6 (Graphic Visualization), BTSM Program, Year 1, Semester 2, Module 4-#5-#9 (Fabrication and Layout of Plenum), BTSM Program, Year 1, Semester 3, Module 5-#10-#11 (Drafting and Construction of Rectangular Elbow), BTSM Program, Year 2, Semester 3, Module 9-5 (Compound Transitions)

N17. Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world;

Matching course component(s):
The nature of the profession means that sheet metal students learn and practice in a laboratory setting. The main sheet metal learning center is as living lab where students develop and test their approaches to a real-world problem in the lab and use their training to evaluate and assess their approaches to solving problems. Among other things, sheet metal students conduct measurements of sheet metal in construction environments, measurements and calibration of tools, application of tools and methods in quality assurance.

"***APSM 175A/ Lesson 15/Measure Minimum Ventilation Airflow.*** *Students interpret performance data from manufacturer submittals and design documents. Students then directly take performance data from project submittals and use airflow measuring equipment to compare to performance data. The results quantify the performance of a system without the results being preconfigured by an instructor."*

Sheet Metal courses including but not limited to (APSM 103, APSM 104, APSM 105)

BTSM Program, Year 1, Semester 2, Module 3-1 (Review of Allowances and Pattern Making), BTSM Program, Year 1, Semester 2, Module 3-6 (Graphic Visualization), BTSM Program, Year 1, Semester 2, Module 4-#5-#9 (Fabrication and Layout of Plenum), BTSM Program, Year 1, Semester 3, Module 5-#10-#11 (Drafting and Construction of Rectangular Elbow), BTSM Program, Year 2, Semester 3, Module 9-5 (Compound Transitions)

N18. Analysis and interpretation of data;

Matching course component(s):
The nature of the profession means that sheet metal students learn and practice in a laboratory setting. The main sheet metal learning center is as living lab where students develop and test their approaches to a real-world problem in the lab and use their training to evaluate and assess their approaches to solving problems. Among other things, sheet metal students conduct measurements of sheet metal in construction environments, measurements and calibration of tools, application of tools and methods in quality assurance.

Sheet Metal courses including but not limited to (APSM 103, APSM 104, APSM 105)

"***APSM 107/ Lesson 7/ Round Unequal 45 Degree Tee***: *Students building on concepts of drawing*

interpretation skills, parallel line development, and shop practices, will fabricate a round tee fitting. This process involves calculating stretch outs including fabrication allowances for seams and collars. Students use hand forming skills to shape and construct the fitting."

BTSM Program, Year 1, Semester 2, Module 3-1 (Review of Allowances and Pattern Making), BTSM Program, Year 1, Semester 2, Module 3-6 (Graphic Visualization), BTSM Program, Year 1, Semester 2, Module 4-#5-#9 (Fabrication and Layout of Plenum), BTSM Program, Year 1, Semester 3, Module 5-#10-#11 (Drafting and Construction of Rectangular Elbow), BTSM Program, Year 2, Semester 3, Module 9-5 (Compound Transitions)

N19. Formulation and testing of hypotheses;

Matching course component(s):
Sheet metal students learn the scientific method throughout their course of study. The program modules for sheet metal integrate the scientific method by teaching technicians to diagnose and correct indoor air quality issues through systematic observation and experimentation. Developing and testing hypotheses both on the job and during formal instruction, sheet metal students also learn the limits of testing models.

*"**APSM 118/ Lesson 3/ Industrial Metal Properties and Weights**. Students when given a chart for material weights per linear foot, have to calculate weights of structural components when formed. This class involves reviewing manufacturer data, and applying known weight calculations to structures with varying fabrication lengths. Determining weights of materials allows for proper planning of material lifting and supporting. Calculations of weights are tested in classroom and shop activities."*

Sheet Metal courses including but not limited to (APSM 116, APSM 119, APSM 122)

BTSM Program, Year 3, Semester 4, Module 16-12 (GVSU reading Plans), BTSM Program, Year 3, Semester 3, Module 19-6 (Heating Systems), BTSM Program, Year 4, Semester 4, Module 22-#8-#15 (Duct Leakage Testing), BTSM Program, Year 3, Semester 3, Module 19-4 (Filters)

N20. Communicating effectively through oral and/or written work;

Matching course component(s):
Sheet metal students must communicate in a variety of formats. Whether it is engaging with other workers or supervisors, or with customers and the public, students in this program are required to express themselves clearly, concisely, and persuasively.

"***APSM 101/ Lesson 7/Classroom Survival Skills:*** *Students demonstrate, through testing, the ability to identify signal words in readings and lectures to enhance note taking skills. Proper note taking skills not only benefits students in classroom studies, but in on the job training activities. Students learn to not only take notes, but practice absorbing concepts which are being taught through the process of surveying, questioning, recalling and reviewing."*

Sheet Metal courses including but not limited to (APSM 104, APSM 101, APSM 126)

BTSM Program, Year 1, Semester 1, Module 1-6 (Classroom Survival Skills), BTSM Program, Year 1, Semester 3, Module 4-9 (Communication Skills), BTSM Program, Year 1, Semester 1, Module 1-6 (Harassment Awareness), BTSM Program, Year 5, Semester 4, Module 26-4 (Managing and Leading Others), BTSM Program, Year 5, Semester 4, Module 26-7 (Human Relations)

N21. A minimum of one collaborative activity;

Matching course component(s):
All sheet metal courses are taught in a cohort model. Like many of Foothill's allied health students, sheet metal student matriculate as a group working and learning together. This approach to learning is fundamentally a collaborative one. Beyond this, however, sheet metal students are required to collaborate with other professionals at a job location and thus require the cross communication skills need to work with members of other trades and the larger network of a generally contracted job.

*"**APSM 126_Lesson 5_Project Management**: Students work in groups to outline job activities and coordinate successful job completion. Students work together to take field measurements, design HVAC systems, coordinate schedules, coordinate installation of hangers and job completion."*

Sheet Metal courses including but not limited to (APSM 116, APSM 119, APSM 127)

BTSM Program, Year 3, Semester 4, Module 16-#10,#8 (Structural Drawings, Electrical Drawings), BTSM Program, Year 3, Semester 3, Module 19-12 (Introduction to Commissioning), BTSM Program, Year 5, Semester 4, Module 27-5 (Annotations)

N22. A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter.

Matching course component(s):
The nature of the profession means that sheet metal students learn and practice in a laboratory setting. The main sheet metal learning center is as living lab where students develop and test their approaches to a real-world problem in the lab and use their training to evaluate and assess their approaches to solving problems. Among other things, sheet metal students conduct measurements of sheet metal in construction environments, measurements and calibration of tools, application of tools and methods in quality assurance.

*"**APSM 124/ Lesson 3/ Metal Panels:** Students learn through shop practice how to design, fabricate and install various metal panels. Installation of metal panels goes into specifics of quality craftsmanship, layout, and waterproofing functionality. Students coordinate the fabrication and installation of metal panel work with field simulated architectural elements and custom scenarios."*

Sheet Metal courses including but not limited to (APSM 103, APSM 104, APSM 105)

BTSM Program, Year 1, Semester 2, Module 3-1 (Review of Allowances and Pattern Making), BTSM Program, Year 1, Semester 2, Module 3-6 (Graphic Visualization), BTSM Program, Year 1, Semester 2, Module 4-#5-#9 (Fabrication and Layout of Plenum), BTSM Program, Year 1, Semester 3, Module 5-#10-#11 (Drafting and Construction of Rectangular Elbow), BTSM Program, Year 2, Semester 3, Module 9-5 (Compound Transitions)

Depth Map: <u>Additionally</u>, include <u>any</u> of the following:

N23. Keep accurate and complete experimental records;

Matching course component(s):
Apprentices learn the importance of maintaining detailed logs of their work, essential for both project management and scientific inquiry. This is especially important when working on commercial construction sites, power engineering, and aircraft, where detailed logs are required. This is also critical when making repairs or modifications which require a formal "sign-off" for audit or compliance.

*"**PSM 119/ Lesson 5/ Duct Leakage Testing:** Students perform the functions of duct leakage testing and correctly fill out a duct leakage testing chart. Information which is documented on the chart from testing is used to quantify if an HVAC system holds pressure within design tolerances and satisfies the engineered intent of a system."*

Sheet Metal courses including but not limited to (APSM 107, APSM 126, APSM 121)

BTSM Program, Year 2, Semester 1, Module 7-04 (Introduction to Plan Grid), BTSM Program, Year 5, Semester 1, Module 21-#1-#11 (Project Management Course), BTSM Program, Year 5, Semester 4, Module 26-#1-#10 (Foreman Training)

N24. Perform quantitative and qualitative measurements;

Matching course component(s):
The nature of the profession means that sheet metal students learn and practice in a laboratory setting. The main sheet metal learning center is as living lab where students develop and test their approaches to a real-

world problem in the lab and use their training to evaluate and assess their approaches to solving problems. Among other things, sheet metal students conduct measurements of sheet metal in construction environments, measurements and calibration of tools, application of tools and methods in quality assurance.

Sheet Metal courses including but not limited to (APSM 103, APSM 104, APSM 105)

*"**SM 102/ Lesson 4/ Areas**. Students learn to calculate areas of shapes. Area calculations are used in the sheet metal industry for square footage calculations and material ordering, as well as design and Tab functions."*

BTSM Program, Year 1, Semester 2, Module 3-1 (Review of Allowances and Pattern Making), BTSM Program, Year 1, Semester 2, Module 3-6 (Graphic Visualization), BTSM Program, Year 1, Semester 2, Module 4-#5-#9 (Fabrication and Layout of Plenum), BTSM Program, Year 1, Semester 3, Module 5-#10-#11 (Drafting and Construction of Rectangular Elbow), BTSM Program, Year 2, Semester 3, Module 9-5 (Compound Transitions)

N25. Interpret experimental results and draw reasonable conclusions;

Matching course component(s):
Apprentices are trained to interpret results and make informed decisions based on quantitative data, a skill The nature of the profession means that sheet metal students learn and practice in a laboratory setting. The main sheet metal learning center is as living lab where students develop and test their approaches to a real-world problem in the lab and use their training to evaluate and assess their approaches to solving problems. Among other things, sheet metal students conduct measurements of sheet metal in construction environments, measurements and calibration of tools, application of tools and methods in quality assurance.

***"APSM 121/ Lesson 4/ Preparing for a Project:** Students will gain experience learning and preparing for simulated jobsite tasks of a project manager preparing for jobsite mobilization. Based on previous job success rates, proper jobsite planning leads to successful projects."*

Sheet Metal courses including but not limited to (APSM 103, APSM 104, APSM 105)

BTSM Program, Year 1, Semester 2, Module 3-1 (Review of Allowances and Pattern Making), BTSM Program, Year 1, Semester 2, Module 3-6 (Graphic Visualization), BTSM Program, Year 1, Semester 2, Module 4-#5-#9 (Fabrication and Layout of Plenum), BTSM Program, Year 1, Semester 3, Module 5-#10-#11 (Drafting and Construction of Rectangular Elbow), BTSM Program, Year 2, Semester 3, Module 9-5 (Compound Transitions)

N26. Analyze data statistically and assess the reliability of results;

Matching course component(s):
Understanding statistical analysis enables apprentices to ensure consistency in construction outcomes, aligning with industry specifications for high-quality work. The apprenticeship program also includes training in software including Excel, emphasizing statistical analysis, plotting and reporting of data, and especially recognizing variance.

***"APSM 120/ Lesson 7/ Calculating Duct Offsets:** Students learn to calculate lengths of offsets in various arrangements. Students apply known elevation data, and material size information to calculate cut joints between joining members. Reliable accumulation of measurements and sizes is crucial to obtaining correct cut lengths and installation completion."*

Sheet Metal courses including but not limited to (APSM 177A, APSM 159A, APSM 175A)

BTSM Program, Year 4, Semester 2, Module 153B-5 (Title 24), BTSM Program, Year 4, Semester 2, Module 153A-8 (Measure Airflow at Registers), BTSM Program, Year 4, Semester 2, Module 153AB-5 (Fan Laws Lab Assignment)

N27. Critically evaluate the design of an experiment;

General Education Review Request
AREA III - NATURAL SCIENCES

Matching course component(s):
The application of metal and metal materials has allowed humans to coexist in varied and extreme environments, from oceans, to extreme heat and cold to atmosphere and space. Humans are dependent on environment for ecosystem system services, minerals and other raw materials, (construction materials, .e.g. wood, stone, even ice) as well as thermal and chemical energy. The work, and therefore training, of sheet metal students is always in response to the environment an understanding of human impact on it. At the core of their training sheet metal students are quite literally terraformers, world shapers.

"***APSM 177A/ Lesson 5/Measure and Plot Pump Performance Data on a Pump Curve:*** *Students analyze, test, and quantify the flow of a hydronic system using a pump curve. The pump curve determines hydronic flow through a system, and guides the technician as to which valves to reduce or open to balance the flow."*

Sheet Metal courses including but not limited to (APSM 111, APSM 112, APSM 113)

BTSM Program, Year 2, Semester 4, Module 11-1 (SMACNA Guidelines), BTSM Program, Year 2, Semester 4, Module 12-2 (Material Handling and Staging), BTSM Program, Year 3, Semester 1, Module 13-2 (Welding Safety)

N28. Design experiments to test hypotheses;

Matching course component(s):
The application of metal and metal materials has allowed humans to coexist in varied and extreme environments, from oceans, to extreme heat and cold to atmosphere and space. Humans are dependent on environment for ecosystem system services, minerals and other raw materials, (construction materials, .e.g. wood, stone, even ice) as well as thermal and chemical energy. The work, and therefore training, of sheet metal students is always in response to the environment an understanding of human impact on it. At the core of their training sheet metal students are quite literally terraformers, world shapers.

"***APSM 175A/ Unit 11/ Methods of Balancing Proportional and Sequential:*** *Students by taking airflow measurements using various testing adjusting and balancing instruments will calculate airflow, and estimate the value of volume damper reducing to achieve design air. This estimation will then be quantified with further equipment usage and airflow measurement, testing a hypothesis."*

Sheet Metal courses including but not limited to (APSM 111, APSM 112, APSM 113)

BTSM Program, Year 2, Semester 4, Module 11-1 (SMACNA Guidelines), BTSM Program, Year 2, Semester 4, Module 12-2 (Material Handling and Staging), BTSM Program, Year 3, Semester 1, Module 13-2 (Welding Safety)

N29. Work effectively in small groups and teams.

Matching course component(s):
All sheet metal courses are taught in a cohort model. Like many of Foothill's allied health students, sheet metal student matriculate as a group working and learning together. This approach to learning is fundamentally a collaborative one. Beyond this, however, sheet metal students are required to collaborate with other professionals at a job location and thus require the cross-communication skills need to work with members of other trades and the larger network of a generally contracted job.

"***APSM 126/Lesson 9/Lean Construction:*** *Lean construction covers methodologies of building with an emphasis on environmental sustainability. Lean construction projects review common methodologies for building, and look towards materials and building practices which reduce environmental impact."*

Sheet Metal courses including but not limited to (APSM 124, APSM 120, APSM 112)

BTSM Program, Year 5, Semester 3, Module 24-6 (Standing Seam Roofs), BTSM Program, Year 5, Semester 1, Module 20-09 (Duct Shaft Support Layout), BTSM Program, Year 2, Semester 4, Module 12-11 (Installing Ductwork)

General Education Review Request
AREA III - NATURAL SCIENCES

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):
Sheet metal students must communicate in a variety of formats. Whether it is engaging with other workers or supervisors, or with customers and the public, students in this program are required to express themselves clearly, concisely, and persuasively.

Sheet Metal courses including but not limited to (APSM 105, APSM 102, APSM 101)

BTSM Program, Year 1, Semester 2, Modules 5- #1-#13 (FSD training), BTSM Program, Year 1, Semester 1, Modules 2- #1-#14 (Math, Layout Basics, and Safety), BTSM Program, Year 1, Semester 1, Modules 1- #1-#18 (Trade Introduction)

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course component(s):
Because the application of what sheet metal students learn and practice must be extremely precise to meet all existing codes and regulations, students learn and apply many mathematical concepts and data collection models.

Sheet Metal courses including but not limited to (APSM 116, APSM 119, APSM 127)

BTSM Program, Year 3, Semester 4, Modules 16- #1-#14 (Plans and Specifications), BTSM Program, Year 3, Semester 4, Modules 19- #1-#12 (HVAC Air Systems and Duct Design), BTSM Program, Year 5, Semester 3, Modules 27- #1-#8 (Basic Autocad)

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):
Sheet metal students must communicate in a variety of formats. Whether it is engaging with other workers or supervisors, or with customers and the public, students in this program are required to express themselves clearly, concisely, and persuasively.

Sheet Metal courses including but not limited to (APSM 105, APSM 102, APSM 101)

BTSM Program, Year 1, Semester 2, Modules 5-#1-#13 (FSD training), BTSM Program, Year 1, Semester 1, Modules 2-#1-#14 (Math, Layout Basics, and Safety), BTSM Program, Year 1, Semester 1, Modules 1-#1-#18 (Trade Introduction)

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course component(s):
Students in the sheet metal program meet this standard in a variety of ways. Their training includes courses on the environmental impact of their work on the planet. They also learn about the role of their union in advancing the social and economic opportunities for historically marginalized groups. And through on the job training and other required program elements, sheet metal students also learn the real-world importance of their actions and behaviors on others.

Sheet Metal courses including but not limited to (APSM 122, APSM 119, APSM 175A, APSM 101)

BTSM Program, Year 4, Semester 4, Modules 22-#1-#15 (Codes and Standards), ***BTSM Program, Year 3, Semester 4, Modules 19-#1-#12 (HVAC Air Systems and Duct Design), BTSM Program, Year 4, Semester 1,***

General Education Review Request
AREA III - NATURAL SCIENCES

Modules 153A- #1-#10 (TABB Technician Certification

BTSM Program, Year 1, Semester 1, Module 1-11 (Bias and Belonging)

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course component(s):

Requesting Faculty: Robert Cormia Date: 3/4/2024

Division Curr Rep: Timothy Myres Date: 3/4/2024

FOR USE BY GE SUBCOMMITTEE:

Review Committee Members: N/A

Recommended for Approval: _____ Not Recommended for Approval: _____ Date: _____

In the box below, please provide rationale regarding the subcommittee's recommendation:

Note: application did not go to subcommittee

FOR USE BY CURRICULUM OFFICE:

Approved: _____ Denied: _____ CCC Co-Chair Signature:_____Date:_____

APSM 106 Course Outline

SHEET METAL WORKERS LOCAL 104
Bay Area Industry Training Fund

COURSE OUTLINE – SMQ06

8 HR	Basic AUTOCAD
1.5 HR	Solder Safety & Preparation
1 HR	Solder
1 HR	Flux
6 HR	Soldering Irons
3 HR	Identifying & Preparing Materials
10 HR	Soldering Practices
2 HR	Common Solder Errors
1 HR	Post Soldering
5.5 HR	Shop Final
1 HR	Written Final
40 HRS	TOTAL

Rev: 5/17/2023

APSM 107 Course Outline

SHEET METAL WORKERS
LOCAL 104
Bay Area Industry Training Fund

COURSE OUTLINE – SMQ07

1 HR	Review Apprentice Policies
3 HR	Coyne Basic Life Safety
2 HR	Intro to Mechanical Plans
1 HR	Intro to Plan Grid
3 HR	Intro to Parallel Line Development
5 HR	Round Gore Elbow
3 HR	Fab Round Unequal Size 45 Degree Tee
2.5 HR	Layout Only - Round 90 Degree Offset Tee
1 HR	Architectural Principles & Safety
8 HR	Energy Efficiency through Duct Design
2 HR	Water Movement, Systems & Sealants
2 HR	Expansion & Contraction
2 HR	Basics of Architectural Layout
3 HR	Shop Final Exam
1.5 HR	Written Final
40 HRS	TOTAL

Rev: 07/24/2022

(APSM 113) SMQ13-02 Lesson Plan

Title: Introduction to Shielded Metal Arc Welding (SMAW)

Time Required: 3 hours (180 min.)

Performance Objective:

After a presentation, "Introduction to Shielded Metal Arc welding", and an instructor demonstration on setting up the SMAW welding machine, students will demonstrate, through testing, the ability to properly select electrodes, connect the SMAW power source, leads, and the electrode holder in preparation to begin welding.

Equipment/Resources Needed:

- Laptop and projector with access to Total Track
- Power Point presentation "Introduction to SMAW"
- ITI Welding Student Manuel 1-4 (pg 74-99 of Ereader)
- Welding Power source, ground clamp, leads, electrode holder
- Various SMAW Electrodes (6010, 6011, 6013, 7018)
- Assignment 13-02 Introduction to SMAW
- Assignment 13-03 Electrodes, duty cycle and currents

Introduction:

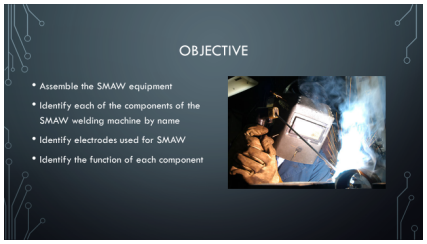
Developed in 1888, shielded metal arc welding is one of the oldest and simplest welding processes still used to this day. Often times in the field, this process will be called "stick welding" due to the electrode used in the process. This process has remained relevant due to the ease of setup, the ability to weld many metals, and the ability to weld out of position. Many welds which sheet metal workers encounter in the field will be out of position welds, where compactness and ease of setup may be the best option for a successful job completion.

Shielded metal arc welding also has disadvantages which need to be considered:

Due to the high temperatures of the arc, (9000 degrees), it is easy to burn through metals lighter than 18 gauge. The slag which is deposited on the weld must be removed, thus making the process slower. The welder has to cease welding to change electrodes as they are consumed adding further inefficiencies.

Despite the inefficiencies of the process, shielded metal arc welding is the best process to begin practicing welding, as it contains all of the basic fundamentals for power setup, as well as electrode manipulation. This base in knowledge will carry us over to other welding processes covered in the program.

Presentation:

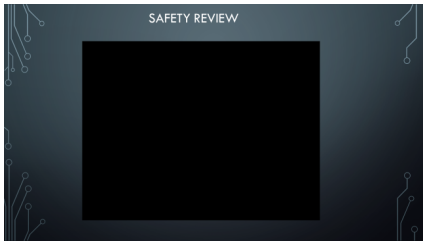
What you say	What you show
After this presentation, we will be able to successfully complete the following objectives: We will cover the **assembly of the SMAW equipment**. In the field or in a shop, the welder will be required to correctly and efficiently setup the welding machine. Throughout our practice in the shop, we will be setting up and breaking down our machines daily, keeping safety and equipment protection in mind. You will be able to **identify all of the components of the welding machine by name**. Using proper names for equipment allows for ease of communication, and shows professionalism in your craft. We will discuss electrodes, and be able to **properly identify electrode classifications for the SMAW process**. Correctly identifying electrodes is a starting point to ensure quality welds, and proper base metal fusion. We will **identify the function of each component** identified to guide us in the shop.	 **Begin Power Point presentation "Introduction to SMAW"**  **Slide 2 Objectives**
Before setting up, always check for safety by: • Checking the welding leads and lead connections for cuts or disconnections. • Make sure all connections are secured not only for safety, but improperly connected equipment can effect weld quality. • Check for fire extinguishers in two separate locations. • Checking the location of the power source, primary power fuse, and disconnects.	 **Slide 3 Safety Review**

- Each of the welding booths in our shop has a power disconnect. It is important that before disconnecting any power source, the circuit be turned to the off position. This is not only proper electrical safety practice, but depending on the power plug style type, it will maintain the electrical connectors.

- Making sure the area you will be welding in has adequate ventilation.
  - Our shop booths are equipped with exhaust ventilation pulling smoke, and preventing inhalation of fumes. In addition, there is also make-up air provided. It is important before welding occurs in the shop, the exhaust fans and make-up air unit be turned on.

- Make sure your area is free of any flammable materials which can ignite.
  - This includes papers from notes or project documentation.
  - Lighters in pockets
  - Brooms in the welding booths

Note to instructor: Continue to Slide 4 and play the video for "Safety Review"



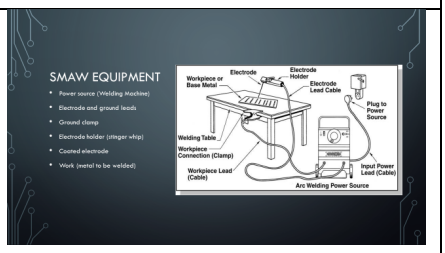
Slide 4 Safety Review

The SMAW equipment consists of the following:

- **A power source or welding machine**.
  - Our training facilities are equipped with both Lincoln and Miller welding machines, and throughout the week, each student will have practice on both types of machines.

- **Electrode and ground Leads**
  - The connection of the electrode and ground leads will determine our polarity.

- **The ground clamp,** in our shop practice, we will be connecting directly to our welding booth table.



Slide 5 SMAW Equipment

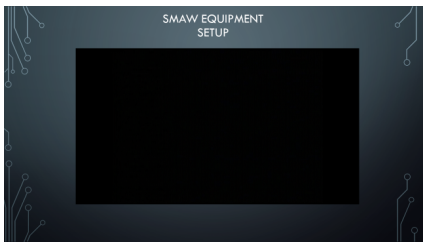
- **The electrode holder**, properly secures the electrode used to weld. This can also be known as the “stinger, or whip”.

Note to instructor display the stinger whip with an electrode.

- **A coated electrode**, `initiates the arc and is manipulated to create a weld. These electrodes are identified by the American Welding Society, and the classifications will be discussed in future slides.

- **The work or material to be welded**. In our shop practice, we will be working with 10 gauge steel, which is ideal for practicing hand technique with the electrode. As mentioned previously, this process is not ideal for materials lighter than 18 gauge thickness.

Note to instructor: It is beneficial to have a welding setup in the classroom to not only identify the components in the presentation, but display the physical component in the classroom.
Continue to Slide “SMAW Equipment Setup” and display the video



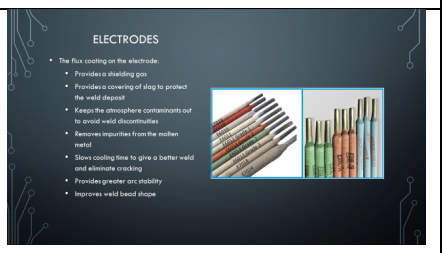
Slide 6 Equipment Setup

The electrode in the SMAW process initiates the arc, which melts both the electrode and the base metal. The molten metal from the electrode mixes with the molten base metal to form the weld pool, or the weld puddle as it is also called.

- As the electrode moves along the joint, the deposited metal mixes with the base material and solidifies. As the heat from the arc melts the base metal, it also melts the flux coating on the electrode.

- This flux coating produces slag, which provides the following:

    - **Shielding**- some of the coating decomposes to form a gaseous shield for the molten metal.



Slide 7 Electrodes

- **Deoxidation**- the coating provides a fluxing agent to remove impurities, oxygen and other atmospheric gases.
- **Alloying**-the coating provides additional alloying elements for the weld deposit.
- **Ionizing**- when the flux coating becomes molten, it improves electrical characteristics to increase arc stability.
- **Insulating**-the solidified slag provides an insulating blanket to slow down the weld metal cooling rate.

- It is important to note that often times a discontinuity associated with SMAW is slag inclusions. Slag inclusions occur when slag becomes entrapped in the molten weld pool. It is important when completing starts and stops of welds, to thoroughly clean all slag from the weld and base metal to prevent this discontinuity.

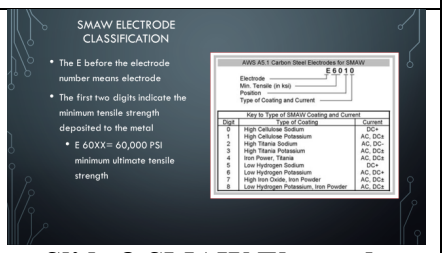
The American Welding Society has developed a classification system used for identifying electrodes. It is important to properly identify electrodes to make sure the correct materials are selected for a job and proper material storage protocols can be followed.

The picture shown in the presentation shows an electrode classification for an E6010 SMAW electrode. **This picture has also been uploaded to the files section of Total Track for your personal information.**

The classification begins with the letter **E** which stands for Electrode.

- The primary element of the SMAW process is the electrode. It is made of a metal core wire covered with a layer of granular flux, held together with a bonding agent.

The second, is the number **60** which denotes the minimum tensile strength in kilo pounds per square inch (ksi).
E 60XX= 60,000 KSI minimum ultimate tensile strength.



Slide 8:SMAW Electrode Classification

- Ultimate tensile strength is the maximum amount of tensile stress that a material can withstand before it breaks or fractures, as defined by the AWS.

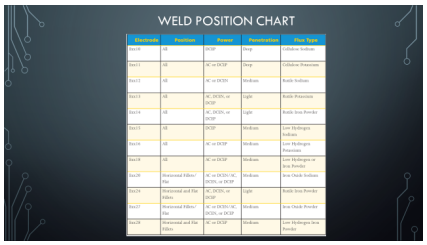
The third digit indicates the position which the electrode is to be used.

- The number **1** signifies that the electrode can be used in all positions including flat, horizontal, vertical, and overhead.
- Since this process can be used in many positions, it is important to note that the correct electrode is being used for the position of the weld.

The final number signifies the current and coating of the electrode.

- The number **0** signifies DC+ current type, which we will cover in proceeding slides.

Note to instructor: Proceed to Slide #9 and show the weld positions noted in the chart. Explain to the students that our practice in the shop with SMAW will begin with the flat position.



Slide 9: Weld Position Chart

The advantages seen in the SMAW process are apparent in the cost savings, versatility and portability of the SMAW process.

The lack of requiring external shielding gas eliminates the hazard of gas canister storage and transportation seen in other processes. Gas is also very expensive, so this process is cost effective.

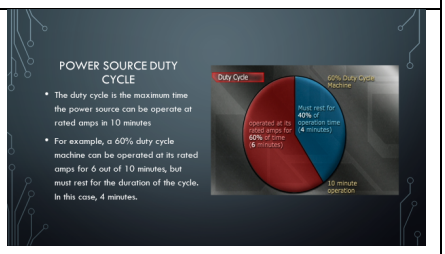
SMAW is versatile in its material compatibility and can weld most metal types. While the slag can be inconvenient, the electrode itself provides a very stable arc when manipulated correctly.

Most errors we will encounter as a class will be in the welder's electrode manipulation.

Slide 10: Advantages of the SMAW Process

Power Sources may be generator, transformer-type, or inverter.

- Power sources can be identified by primary and secondary ratings on the nameplate.

The primary section (input power) shows: 1. Primary voltage 2. Amperage draw 3. Cycles per second (Hertz) 4. Number of primary phases (single or three phases). **The secondary section (output power)** shows: 1. Welding voltage 2. Welding amperage 3. Duty cycle 4. Maximum open circuit voltage. At the Local 104 training facilities we have CC-CV power sources, or constant current-constant voltage power sources. • CC-CV Power Sources will make internal adjustment to give the user a constant stream of current, even if the operator's arc length changes during welding. • Power Sources have positive and negative lead connections, which determine the polarity when welding.	**Slide 11: Locate the Power source**
The duty cycle is the maximum time the power source can be operate at rated amps in 10 minutes • For example, a 60% duty cycle machine can be operated at its rated amps for 6 out of 10 minutes, but must rest for the duration of the cycle. In this case, 4 minutes. • If the welding machine is rated at 300 amps and 60% duty cycle, you can operate at 300 amps for 6 out of 10 minutes, but must rest for the duration of the cycle in this case, 4 minutes. • If you operate the same machine at 230 amps, it has a 100% duty cycle. You need to consult your owner's operation manual for the duty cycle at the amperage you are using.	 **Slide 12: Power Duty Cycle**

The length of the welding cables and the amperage used in the arc, will determine what size cable needed.

- Using a cable too small for the amperage and/or the distance from the power supply (including length of welding lead and ground lead) could cause the cable to overheat and damage the cable or power supply.

- A cable that is too small will create added resistance in the welding circuit and cause overheating which can affect your weld quality.

The length of the cables is the total length of the welding circuit. That includes the electrode lead and the ground lead.

- For example, let's say you are welding at 200 amps and working 90 feet from the welding machine. The length of the circuit would be 90 feet out for the electrode lead and 90 feet back for the ground lead, a total of 180 feet.

The work lead is attached to the work-piece by a spring loaded ground clamp or a screw-type clamp.

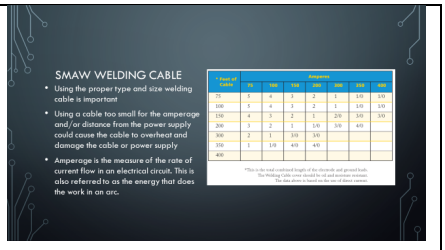
- The best way to attach the cable to the ground clamp is by a mechanical connection.
- Soldering these connections is not recommended because solder doesn't conduct current as well and solder could melt if the welding cable overheats.

The electrode lead is fastened to an electrode holder, which is the device that holds the electrode during welding. The electrode lead and holder are commonly referred to as the stinger.

Welding cable doesn't wear out from carrying current but it does wear out when it is subjected to physical abuse.

- Be sure it doesn't cross areas where it may be run over by forklifts or trucks.

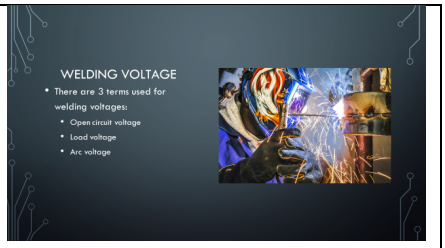
- Likewise setting heavy steel plates on the cables can crush the wires inside.



Slide 13: SMAW Welding Cable

There are three types of welding voltage:

- Open circuit voltage: Measured at the output terminals of the power source when it is energized, but no welding is being done
- Load voltage: Measured at the output terminals of the power source during welding
- Arc voltage: Measured at the welding arc

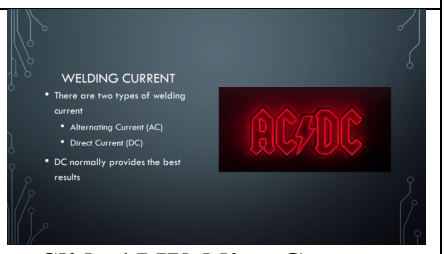


Slide 14: Welding Voltage

There are two types of welding currents:

- Alternating Current (AC)
- Direct Current (DC)

DC provides the best results when welding with the SMAW process.



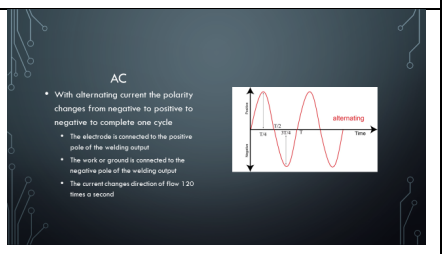
Slide 15 Welding Current

With Alternating Current (AC), the polarity changes from negative to positive, to negative to positive.

The electrode is connected to the positive pole (+) (usually labeled electrode) of the welding output.

The work or ground is connected to the negative pole (-) (usually labeled work) of the welding output.

The current changes direction of flow 120 times a second (this is 60 complete cycles per second).



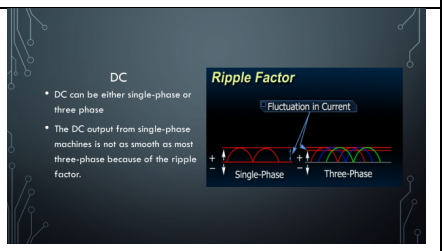
Slide 16 AC

Direct current or DC power can pull from a single phase power source or 3 phase power source.

Note to instructor: The image on the presentation shows the waves of power in single and 3 phase power.

For single-phase DC, there is a point at which there is no current.

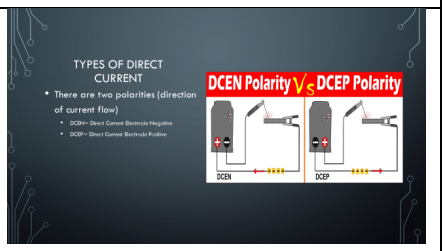
With three-phase DC, there are three separate currents at equal time intervals, 120º apart, thus, there is never a current outage.



Slide 17 DC

- When one current drops off, a second current begins; when the second current drops off, the third current begins and the cycle continues, providing a much smoother arc.

There are two polarities (direction of current flow) of direct current:
1. DCEN - Direct Current Electrode Negative (Also referred to as straight polarity)
2. DCEP - Direct Current Electrode Positive (Also referred to as reverse polarity).

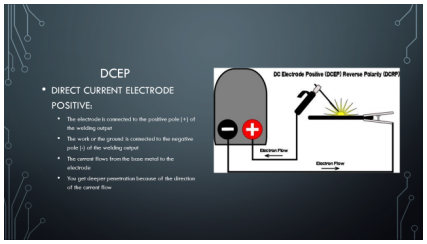


Slide 18: Types of Direct Current

DCEP
With direct current electrode positive, the electrode is connected to the positive pole (+) of the welding output.

- The work or ground is connected to the negative pole (-) of the welding output.
- The current flows from the base metal to the electrode providing deeper penetration.

- The penetration increases because the positive pole contains 70% of the heat, and the superheated filler metal impacts the base metal with tremendous speed driving it into the molten weld pool. This is contrasted by the negative pole which contains only 30% of the heat.

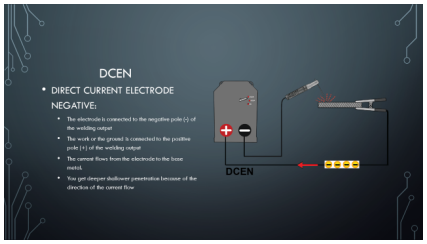


Slide 19: DCEP

DCEN

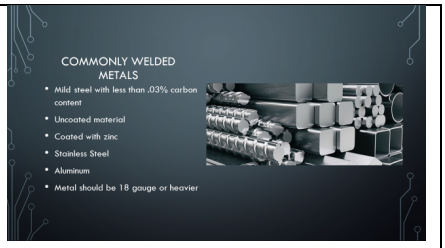
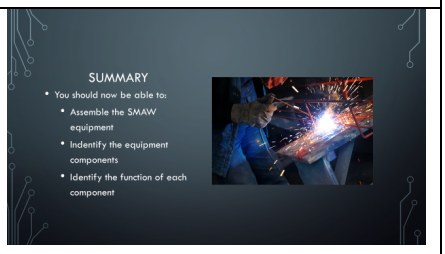
- With direct current electrode negative, the electrode is connected to the negative pole (-) of the welding output.

- The work or ground is connected to the positive pole (+) of the welding output.
- The current flows from the electrode to the base metal providing shallower penetration because of the direction of the current flow.



Slide 20:DCEN

Note to instructor: Provide demonstration of changing polarities on the welding power source. Make sure to mention to the students that the first process practiced in the shop will be Direct Current Electrode Positive (DCEP).

Commonly Welded Metals SMAW is also considered to be versatile because it can successfully weld: 1. Mild steel with less than .030% carbon content 2. Uncoated material 3. Coated with zinc and other material 4. Stainless steel 5. Aluminum 6. Metal should be 18 gauge or heavier.	 **Slide 21: Commonly welded Metals**
The concepts which should be fully understood before moving into the DASH principle are. 1. Assemble the Shielded Metal Arc Welding (SMAW) equipment 2. Identify the equipment components by name • Electrode holder • Leads (Ground and work) • Ground clamp • Electrode • Power source 3. Identify the function of each component. 4. Identify electrodes by their classification • Mention the AWS electrode classification for the SMAW electrodes is in the file section of Total Track and review.	 **Slide 22:Summary**

Application:
Following the presentation, students will be directed to read module 2/Lesson 3 of the Iti Welding Student manual Volume I "Set Up for Shielded Metal Arc Welding Operations" pages #89-99 of the Ereader. Students will be given time to read and will complete the following assignments on Total Track:

Quiz 13-02 Introduction to SMAW
Quiz 13-03 Electrodes, duty cycle and currents

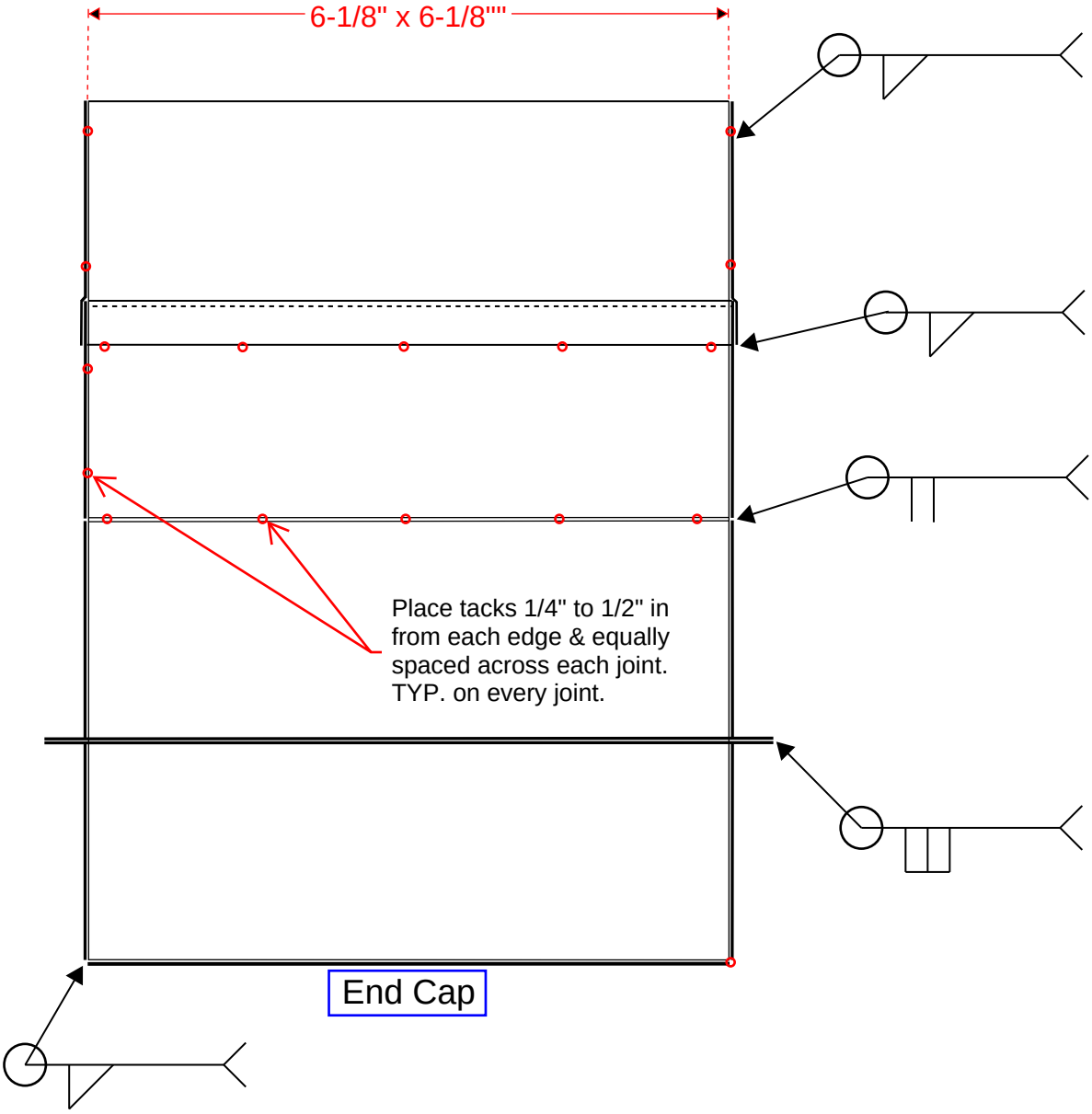
Students will use equipment setup techniques discussed in the lesson to guide them into the SMAW DASH principles of the next lesson. Completing this module, apprentices will be able to setup the welding machine for the SMAW process, and select the proper electrode to begin welding.

Summary:

SMAW is an extremely versatile and cost effective welding process which accounts for 60% of the worlds welding to this day. Potentially windy environmental conditions and the various positions a sheet metal worker will be exposed to, may make SMAW an ideal candidate to complete the task on a job. When welding duct stands or a package unit on the roof, and wind is impacting arc stability, SMAW will get the job done.

Remember that proper setup and electrode selection are very important parts of the SMAW process. Always follow proper safety procedures to prevent harming yourself and others around you. Be able to locate all available information concerning the power source that you are using, such as duty cycle, amperage and voltage capacities, so you don't overload the welding power source. Also, remember that loose or improper connections will greatly affect your welds.

16ga. GMAW Grease Tack Welded Duct Final



o = Tack Welds

S. FAIN
980185

16ga. Carbon Steel Grease Duct is made of 16 pcs. 2"x6" weld coupons with 1/2" flanges. Welded end cap on one end. NO WELDING, fully tack welded and prepped for welding.

No Grinding after tacking, wire brush only.

JOB NO.	867-5309
DATE:	12/21/2021
BY:	S.F.
SHEET #	104

(APSM 122) DLT Unit 3 Test Procedures Lesson Plan

Title: DLT Unit 3 Test Procedures

Instructor: Chris Coatsworth

Time Required: Day 3, 1-1/2hrs

Performance Objective:

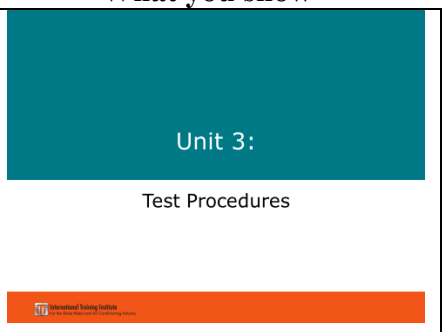
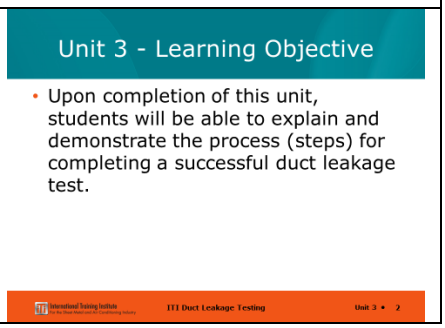
- Upon completion of this unit, students will be able to explain and demonstrate the process (steps) for completing a successful duct leakage test.

Equipment/Resources Needed:

- Computer
- Projector/Monitor
- ITI DLT PPT Unit3 Test Procedures_REV01- Power Point
- DLT Test Kit

Introduction: Performing the Air Duct Leakage Testing is the essence of DLT. It is important that you know your testing equipment and how to perform DLT with confidence. Remember, most of the time there will be a witness to the testing. One false reading can remove all confidence that the witness has in you.

Presentation:

What you say	What you show
1. Unit 3: Test Procedures	
2. Unit 3 - Learning Objective • Upon completion of this unit, students will be able to explain and demonstrate the process (steps) for completing a successful duct leakage test.	

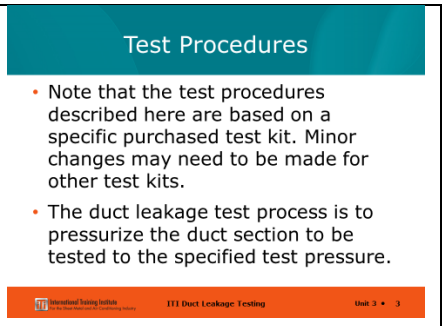
3. Test Procedures

- Note that the test procedures described here are based on a specific purchased test kit. Minor changes may need to be made for other test kits.

It is important to read the manufacturer's manual for the test kit that you will be using on a jobsite.

- The duct leakage test process is to pressurize the duct section to be tested to the specified test pressure.

If you can not achieve the specified test pressure than the test fails. Your final duct pressure reading must be at the specified test pressure or slightly higher. If a test requires a duct pressure of +4.0" WG then a reading of 3.99" WG is unacceptable.



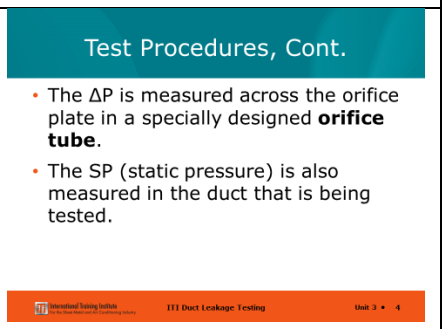
4. Test Procedures, Cont.

- The ΔP is measured across the orifice plate in a specially designed **orifice tube**.

Keep a copy of the orifice tube/plate's calibration chart with you when testing. The witness and your self will need it to determine the allowable leakage rate.

- The SP (static pressure) is also measured in the duct that is being tested.

Make sure you are using the proper manometer for the job. Some projects will specify which type of manometers are to be used. If using digital manometers, make sure you have extra batteries on hand. It is a good idea to have the calibration certificates for the manometers with you. Sometimes witnesses will want to see them.

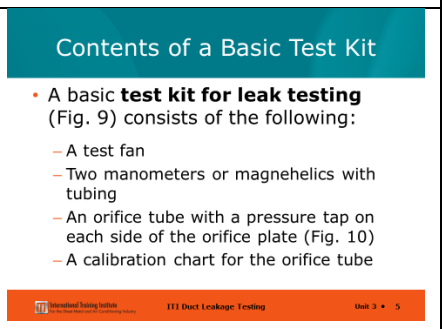


5. Contents of a Basic Test Kit

- A basic **test kit for leak testing** (Fig. 9) consists of the following:
  - A test fan
  - Two manometers or magnehelics with tubing
  - An orifice tube with a pressure tap on each side of the orifice plate (Fig. 10)

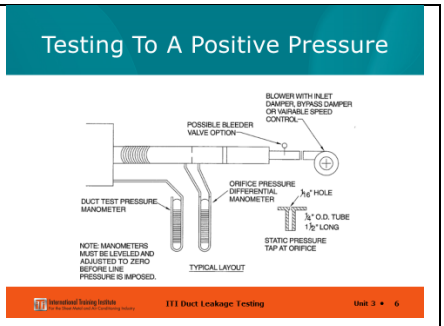
Newer test kits will often have multiple orifice plates at various sizes. This allows for a wider range of test sections from large to small.

  - A calibration chart for the orifice tube



6. Testing To A Positive Pressure

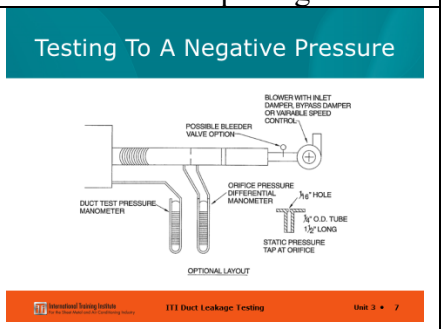
This diagram shows a DLT test kit that is set up to produce a positive pressure within the duct section. It contains a blower, orifice plate, and two manometers.



- Show your DLT kit to the class. Point out all of the parts and explain/demonstrate how it is put together.

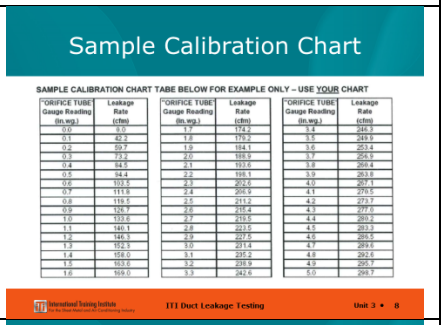
7. Testing To A Negative Pressure

This diagram shows a DLT test kit that is set up to create a negative static pressure within the duct section. The actual leakage rate will be the same if you are testing it under a positive or negative pressure. Often, the DLT specs will require duct work that is to operate under a negative pressure to be tested under a negative pressure. In this diagram the high pressure port of the orifice delta P is closest to the duct section and the low pressure port is closest to the blower.



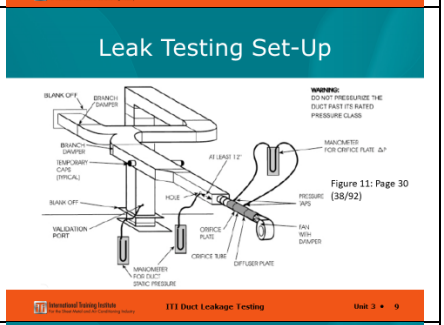
8. Sample Calibration Chart

This is an example of what some calibration charts look like. This is very simple. You just locate the orifice tube delta P on the chart that you measured and look at the CFM value. Often, there is also a formula for which the chart is based off of.



9. Leak Testing Set-Up

This diagram also shows an Air Duct Leakage Test set-up. Notice that there is a third manometer shown at the other end of the duct section. This is to verify that there are no other blank offs in the middle of the duct section. The static pressure should match at both ends of the duct section.

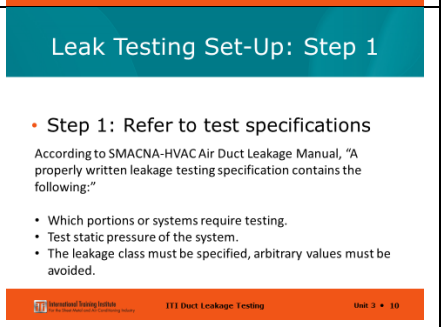


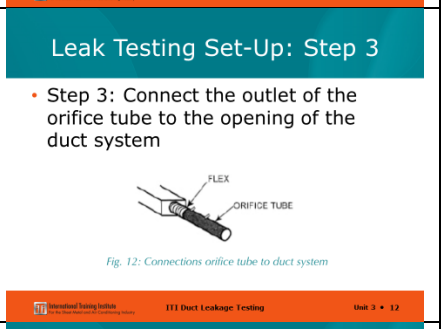
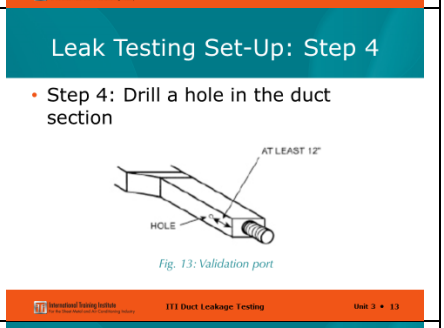
10. Leak Testing Set-Up: Step 1

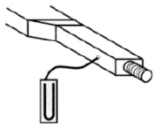
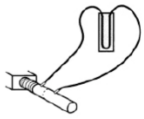
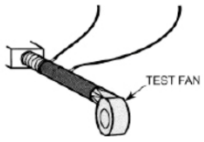
- Step 1: Refer to test specifications

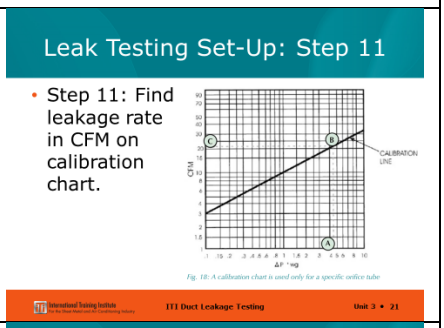
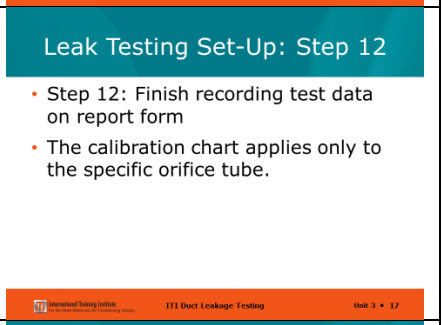
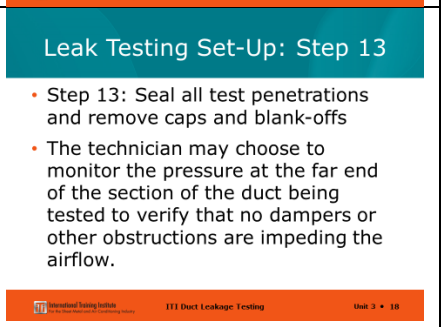
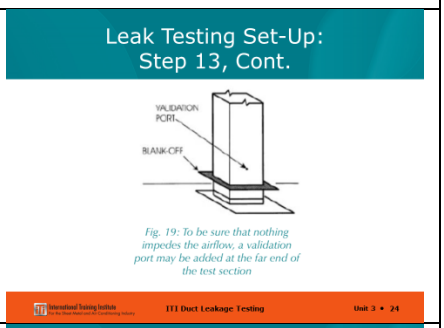
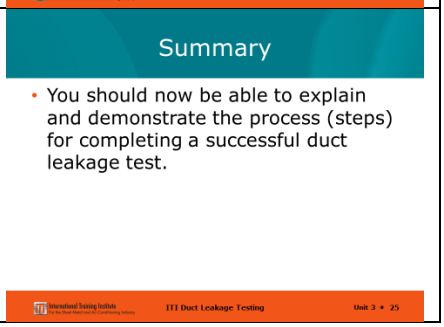
According to SMACNA-HVAC Air Duct Leakage Manual, "A properly written leakage testing specification contains the following:"

- Which portions or systems require testing. (All is not usually practical option unless cost is not a concern)



• Test static pressure of the system (not to exceed the construction static pressure class of the ductwork) • The leakage class must be specified, arbitrary values must be avoided. Use values that coincide with the type, construction, and operating pressure of the ductwork. If any of this information is missing, an RFI must be written ASAP.	
11. Leak Testing Set-Up: Step 2 • Step 2: Seal off all duct openings Duct openings may be sealed off with end caps or plastic wrap that is held on by duct tape. This will depend on the test pressure.	
12. Leak Testing Set-Up: Step 3 • Step 3: Connect the outlet of the orifice tube to the opening of the duct system Use duct tape or metal clamps to attach the test outlet to the ductwork.	
13. Leak Testing Set-Up: Step 4 • Step 4: Drill a hole in the duct section Notice that the hole needs to be at least 12” downstream from where the test connection is located. The hole needs to be approximately 3/8”.	
14. Leak Testing Set-Up: Step 5 • Step 5: Set both manometers to zero (if applicable). U-tube manometers, vertical/inclined manometers, Magnehelic gauges, and some digital manometers must be zeroed. Some instruments will automatically zero themselves.	

15. Leak Testing Set-Up: Step 6 • Step 6: Connect tubing to manometer and pressure tap. Keep in mind if the duct is going to be tested under a positive pressure or a negative pressure. Certain manometers will need to have the hose connected to the low side if measuring a negative pressure.	**Leak Testing Set-Up: Step 6** • Step 6: Connect tubing to manometer and pressure tap.  *Fig. 14: Connecting manometer to tubing* ITI Duct Leakage Testing Unit 3 • 15
16. Leak Testing Set-Up: Step 7 • Step 7: Use tubing to connect other manometer. Keep in mind the direction of the airflow. If tested under a positive pressure, the high port is closest to the blower. If under a negative pressure, the high port is furthest from the blower.	**Leak Testing Set-Up: Step 7** • Step 7: Use tubing to connect other manometer.  *Fig. 15: Connecting manometer to two orifice tube pressure taps* ITI Duct Leakage Testing Unit 3 • 16
17. Leak Testing Set-Up: Step 8 • Step 8: Connect test fan outlet to inlet side of orifice tube. Cover fan inlet opening. • **CAUTION:** If the inlet is not covered, the sudden pressure when the fan starts can blowout the manometer fluid (see Fig. 16).	**Leak Testing Set-Up: Step 8** • Step 8: Connect test fan outlet to inlet side of orifice tube. Cover fan inlet opening. • **CAUTION:** If the inlet is not covered, the sudden pressure when the fan starts can blowout the manometer fluid (see Fig. 16). ITI Duct Leakage Testing Unit 3 • 13
18. Leak Testing Set-Up: Step 8 This diagram shows the test blower set up for a positive pressure test.	**Leak Testing Set-Up: Step 8**  *Fig. 16: Connect test fan outlet to orifice tube* ITI Duct Leakage Testing Unit 3 • 18
19. Leak Testing Set-Up: Step 9 • Step 9: Start fan on low speed and gradually increase. Look for change in manometer connected to duct.	**Leak Testing Set-Up: Step 9** • Step 9: Start fan on low speed and gradually increase. Look for change in manometer connected to duct. ITI Duct Leakage Testing Unit 3 • 14
20. Leak Testing Set-Up: Step 10 • Step 10: Determine the ΔP on the manometer connected on both sides of orifice plate. • Differential pressure can be measured with various instruments: – Digital or electronic manometer – U-tube manometer – Inclined manometer	**Leak Testing Set-Up: Step 10** • Step 10: Determine the ΔP on the manometer connected on both sides of orifice plate. • Differential pressure can be measured with various instruments: – Digital or electronic manometer – U-tube manometer – Inclined manometer – Magnehelic gauge ITI Duct Leakage Testing Unit 3 • 15

– Magnehelic gauge	
21. Leak Testing Set-Up: Step 11 • Step 11: Find leakage rate in CFM on calibration chart. The chart shown here is a different calibration chart. This example is out of the book.	
22. Leak Testing Set-Up: Step 12 • Step 12: Finish recording test data on report form • The calibration chart applies only to the specific orifice tube.	
23. Leak Testing Set-Up: Step 13 • Step 13: Seal all test penetrations and remove caps and blank-offs • The technician may choose to monitor the pressure at the far end of the section of the duct being tested to verify that no dampers or other obstructions are impeding the airflow.	
24. Leak Testing Set-Up: Step 13, Cont. • For example, for the test section shown on page 34, a validation port could be made at the base of the duct (Fig. 19).	
25. Summary • You should now be able to explain and demonstrate the process (steps) for completing a successful duct leakage test.	

Application: Setting up the DLT machine is performed for every Air Duct Leakage Test.

Summary: You now know the steps for setting up an Air Duct Leakage Test Kit. Remember, that there are different kits so some things may be a little different than what was demonstrated here today.

Foothill College

College Curriculum Committee

Report on Progress Regarding Local General Education Requirements

The College Curriculum Committee has been deeply engaged in discussions on proposed changes to the local General Education (GE) requirements in alignment with state guidelines. The focus areas include reconsidering the inclusion of Lifelong Learning, updating the Natural Sciences lab requirement, and refining the Math & Quantitative Reasoning area. The committee is navigating differing opinions, particularly on Lifelong Learning, reflecting wider debates at the state level. Collaboration with De Anza College and incorporating student feedback are crucial parts of this ongoing process. Proposed changes aim to align with the State's direction, remove outdated requirements, and ensure that courses facilitate students' progress towards their degrees efficiently.

In all three of the below categories, the primary argument for removal centers around completion speed. The primary argument for retention tends to reference our stated mission of "equipping our students with critical thinking skills… and engaging in a life of inquiry."

1. **Lifelong Learning**
    a. The state has directed us to remove the requirement.
    b. ASCCC has directed us to make all efforts to retain this requirement.
    c. CCC is split, but leaning to removal. It is our suggestion to align with ASCCC and find ways to encourage people to continue to take classes in this category, despite it being no longer required.
2. **Natural Sciences (Area 5) Lab**
    a. There is some desire to keep the lab requirement, but the general consensus is to remove the lab requirement.
    b. Little actual change, as most affected courses have embedded labs.
3. **Math & Quantitative Reasoning (Area 2)**
    a. There is a strong desire from many to keep existing math classes.
    b. The current working suggestion is to move as many as possible from Foothill Area V to the new Area 2, thus retaining their degree relevance.

The College Curriculum Committee welcomes any and all discussion of the above changes. We plan to discuss processes next, with specific focus on two changes that need to be considered around logistics of course offerings:

1. Transition Process for current approved FHGE Courses
2. Process of updating local GE forms