

**College Curriculum Committee Meeting Agenda**  
**Tuesday, December 2, 2025**  
**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: November 18, 2025	2:00	Action	#12/2/25-1	Kaupp
2. Report Out from CCC Members	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. ASCCC Fall Plenary Update c. New Fields on CourseLeaf COR Form	2:17	Information	#12/2/25-2–3 #12/2/25-4	CCC Team
5. Division Curriculum Committees	2:25	Action	#12/2/25-5	Kaupp
6. New Degree Application: Elementary Teacher Education: Integrated Programs ADT	2:28	2nd Read/ Action	#12/2/25-6	Kaupp
7. Stand Alone Application: GID 70R series	2:31	2nd Read/ Action	#12/2/25-7	Kaupp
8. Stand Alone Applications: JRYM 403, 420, 422, 422A, 422B, 422C, 422D, 422E, 423B, 423C, 423D, 423E, 423G, 423J, 423K, 423L, 426A, 426B, 427A, 427C, 427E, 427F, 427J, 427K, 427L, 428, 432A, 434E, 434F, 434L	2:33	2nd Read/ Action	#12/2/25-8–37	Kaupp
9. New Certificate Proposal: Fundamental Foreman (noncredit)	2:36	Action	#12/2/25-38	Kaupp
10. New Certificate Proposal: Intermediate Foreman Development (noncredit)	2:39	Action	#12/2/25-39	Kaupp
11. New Certificate Proposal: Advance Foreman Development (noncredit)	2:42	Action	#12/2/25-40	Kaupp
12. Foothill GE Application Criteria: Area 3	2:45	Discussion	#12/2/25-41	Kaupp
13. Foothill GE Application Breadth Criteria & Breadth Mapping	3:10	Discussion	#12/2/25-42– 43	Kaupp
14. Good of the Order	3:27			Kaupp
15. Adjournment	3:30			Kaupp

*\*Times listed are approximate*

**Attachments:**

#12/2/25-1      Draft Minutes: November 18, 2025  
#12/2/25-2–3      New Course Proposals: [V T 83A](#), [V T 83B](#)  
#12/2/25-4      New Lecture Units and Lab Units fields in CourseLeaf CIM  
#12/2/25-5      Division Curriculum Committees 12.2.25  
#12/2/25-6      New Degree Application: [Elementary Teacher Education: Integrated Programs ADT](#) (updated)  
#12/2/25-7      Stand Alone Application: [GID 70R series](#)

- #12/2/25-8-37 Stand Alone Applications: [JRYM 403](#), [JRYM 420](#), [JRYM 422](#), [JRYM 422A](#), [JRYM 422B](#), [JRYM 422C](#), [JRYM 422D](#), [JRYM 422E](#), [JRYM 423B](#), [JRYM 423C](#), [JRYM 423D](#), [JRYM 423E](#), [JRYM 423G](#), [JRYM 423J](#), [JRYM 423K](#), [JRYM 423L](#), [JRYM 426A](#), [JRYM 426B](#), [JRYM 427A](#), [JRYM 427C](#), [JRYM 427E](#), [JRYM 427F](#), [JRYM 427J](#), [JRYM 427K](#), [JRYM 427L](#), [JRYM 428](#), [JRYM 432A](#), [JRYM 434E](#), [JRYM 434F](#), [JRYM 434L](#)
- #12/2/25-38 New Certificate Proposal: [Fundamental Foreman \(noncredit\)](#)
- #12/2/25-39 New Certificate Proposal: [Intermediate Foreman Development \(noncredit\)](#)
- #12/2/25-40 New Certificate Proposal: [Advance Foreman Development \(noncredit\)](#)
- #12/2/25-41 Foothill GE Application for Area 3
- #12/2/25-42 Foothill GE Breadth Criteria & Breadth Mapping draft updates
- #12/2/25-43 Foothill College Institutional Learning Outcomes

### **2025-2026 Curriculum Committee Meetings:**

<u>Fall 2025 Quarter</u>	<u>Winter 2026 Quarter</u>	<u>Spring 2026 Quarter</u>
<del>10/7/25</del>	1/20/26	4/14/26
<del>10/21/25</del>	2/3/26	4/28/26
<del>11/4/25</del>	2/17/26	5/12/26
<del>11/18/25</del>	3/3/26	5/26/26
12/2/25	3/17/26	6/9/26

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

### **2025-2026 Curriculum Deadlines:**

- ~~10/15/25~~ Deadline to submit [exception requests](#) for winter/spring 2026 (Faculty/Divisions).
- ~~12/1/25~~ Deadline to submit courses for Cal-GETC approval (Articulation Office).
- 3/15/26 Deadline to submit [exception requests](#) for summer/fall 2026 (Faculty/Divisions).
- TBD Deadline to submit curriculum sheet updates for 2026-27 catalog (Faculty/Divisions).
- 6/1/26 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- TBD Deadline to submit course updates and local GE applications for 2027-28 catalog (Faculty/Divisions).
- Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

### **Distribution:**

Micaela Agyare (LRC), Chris Allen (Dean, APPR), Jeff Bissell (KA), Sam Bliss (De Anza AVP Instruction), Cynthia Brannvall (FAC), Rachelle Campbell (HSH), Zach Cembellin (Dean, STEM), Anthony Cervantes (Dean, Enrollment Services), Stephanie Crosby (Dean, SRC), Angie Dupree (BSS), Rachael Dworsky (LA), Kelly Edwards (KA), John Fox (BSS), Patricia Gibbs Stayte (BSS), Evan Gilstrap (Articulation Officer), Stacy Gleixner (VP Instruction), Ron Herman (Dean, FAC), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Ben Kaupp (Faculty Co-Chair), Anaya Kendall (ASFC), Glenn Kurisu (HSH), Andy Lee (CNSL), Laurence Lew (BSS), Tim Myres (APPR), Teresa Ong (AVP Workforce), Bob Sandor (STEM), Richard Saroyan (SRC), Amy Sarver (LA), Jennifer Sinclair (STEM), Bob Singh (De Anza CCC Faculty Co-Chair), Paul Starer (APPR), Shae St. Onge-Cole (HSH), Kyle Taylor (STEM), Mary Vanatta (Curriculum Coordinator), Kristina Vennarucci (APPR), Nate Vennarucci (APPR), Voltaire Villanueva (AS President), Judy Walgren (FAC), Sam White (LA), Erik Woodbury (De Anza AS President)

## COLLEGE CURRICULUM COMMITTEE

Committee Members – 2025-26

Meeting Date: 12/2/25Co-Chairs (2)

<u>✓*</u>	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)

<u>✓*</u>	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
<u>✓</u>	Jeff Bissell	7663	KA	bisselljeff@fhda.edu
<u>✓*</u>	Cynthia Brannvall	7477	FAC	brannvallcynthia@fhda.edu
_____	Rachelle Campbell	7469	HSH	campbellrachelle@fhda.edu
<u>✓</u>	Zach Cembellin	7383	Dean—STEM	cembellinzachary@fhda.edu
<u>✓*</u>	Angie Dupree		BSS	dupreeangelica@fhda.edu
<u>✓*</u>	Rachael Dworsky	7458	LA	dworskyrachael@fhda.edu
_____	Kelly Edwards	7327	KA	edwardskelly@fhda.edu
<u>✓*</u>	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
<u>✓*</u>	Ron Herman	7156	Dean—FAC	hermanron@fhda.edu
<u>✓*</u>	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
<u>✓*</u>	Glenn Kurisu		HSH	kurisuglenn@fhda.edu
<u>✓*</u>	Andy Lee	7783	CNSL	leeandrew@fhda.edu
_____	Laurence Lew	6138	BSS	lewlaurence@fhda.edu
<u>✓*</u>	Tim Myres		APPR	tim@smw104jatc.org
<u>✓*</u>	Bob Sandor		STEM	sandorrobort@fhda.edu
<u>✓</u>	Richard Saroyan	7232	SRC	saroyanrichard@fhda.edu
<u>✓*</u>	Jennifer Sinclair	7132	STEM	sinclairjennifer@fhda.edu
<u>✓*</u>	Shae St. Onge-Cole	7818	HSH	stonge-coleshaelyn@fhda.edu
<u>✓*</u>	Kyle Taylor	7126	STEM	taylorkyle@fhda.edu
_____	Kristina Vennarucci		APPR	kvennarucci@sfjatc.com
<u>✓*</u>	Judy Walgren	7555	FAC	walgrenjudith@fhda.edu
<u>✓*</u>	Sam White	7449	LA	whitesamuel@fhda.edu

Non-Voting Membership (4)

_____	Anaya Kendall		ASFC Rep.	asfc.kaylaun@gmail.com
<u>✓*</u>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
_____			Evaluations	
_____			SLO Coordinator	

Visitors

Chris Allen\*, John Fox, Teresa Ong

\* Indicates in-person attendance

**College Curriculum Committee**  
**Meeting Minutes**  
**Tuesday, November 18, 2025**  
**2:00 p.m. – 3:30 p.m.**  
**Administrative Conference Room 1901; virtual option via Zoom**

Item	Discussion
1. Minutes: November 4, 2025	Motion to approve <b>M/S</b> (Gilstrap, St. Onge-Cole). <b>Approved.</b>
2. Report Out from CCC Members	<p><b>Speaker: All</b></p> <p>Apprenticeship: Myres mentioned JRYM Stand Alone courses on today's agenda and noted faculty creating noncredit certs. for additional courses.</p> <p>BSS: Lew mentioned Pre-Law cert. proposal on today's agenda.</p> <p>Counseling: No updates to report.</p> <p>Fine Arts &amp; Comm.: No updates to report.</p> <p>HSH: No updates to report.</p> <p>Kinesiology: No updates to report.</p> <p>Language Arts: White shared division CC recently approved updates to ENGL courses in Common Course Numbering (CCN) Phase 2A.</p> <p>LRC: No updates to report.</p> <p>SRC: Kaupp shared new Independence and Career Readiness cert. will be reviewed by BACCC soon and thanked CCC for their support.</p> <p>STEM: No updates to report.</p> <p>Gilstrap shared all CCN Phase 2A courses ready for Cal-GETC submission; thanked Language Arts &amp; BSS divisions. Reminded the group we're not submitting Art History or History course sequences in Phase 2A because CCN templates don't align for quarter system. Will start submitting courses, in general, for Cal-GETC on Dec. 1; faculty should contact him before Dec. 1 if they want their course submitted (courses must already be UC approved). Shared the state Chancellor's Office has set a deadline by which colleges need to determine how CCN courses will be notated on student transcripts; working with Kennedy Bui in Admissions &amp; Records and ETS folks on that project.</p> <p>Vanatta asked if there will be any changes to division reps for winter quarter. Kurisu noted Rachelle Campbell will serve as add'l HSH rep. No other changes reported. Vanatta will send Outlook calendar events for winter meetings soon.</p> <p>Hueg mentioned attending CIO conference a few weeks ago and shared there was a lot of discussion about CCN Phase 3, especially related to articulation difficulties with UC &amp; CSU.</p> <p>Kaupp mentioned FYI emails he sends to relevant divisions re: new curriculum being created by De Anza, noting hasn't been sending such emails when the new courses are mirrored noncredit. Wanted reps to know that De Anza has begun to create many mirrored noncredit</p>

	<p>courses, particularly in Accounting; asked reps to let him know if they'd like to get emails about mirrored noncredit. Hueg believes would be important to know about CDCP/CTE noncredit courses. Kaupp will send emails about those courses.</p> <p>Kaupp announced CCC has a new ASFC Rep, Anaya Kendall!</p>
3. Public Comment on Items Not on Agenda	<p>Vanatta mentioned Rainbow Alliance LCBTQ+ affinity group held its first meeting of the year today; encouraged folks to attend!</p> <p>Kendall introduced herself, second year Child Development student and ASFC Senator; wants to learn more about curriculum!</p> <p>Kaupp mentioned that during winter and spring quarters, students in TTW (Tools for Transition &amp; Work) program available for internships across campus, for two hours per week. Students able serve a variety of roles. Please don't hesitate to reach out if interested.</p>
4. Announcements	<p><b>Speakers: CCC Team</b></p> <p>Updated requisites for ECON C2001, C2002; ENGL C1002, C1002H, C1003, C1003H; language being updated to match CCN templates.</p>
a. Notification of Proposed Requisites	
b. Foothill GE Area Draft Review Process	<p>Kaupp shared details of process we'll use to update Foothill GE application forms: based on input provided during and outside of CCC meetings, Kaupp will create working drafts to share with CCC members for additional feedback/edits. Drafts will eventually be finalized for voting at CCC later this year. Taylor asked if drafts can be shared with constituents—Kaupp responded, yes, and clarified that edit access will be turned off but CCC members will be able to comment on docs.</p>
c. Credit for Prior Learning Workgroup	<p>Hueg shared he and VP Workforce Teresa Ong creating workgroup, hopefully before end of fall quarter but no later than mid-January. Mentioned Natalie Latteri helping create website and draft of process that CCC can discuss. Goal is to determine how we can expand Credit for Prior Learning offerings across campus and collaborate with De Anza. Please reach out to Hueg if interested in participating.</p>
d. Recent CCCCCO Approval!	<p>Vanatta announced that we've received state approval for the new Emergency Medical Technician certificate of achievement!</p>
5. Division Curriculum Committees	<p><b>Speaker: Ben Kaupp</b></p> <p>Document includes details about each division CC. Kaupp noted no updates since previous version.</p> <p>Motion to approve <b>M/S</b> (Brannvall, St. Onge-Cole). <b>Approved.</b></p>
6. New Degree Application: Mathematics 2.0 ADT	<p><b>Speaker: Ben Kaupp</b></p> <p>Second read of new Mathematics 2.0 ADT.</p> <p>Motion to approve <b>M/S</b> (Sinclair, Gilstrap). <b>Approved.</b></p>
7. New Degree Application: Physics 2.0 ADT	<p><b>Speaker: Ben Kaupp</b></p> <p>Second read of new Physics 2.0 ADT.</p> <p>Motion to approve <b>M/S</b> (Sinclair, Gilstrap). <b>Approved.</b></p>
8. Stand Alone Applications: ALTW 403B, 403C	<p><b>Speaker: Ben Kaupp</b></p> <p>Second read of Stand Alone Approval Requests for ALTW 403B &amp; 403C. Sinclair noted non-weekly scheduling of courses and asked if this is the nature of all ALTW courses—Kaupp responded, no, and clarified that these courses will have weekly meeting times but will be drop-in, which means students will not be required to attend weekly.</p> <p>Motion to approve <b>M/S</b> (Lee, Sinclair). <b>Approved.</b></p>

<p>9. Stand Alone Applications: LINC 477A, 477B, 477C, 477D, 478C, 484, 484A, 484D, 484E, 484F</p>	<p><b>Speaker: Ben Kaupp</b> Second read of Stand Alone Approval Requests for LINC 477A, 477B, 477C, 477D, 478C, 484, 484A, 484D, 484E &amp; 484F. Sinclair asked about intended audience for these courses—Kaupp responded, K-12 teachers. Sinclair asked if anyone may enroll—Hueg responded, yes.</p> <p>Motion to approve <b>M/S</b> (Gilstrap, Vennarucci). <b>Approved.</b></p>
<p>10. New Certificate Proposal: Pre-Law Studies</p>	<p><b>Speaker: Ben Kaupp</b> Proposal for new Pre-Law Studies Certificate of Achievement. Lew shared details about cert., which will include seven courses to prepare students to eventually earn a law degree. Based on California Pathways to Law initiative, which focuses on underrepresented students; students in this pathway receive financial support to apply to law school, and special readers for specific schools. Noted lots of interest on campus, including students ready to sign up! Herman asked if a COMM course will be included—Lew responded, yes. Agyare noted Library has legal database which could be relevant to cert. Gilstrap asked for clarification about the connection between the student enrolling in the cert. and getting into pathway—Hueg responded, pathway gets notified when the student completes the courses, and clarified the cert. itself is not required but will be a nice way for students to receive credential from Foothill. Noted Foothill is already a member of pathway and has been for a few years. Student's benefits begin when they apply to law school. Clarified this isn't a transfer program.</p> <p>Motion to approve <b>M/S</b> (Brannvall, Walgren). <b>Approved.</b></p>
<p>11. New Degree Application: Elementary Teacher Education: Integrated Programs ADT</p>	<p><b>Speaker: Ben Kaupp</b> First read of new Elementary Teacher Education: Integrated Programs ADT. Gilstrap explained this is similar to the "2.0" ADTs, as it will replace the current version of the Elementary Teacher Education ADT. Gilstrap mentioned issue of MATH 42 not being eligible for Cal-GETC prompted the need for the state to rework the ADT requirements. Discussion occurred to clarify the nature of the changes to this ADT, including concerns about transfer-level math requirements.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>12. Stand Alone Application: GID 70R series</p>	<p><b>Speaker: Ben Kaupp</b> First read of Stand Alone Approval Request for GID independent study series (GID 70R, 71R, 72R &amp; 73R), which will be permanently Stand Alone. Brannvall noted these are usually opportunity for students to do special project with faculty and can be huge value for students.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>13. Stand Alone Applications: JRYM 403, 420, 422, 422A, 422B, 422C, 422D, 422E, 423B, 423C, 423D, 423E, 423G, 423J, 423K, 423L, 426A, 426B, 427A, 427C, 427E, 427F, 427J, 427K, 427L, 428, 432A, 434E, 434F, 434L</p>	<p><b>Speaker: Ben Kaupp</b> First read of Stand Alone Approval Requests for JRYM 403, 420, 422, 422A, 422B, 422C, 422D, 422E, 423B, 423C, 423D, 423E, 423G, 423J, 423K, 423L, 426A, 426B, 427A, 427C, 427E, 427F, 427J, 427K, 427L, 428, 432A, 434E, 434F &amp; 434L, all of which will be permanently Stand Alone. Allen noted courses part of a partnership w/ Cupertino Electric; additional, larger group of courses will be included in new noncredit certs. Noted these might also eventually be included in certs. but not initially. Brannvall asked if these are mirrored with credit courses—no. Allen explained courses will allow Cupertino Electric to document employees obtaining their required continuing education training. Vennarucci added that usually employees take online courses, but these will be a better, more robust option.</p> <p>Second read and possible action will occur at next meeting.</p>

<p>14. Course Lab Hours and Units</p>	<p><b>Speaker: Kurt Hueg</b></p> <p>The state is changing the attendance accounting method, which will ultimately make it easier for us to schedule classes which meet irregularly (i.e., not spread equally over 12 weeks). Currently use positive attendance method for such classes, but new method will allow us to simply schedule the class when it meets, as long as all meeting times add up to the total hours listed on the COR. Noncredit will still use positive attendance. However, with this new method, the state uses units to determine funding, so any course with hours which don't contribute to a unit value won't get funded for those extra hours. We do have courses with lab hours which don't contribute to units, which will affect funding. Hueg has provided list of affected courses to Chancellor and Vice Chancellor and will share list at next CCC meeting. Issue needs to be discussed and potentially resolved.</p> <p>Brannvall asked how we know if lab hours don't contribute to units—Vanatta explained the calculation. Brief discussion occurred re: certain Foothill courses costing students more than De Anza equivalents, due to addition of lab hours. Discussion occurred about the variety of reasons for which such courses (with extra lab hours) exist. Agyare asked what the solution for this issue will be—Hueg responded, in many cases we'll need to get rid of the extra lab hours, but in some cases there may be a reason to keep them. Hueg offered to meet separately with divisions to discuss their specific courses.</p>
<p>15. Foothill GE Application Criteria: Area 2</p>	<p><b>Speaker: Ben Kaupp</b></p> <p>Kaupp sincerely thanked the group for the robust discussion about Area 1A &amp; Area 1B. Today's discussion is about Depth Criteria/Mapping for Area 2: Mathematical Concepts and Quantitative Reasoning. Kaupp reminded the group that all opinions and comments are welcome, and emphasized that folks who are not content experts bring an important perspective to these discussions. Sinclair mentioned Math dept. will be meeting soon to discuss this application form.</p> <p>Kaupp explained Foothill GE application forms primarily used for two purposes: for faculty to submit their course/program for inclusion in the Foothill GE pattern, and for students to request a course satisfy Foothill GE (taken either at a different college or at Foothill).</p> <p>Discussion occurred re: the types of courses typically included in Area 2; Gilstrap noted Area 2 currently includes courses in MATH, C S, PSYC, SOC &amp; STAT. Kaupp noted current Area 2 form less specific than forms for Area 1A &amp; Area 1B, when it comes to the prompts for the outcomes (e.g., Area 1A form specifies word count). Dworsky asked if the way form is written means that if just one assignment fulfills a specific outcome, this will satisfy the requirement for that outcome—Kaupp responded, faculty would potentially be able to make a case for the course, yes. Sinclair mentioned that if the criteria make it possible for wide range courses across campus to be eligible for Area 2, the Math dept. might end up arguing to add more specifics to the form. Believes other disciplines might have similar concern when other forms discussed. Kaupp noted that when current forms were being created, Language Arts faculty provided a lot of feedback re: Area 1A &amp; Area 1B, which might explain why those are more specific. Cautioned against making forms too specific, as this could end up inadvertently tailoring them to work only for certain courses. Dworsky agreed but believes it could be useful to add language to the forms' instructions stating that faculty must demonstrate that concepts are incorporated throughout curriculum of the course, and not limited to just one or two assignments. Kaupp wondered if such language would be appropriate for the Breadth</p>

	<p>Mapping section; Vennarucci believes the Depth Mapping section would be more appropriate, since it addresses content specific to the GE Area. Dworsky agreed with Vennarucci.</p> <p>Sinclair believes it would be helpful for the group to think about what the goals are for general education, as well as the constraints. Noted a variety of types of students utilize local GE pattern. Wonders if there's any advantage or disadvantage to having our local GE pattern deviate from Cal-GETC. Gilstrap believes there's both: disadvantage is that if a student takes a course for Foothill GE that's not on Cal-GETC and decides to transfer they'll need to take an additional course; advantage is that students could have a wider variety of options which could allow them to be more successful if a course better meets their needs than one on Cal-GETC. Gilstrap mentioned the importance of communication to students about the various GE pattern options, including counseling and Program Maps. Kaupp noted CCC's creation of new Foothill GE pattern involved a lot of discussion on the philosophy of GE and the wide variety of goals our students have.</p> <p>No edits were suggested to Area 2 application form. Kaupp hopeful that feedback from Math dept. following their upcoming meeting will help inform possible edits.</p>
16. Foothill GE Application Breadth Criteria and Breadth Mapping	<p><b>Speaker: Ben Kaupp</b></p> <p>Continuing discussion from previous meeting, regarding possible need to update Breadth Criteria/Mapping to reflect Foothill's new Institutional Learning Outcomes (ILOs). Kaupp shared draft, and noted that even though there are now four ILOs he retained the fifth item from current forms (re: Information and Digital Literacy) for discussion, marked as optional. During last year's discussions CCC members expressed their support for the inclusion of this item on the application forms. Kaupp noted he doesn't particularly like how the language is written and welcomes rewrites; worries it focuses too much on digital tools.</p> <p>Allen asked if Breadth Mapping are all mandatory—Kaupp noted current forms instruct faculty to indicate "if and how" each is met, and suggested perhaps language should be revised to be clearer.</p> <p>Topic will return for continued discussion at next meeting.</p>
17. Good of the Order	
18. Adjournment	<b>3:29 PM</b>

**Attendees:** Micaela Agyare\* (LRC), Chris Allen\* (Dean, APPR), Jeff Bissell (KA), Cynthia Brannvall\* (FAC), Angie Dupree (BSS), Rachael Dworsky\* (LA), Kelly Edwards (KA), John Fox (BSS), Evan Gilstrap\* (Articulation Officer), Ron Herman (Dean, FAC), Kurt Hueg\* (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Ben Kaupp\* (Faculty Co-Chair), Anaya Kendall (ASFC), Glenn Kurisu\* (HSH), Andy Lee\* (CNSL), Laurence Lew\* (BSS), Vanessa Mondragon (guest), Tim Myres (APPR), Bob Sandor\* (STEM), Richard Saroyan (SRC), Jennifer Sinclair\* (STEM), Shae St. Onge-Cole\* (HSH), Kyle Taylor\* (STEM), Mary Vanatta\* (Curriculum Coordinator), Kristina Vennarucci\* (APPR), Judy Walgren\* (FAC), Sam White\* (LA)

\* Indicates in-person attendance

**Minutes Recorded by:** M. Vanatta



# Course Change Request

## New Course Proposal

Date Submitted: 10/28/25 12:29 pm

Viewing: **V T F083A : PHARMACOLOGY FOR VETERINARY NURSES I**

Last edit: 11/19/25 1:53 pm

Changes proposed by: Shaelyn St Onge-Cole (20297154)

### In Workflow

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

### Approval Path

- 1. 11/14/25 12:18 pm  
Shaelyn St Onge-Cole (stonge-coleshaelyn):  
Approved for 1BH Curriculum Rep

#### Course Proposal Form

Faculty Author	Shaelyn St Onge Cole		
Effective Term	Fall 2027		
Common Course Numbering?	No		
Subject	Veterinary Technology (V T)	Course Number	F083A
Department	Veterinary Technology (V T)		
Division	Health Sciences and Horticulture (1BH)		
Units	3		
Hours	36 hours lecture total		
Course Title	PHARMACOLOGY FOR VETERINARY NURSES I		
Short Title			

Proposed Transferability CSU Only

Proposed Description and Requisites: This is the first of two courses to provide students with an introduction to the basic principles of veterinary pharmacology. Preparation and dispensing of medications. Overview of the actions and interactions of the major classes of medications, with emphasis on common veterinary uses of specific medications. Intended for students in the Veterinary Technology Program; enrollment is limited to students accepted in the program.

Prerequisite: V T 54B.

Proposed Discipline Registered Veterinary Technician

To which Degree(s) or Certificate(s) would this course potentially be added?  
Associates Degree in Veterinary Technology

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

No

Comments & Other Relevant Information for Discussion:  
This is one of two courses to break up our pharmacology course. The current course does not allow students to get the most comprehensive instruction when it comes to veterinary pharmacology. It will also help reduce the workload as students are consistently overwhelmed by the amount of information they need to know. I will put in a request to have the course effective summer 2027.

Reviewer  
Comments

# Course Change Request

## New Course Proposal

Date Submitted: 10/28/25 12:32 pm

Viewing: **V T F083B : PHARMACOLOGY FOR VETERINARY NURSES II**

Last edit: 11/19/25 1:57 pm

Changes proposed by: Shaelyn St Onge-Cole (20297154)

### In Workflow

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

### Approval Path

- 1. 11/14/25 12:18 pm  
Shaelyn St Onge-Cole (stonge-coleshaelyn):  
Approved for 1BH Curriculum Rep

#### Course Proposal Form

Faculty Author	Shaelyn St Onge Cole		
Effective Term	Fall 2027		
Common Course Numbering?	No		
Subject	Veterinary Technology (V T)	Course Number	F083B
Department	Veterinary Technology (V T)		
Division	Health Sciences and Horticulture (1BH)		
Units	3		
Hours	36 hours lecture total		
Course Title	PHARMACOLOGY FOR VETERINARY NURSES II		
Short Title			

Proposed Transferability: CSU Only

Proposed Description and Requisites: This is the second of two courses to provide students with an introduction to the basic principles of veterinary pharmacology. Preparation and dispensing of medications. Overview of the actions and interactions of the major classes of medications, with emphasis on common veterinary uses of specific medications. Intended for students in the Veterinary Technology Program; enrollment is limited to students accepted in the program.

Prerequisite: V T 83A.

Proposed Discipline: Registered Veterinary Technician

To which Degree(s) or Certificate(s) would this course potentially be added?  
Associates Degree in Veterinary Technology

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


Comments & Other Relevant Information for Discussion:  
This is one of two courses to break up our pharmacology course. The current course dose not allow students to get the most comprehensive instruction when it comes to veterinary pharmacology. It will also help reduce the workload as students are consistently overwhelmed by the amount of information they need to know.


Reviewer  
Comments


New Lecture Units and Lab Units on a blank New Course Proposal form (indicated with blue box):


**Course Proposal Form**



Faculty Author


Effective Term 


Subject  Course Number 

Division 

Units 


Lecture Units   Lab Units 


Hours 


Course Title    
100 characters remaining


New Lecture Units and Lab Units field on the COR form when faculty member is editing an existing lecture + lab course (indicated with blue box):



Proposal Type


Effective Term 

Subject  Course Number 

Division 

Units 

Lecture Units   Lab Units 

Course Title    
74 characters remaining

## **Foothill College Curriculum Committee Consent Calendar**

12/2/25

### **Division Curriculum Committees**

#### **Apprenticeship (APPR) Division Curriculum Committee**

- **Chair(s):** Chris Allen, Tim Myres, Kristina Vennarucci
- **Voting Members:** Tim Myres, Kristina Vennarucci (all division members are encouraged to attend)
- **Quorum Requirements:** 2
- **Meeting Schedule:**
  - **Location:** Local 104 Training Center, Fairfield, CA 94534; San Jose Pipes Training Center, San Jose, 95112, Foothill College Sunnyvale Center, Sunnyvale, CA 94089 or via Zoom.
  - **Time and Date:** 10/28, 11AM via Zoom
  - **Frequency:** Monthly
- **Agenda Posting:** Posted on the windows facing the entrance doors at the Local 104 Training Center in Fairfield, Pipe Trades Training Center in San Jose and Foothill College Sunnyvale Center.

#### **Business & Social Sciences (BSS) Division Curriculum Committee**

- **Chair(s):** Angie Dupree, Laurence Lew
- **Voting Members:** Angie Dupree, Laurence Lew (all BSS faculty are encouraged to tender advisory votes)
- **Quorum Requirements:** 2 voting members
- **Meeting Schedule:**
  - **Location:** Room 3202
  - **Time and Date:** Mondays at 3:30 pm (and Tuesdays at 3:30 pm when Monday is a holiday)
  - **Frequency:** Monthly. Additional meetings may be added to meet deadlines.
- **Agenda Posting:** Posted on the window of the division office (building 3000)

#### **Counseling (CNSL) Division Curriculum Committee**

- **Chair(s):** Maritza Jackson Sandoval, Andrew Lee
- **Voting Members:** Maritza Jackson Sandoval, Andrew Lee, Crystal Hernandez Martinez
- **Quorum Requirements:** 2 voting members
- **Meeting Schedule:**
  - **Location:** Room 8311
  - **Time and Date:** Tuesdays at 2pm
  - **Frequency:** Monthly (3rd or 4th Tuesday when CCC is not meeting)
- **Agenda Posting:** Posted on the public bulletin board outside the 8300 Building

#### **Disability Resource Center & Veterans Resource Center (SRC) Division Curriculum Committee**

- **Chair(s):** Richard Saroyan
- **Voting Members:** Richard Saroyan, Ben Kaupp
- **Quorum Requirements:** 2
- **Meeting Schedule:**
  - **Location:** TTW Classroom, 5419

- **Time and Date:** Mondays, 12PM, date each quarter TBD
- **Frequency:** Quarterly
- **Agenda Posting:** DRC Office Window (5400 building)

#### **Fine Arts & Communication (FAC) Division Curriculum Committee**

- **Chair(s):** Cynthia Brannvall & Judy Walgren
- **Voting Members:** Any current, active faculty members in the division
- **Quorum Requirements:** 3 voting members
- **Meeting Schedule:**
  - **Location:** Room 1801
  - **Tuesdays from 2-3 pm**
  - **9/30/25, 10/14/25, 10/28/25, 11/25/25**
- **Agenda Posting:** Posted on the front window of the FAC Division office, Building 1700

#### **Health Sciences & Horticulture (HSH) Division Curriculum Committee**

- **Chair(s):**
  - Fall Quarter: Shaelyn St. Onge-Cole, Glenn Kurisu
  - Winter Quarter: Shaelyn St. Onge-Cole, Rachelle Campbell, Glenn Kurisu
  - Spring Quarter: Shaelyn St. Onge-Cole, Rachelle Campbell, Glenn Kurisu
- **Voting Members:** All HSH faculty members have voting privileges
- **Quorum Requirements:** Representation from 50% of programs
- **Meeting Schedule:**
  - **Location:** HSH Division Conference Room (5212)
  - **Time and Date:** 12/5 from 12pm-1pm
  - **Frequency:** Monthly
- **Agenda Posting:** Agendas are posted on the HSH Division Office window, 5200 building

#### **Kinesiology & Athletics (KA/ATHL) Division Curriculum Committee**

- **Chair(s):** Jeffrey Bissell
- **Voting Members:** Jeffrey Bissell (FT), Kelly Edwards (FT), & Rita O'Loughlin (FT)
- **Quorum Requirements:** 2
- **Meeting Schedule:**
  - **Location:** Foothill Fitness Center, Rm 2509
  - **Time and Date:** 12:30pm, 3rd Thursdays
  - **Frequency:** Monthly
- **Agenda Posting:** Agenda posted 1 week before meeting in the window of KA/ATHL main office, Rm 2711

#### **Language Arts (LA) Division Curriculum Committee**

- **Chair(s):** Ben Armerding
- **Voting Members:** Ben Armerding, Ulysses Acevedo, Julio Rivera-Montanez, David McCormick
- **Quorum Requirements:** 2 members
- **Meeting Schedule:**

- **Location:** 6044
- **Time and Date:** TBD
- **Frequency:** once quarterly
- **Agenda Posting:** 6000 wing of the bulletin board

#### **Learning Resource Center (LRC) Division Curriculum Committee**

- **Chair(s):** Micaela Agyare
- **Voting Members:** Micaela Agyare, vacant (*all LRC faculty are encouraged to tender advisory votes*)
- **Quorum Requirements:** 2
- **Meeting Schedule:**
  - **Location:** Library Conference Room 3533
  - **Time and Date:** tbd
  - **Frequency:** Quarterly
- **Agenda Posting:** Posted on the window of the Library Conference Room, 3533

#### **Science, Technology, Engineering & Math (STEM) Division Curriculum Committee**

- **Chair(s):** n/a
- **Voting Members:** Kyle Taylor, Jennifer Sinclair
- **Quorum Requirements:** Simple majority of the voting members
- **Meeting Schedule:**
  - **Location:** PSEC 4409
  - **Time and Date:** Tuesdays 2:00 - 3:30 PM
  - **Frequency:** Every other week (when CCC is not meeting)
- **Agenda Posting:** Outside the STEM Division Office

Orange highlights = changes made since previous meeting

# Elementary Teacher Education: Integrated Programs, AA-T Degree

## Basic Information

**Faculty Author(s)**

Nicole Kerbey

**Department**

Education

**Division**

Business and Social Sciences

**Title of Degree/Certificate**

Elementary Teacher Education: Integrated Programs

**Type of Award**

AA-T Degree

**Workforce/CTE Program:**

No

**Effective Catalog Edition:**

2026-2027

## AA-T or AS-T Degree Narrative

**Program Goals and Objectives**

The Associate in Arts in Elementary Teacher Education: Integrated Programs for Transfer degree offers interdisciplinary coursework that prepares students for transfer to upper-division status at four-year educational institutions. This program will prepare students to transfer and pursue careers in elementary education.

**Program Learning Outcomes**

- Students will display a basic understanding of elementary education and teaching, and will be able to demonstrate their knowledge of children's growth and development from utero through adolescence.
- Students will gain a broad, liberal study background, which will help prepare them to teach many subjects in an elementary classroom.

**Catalog Description**

Students who complete the Associate in Arts in Elementary Teacher Education: Integrated Programs for Transfer degree will be ensured preferential transfer status to CSUs in majors that may include Elementary Teacher Education or Liberal Studies. The degree requirements

will fulfill the lower division major requirements at many CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local.

In addition, the student must complete the following:

1. Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
  1. The California General Education Transfer Curriculum (Cal-GETC).
  2. A minimum of 27 quarter units in a major or area of emphasis.
2. Obtainment of a minimum grade point average of 2.0.
3. A minimum grade of "C" (or "P") for each course in the major.

**Additional Information Required for State Submission**

**TOP Code:** 4901.20 - Liberal Studies (teaching preparation)

**CIP Code:** 24.0101 - Liberal Arts and Sciences/Liberal Studies

**Distance Education:** 50-99%



In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the form. If the course may be double-counted with Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum> or the ASSIST website: <https://www.assist.org/>.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the form at:

<http://www.c-id.net/degereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *Cal-GETC Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

**Associate in Arts in Elementary Teacher Education: Integrated Programs for Transfer Degree**  
**College Name: Foothill College**

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
<b>REQUIRED CORE: (25 units)</b>					
Introduction to Education (3)	EDUC 200	EDUC 2	Introduction to Elementary Education	5	4

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Public Speaking (3)	COMM 110	COMM C1000	Introduction to Public Speaking	5	1C
		OR COMM C1000H	Introduction to Public Speaking - Honors	5	1C
College Composition (3)	ENGL 100	ENGL C1000	Academic Reading and Writing	5	1A
		OR ENGL C1000H	Academic Reading and Writing - Honors	5	1A
		OR ESLL 26	Advanced Composition & Reading	5	1A
Introduction to American Government and Politics (3)	POLS 110	POLS C1000	American Government and Politics	5	4
US History to 1877 (3)	HIST 130	HIST 17A	History of the United States to 1815	4	4, US1
		AND HIST 17B	History of the United States From 1812 to 1914	4	4, US1

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Child Growth and Development (3)	CDEV 100	CHLD 1	Child Growth & Development: Prenatal Through Early Childhood	4	4
		AND			
		CHLD 2	Child Growth & Development II: Middle Childhood Through Adolescence	4	4
Biology for Educators (4)	AAM	BIOL 10	General Biology: Basic Principles	5	5B, 5C
OR	OR				
General Biology with Lab (4)	AAM				
World History to 1500 (3)	HIST 150	HIST 3A	World History From Prehistory to 750 CE	4	3B, 4
OR		AND			
Introduction to Literature (3)	ENGL 120	HIST 3B	World History From 750 CE to 1750 CE	4	3B, 4
OR		ENGL C1002	Introduction to Literature	4	3B
Children's Literature (3)	ENGL 180	OR			
		ENGL C1002H	Introduction to Literature - Honors	4	3B
		ENGL 8	Children's Literature	4	3B
List A: Select one (4-8 units)					
Earth Science for Educators (4)	AAM	GEOG 20	Introduction to Earth Science	4	5A

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Earth Science (3) <b>AND</b> Earth Science Laboratory (1)	GEOL 120 <b>AND</b> GEOL 120L				
Earth Science with Lab (4)	GEOL 121				
Physical Science for Educators (4)	AAM	PSE 20	Introduction to Physical Science	5	5A, 5C
Survey of Chemistry and Physics (4)	Chem 140 <b>OR</b> PHYS 140				
Intro to Chemistry (4) <b>AND</b> Intro to Physics (4)	AAM  AAM	CHEM 25  AND PHYS 12	Fundamentals of Chemistry  Introduction to Modern Physics	5  5	5A, 5C  5A, 5C

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
<b>List B: Select one (3 units)</b>					
Understanding Art (3)	ARTH 100	ART 1	Introduction to Art	4.5	3A
Dance History and Appreciation (3)  <b>OR</b>  Introduction to Dance (3)	AAM  <b>OR</b>  AAM				
Music Appreciation (3)	MUS 100	MUS 1	Introduction to Music	4	3A
Introduction to Theatre (3)	THTR 111	THTR 1	Introduction to Theatre	4	3A

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Survey of the Arts (3)	AAM	ART 2A OR	History of Art: History of Western Art From Prehistory Through Early Christianity	4.5	3A
		ART 2AH AND	Honors History of Art: History of Western Art From Prehistory Through Early Christianity	4.5	3A
		ART 2B OR	History of Western Art From the Middle Ages to the Renaissance	4.5	3A
		ART 2BH	Honors History of Western Art From the Middle Ages to the Renaissance	4.5	3A
		ART 2B OR	History of Western Art From the Middle Ages to the Renaissance	4.5	3A
		ART 2BH AND	Honors History of Western Art From the Middle Ages to the Renaissance	4.5	3A
		ART 2C	History of Western Art from the Baroque to Impressionism	4.5	3A
		THTR 2A	History of Dramatic Literature: Classical to Moliere	4	3A, 3B
<b>List C: Up to 12 additional Units</b> (0-12 units)					
Any courses not selected above					
Mathematical Concepts for Elementary School Teachers – Number Systems (3)	MATH 120	MATH 42	Math for Elementary School Teachers	5	N/A
Any courses that are lower preparation for the targeted major at a university	AAM				
<b>Total Units for the Major:</b>	<b>32-48</b>	<b>Total Units for the Major:</b>		58-73	
		<b>Total Units that may be double-counted</b> (The transfer GE Area limits must <u>not</u> be exceeded)			33
		<b>General Education (Cal-GETC) Units</b>			<b>34</b>
		<b>Elective (CSU Transferable) Units</b>			5-20

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<b>Total Degree Units (maximum)</b>
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<b>60</b>
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# **GID F070R : INDEPENDENT STUDY IN GRAPHICS & INTERACTIVE DESIGN (four course series)**

**Proposal Type**

New Course

**Effective Term**

Fall 2026

**Subject**

Graphics & Interactive Design (GID)

**Course Number**

F070R

**Department**

Graphics & Interactive Design (GID)

**Division**

Fine Arts and Communication (1FA)

**Units**

1

**Course Title**

INDEPENDENT STUDY IN GRAPHICS & INTERACTIVE DESIGN

**Former ID****Cross Listed****Related Courses****Maximum Units**

1

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

Yes

**Weekly Lecture Hours**

0

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

0

**Special Hourly Notation**



**Total Contact Hours**

36

**Total Student Learning Hours**

36

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

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

No

**Grading**

Letter Grade (Request for Pass/No Pass)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

**Please select**

**Permanent**

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

---

**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Transfer

**Criteria B. Need**

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

**Evidence**

See attached Labor Market Information.

**Attach evidence**

LMI\_Foothill\_Animation\_November 2022.docx

**Need/Justification**

This course provides the student an opportunity to expand on topics beyond the classroom.

**Course Description**

Provides an opportunity for the student to expand their studies in Graphics & Interactive Design beyond the classroom by completing a project or an assignment arranged by agreement between the student and instructor. The student is required to contract with the instructor to determine the scope of assignment and the unit value assigned for successful completion. Students may take a maximum of 6 units of Independent Study per department.

**Course Prerequisites**

**Course Corequisites**

**Course Advisories**

**Course Objectives**

The student will be able to:

1. Plan an independent study project in Graphics & Interactive Design.
2. Conduct the study by means of literature research, fieldwork, or laboratory work, or other means mutually agreed upon in the student-faculty contract as appropriate for the discipline.
3. Present the results of the study in a written or oral report or by some other means as determined by the contract.

**Course Content**

This course is based on independent research or course of study related to the topics outlined in the student contract.

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

When taught online/hybrid: ongoing access to a computer with email software and capabilities; email address; JavaScript-enabled internet browsing software.

**Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

Evaluation is based on the completion of the scope of work described in the student-faculty contract.

**Methods of Instruction**

**Methods of Instruction may include but are not limited to the following:**

Independent study as defined in the student-faculty contract.

**Other Materials**

Text will vary with content.

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

This course requires research, analysis, field study, portfolio, or other independent assignments of an agreed upon college-level subject.

**Authorized Discipline(s):**

Graphic Arts

**Faculty Service Area (FSA Code)**

ART

**Taxonomy of Program Code (TOP Code)**

\*1030.00 - Graphic Art and Design

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

June 2025: Course Objectives and the Course Content will include the examination of historical and societal contributions, styles, and work created by influential designers, artists and illustrators from diverse cultural backgrounds, ethnicities, and cultures, as well provide course materials with an equity mindset based the based on independent research or course of study related to the topics outlined in the student contract.

#### Articulation Office Only

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##### **C-ID Notation**

##### **Transferability**

CSU

##### **Validation Date**

6/4/25

#### Division Dean Only

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##### **Seat Count**

10

##### **Load**

.000



# Labor Market Information Report

## Animation Occupations

### Foothill College

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

#### Recommendation

Based on all available data, there appears to be an “undersupply” of Animation workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara county). There is a projected annual gap of about 2,371 students in the Bay region and 605 students in the Silicon Valley Sub-Region.

#### Introduction

This report provides student outcomes data on employment and earnings for TOP 0614.40 Animation programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

This report profiles Animation Occupations in the 12 county Bay region and in the Silicon Valley sub-region for exploratory purposes related to an Animation for Graphics & Interactive Design program at Foothill College.

- **Web and Digital Interface Designers (15-1255):** Design digital user interfaces or websites. Develop and test layouts, interfaces, functionality, and navigation menus to ensure compatibility and usability across browsers or devices. May use web framework applications as well as client-side code and processes. May evaluate web design following web and accessibility standards, and may analyze web use metrics and optimize websites for marketability and search engine ranking. May design and test interfaces that facilitate the human-computer interaction and maximize the usability of digital devices, websites, and software with a focus on aesthetics and design. May create graphics used in websites and manage website content and links.  
Entry-Level Educational Requirement: Bachelor's degree  
Training Requirement: None  
Percentage of Community College Award Holders or Some Postsecondary Coursework: NA%
- **Art Directors (27-1011):** Formulate design concepts and presentation approaches for visual communications media, such as print, broadcasting, and advertising. Direct workers engaged in art work or layout design.  
Entry-Level Educational Requirement: Bachelor's degree  
Training Requirement: None  
Percentage of Community College Award Holders or Some Postsecondary Coursework: 26%
- **Special Effects Artists and Animators (27-1014):** Create special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in products or creations, such as computer games, movies, music videos, and commercials.  
Entry-Level Educational Requirement: Bachelor's degree  
Training Requirement: None  
Percentage of Community College Award Holders or Some Postsecondary Coursework: 26%

- **Graphic Designers (27-1024):** Design or create graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects.  
Entry-Level Educational Requirement: Bachelor's degree  
Training Requirement: None  
Percentage of Community College Award Holders or Some Postsecondary Coursework: 26%
- **Designers, All Other (27-1029):** All designers not listed separately.  
Entry-Level Educational Requirement: Bachelor's degree  
Training Requirement: None  
Percentage of Community College Award Holders or Some Postsecondary Coursework: 29%

## Occupational Demand

**Table 1. Employment Outlook for Animation Occupations in Bay Region**

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Web and Digital Interface Designers	5,870	6,911	1,041	18%	3,388	678	\$35	\$58
Art Directors	4,020	3,941	-80	-2%	2,123	425	\$17	\$45
Special Effects Artists and Animators	3,664	2,976	-688	-19%	1,701	340	\$27	\$46
Graphic Designers	10,678	10,976	298	3%	5,377	1,075	\$22	\$33
Designers, All Other	2,504	2,514	10	0%	1,302	260	\$16	\$30
<b>Total</b>	<b>26,736</b>	<b>27,317</b>	<b>581</b>	<b>2%</b>	<b>13,892</b>	<b>2,778</b>		

Source: EMSI 2022.3

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

**Table 2. Employment Outlook for Animation Occupations in Silicon Valley Sub-region**

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Web and Digital Interface Designers	1,798	2,105	307	17%	1,004	201	\$39	\$66
Art Directors	912	795	-118	-13%	433	87	\$22	\$58
Special Effects Artists and Animators	1,271	780	-491	-39%	482	96	\$31	\$45
Graphic Designers	2,372	2,357	-15	-1%	1,094	219	\$24	\$35
Designers, All Other	507	540	33	7%	303	61	\$19	\$40
<b>Total</b>	<b>6,860</b>	<b>6,577</b>	<b>-283</b>	<b>-4%</b>	<b>3,316</b>	<b>664</b>		

Source: EMSI 2022.3

**Silicon Valley Sub-Region includes:** Santa Clara County

## Job Postings in Bay Region and Silicon Valley Sub-Region

**Table 3. Number of Job Postings by Occupation for latest 12 months (Oct. 2021 – Sept. 2022)**

Occupation	Bay Region	Silicon Valley
Graphic Designers	3,329	1,129
Designers, All Other	2,502	654
Computer Occupations, All Other	1,672	765
Art Directors	1,134	277
Multimedia Artists and Animators	775	293

Source: Burning Glass

**Table 4a. Top Job Titles for Animation Occupations for latest 12 months (Oct. 2021 – Sept. 2022) - Bay Region**

Title	Bay	Title	Bay
Graphic Designer	596	Senior Visual Designer	78
Visual Designer	227	Senior Consultant	76
Designer	178	Ux/Visual Designer II	74
Art Director	161	Production Designer	68
Creative Director	122	Brand Designer	62
Senior Designer	118	Junior Designer	59
Ux/Visual Designer III	95	Interaction Designer	55
Content Designer	91	Junior Graphic Designer	49
Senior Graphic Designer	81	Ux/Visual Designer	46

Source: Burning Glass

**Table 4b. Top Job Titles for Animation Occupations for latest 12 months (Oct. 2021 – Sept. 2022) - Silicon Valley Sub-Region**

Title	Silicon Valley	Title	Silicon Valley
Graphic Designer	151	Interaction Designer	31
Ux/Visual Designer III	61	Production Designer	29
Visual Designer	58	Senior Designer	28
Ux/Visual Designer II	39	Content Designer	25
Designer	37	Technical Marketing Engineer	22
Ux/Visual Designer	34	Art Director, Interactive	20

Title	Silicon Valley	Title	Silicon Valley
Senior Digital Design Engineer	33	Senior Graphic Designer	20
Senior Visual Designer	33	Creative Director	19
Art Director	32	Creative Designer	15

Source: Burning Glass

## Industry Concentration

**Table 5. Industries hiring Animation Workers in Bay Region**

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)
Graphic Design Services	2,883	2,682	-7%	11%
Interior Design Services	2,423	2,616	8%	9%
Internet Publishing and Broadcasting and Web Search Portals	2,561	2,971	16%	9%
Software Publishers	2,555	2,158	-16%	7%
Custom Computer Programming Services	1,784	2,035	14%	7%
Computer Systems Design Services	967	1,033	7%	4%
Advertising Agencies	645	576	-11%	2%
Independent Artists, Writers, and Performers	489	553	13%	2%
Other Specialized Design Services	494	518	5%	2%
Industrial Design Services	488	507	4%	2%

Source: EMSI 2022.3

**Table 6. Top Employers Posting Animation Occupations in Bay Region and Silicon Valley Sub-Region (Oct. 2021 – Sept. 2022)**

Employer	Bay	Employer	Silicon Valley
Deloitte	539	Deloitte	367
Apple Inc.	150	Apple Inc.	150
Google Inc.	132	Google Inc.	81
Facebook	131	Pinnacle Group	45
Wells Fargo	77	Palo Alto Networks	37
Walmart/Sam's	76	Russell Tobin & Associates	32

Source: Burning Glass



## Educational Supply

There are 11 community colleges in the Bay Region issuing 163 awards on average annually (last 3 years ending 2019-20) on TOP 0614.40 Animation. In the Silicon Valley Sub-Region, there are three (3) community colleges that issued 12 awards on average annually (last 3 years) on this TOP code.

There are a four (4) other CTE educational institutions in the Bay Region issuing 244 awards on average annually (last 3 years ending 2019-20) on CIP 10.0304 - Animation, Interactive Technology, Video Graphics and Special Effects. There is one (1) other CTE educational institution in the Silicon Valley Sub-Region issuing 47 awards on average annually (last 3 years) on this CIP code.

**Table 7a. Community College Awards on TOP 0614.40 - Animation in Bay Region**

College	Subregion	Associate Degree	Award < 1 academic yr.	Total
Berkeley City College	East Bay	9	27	36
Canada College	Mid-Peninsula	5	5	10
City College of San Francisco	Mid-Peninsula	0	7	7
College of Marin	North Bay	3	3	6
De Anza College	Silicon Valley	9	1	10
Diablo Valley College	East Bay	11	6	17
Foothill College	Silicon Valley	0	1	1
Hartnell College	SC-Monterey	9	9	18
Ohlone College	East Bay	4	10	14
Santa Rosa Junior College	North Bay	24	19	43
West Valley College	Silicon Valley	1	0	1
<b>Total</b>		<b>75</b>	<b>88</b>	<b>163</b>

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

**Table 7b. Other CTE Institutions Awards on CIP 10.0304 - Animation, Interactive Technology, Video Graphics and Special Effects in Bay Region**

College	Subregion	Associate Degree	Bachelor's degree	Total
Academy of Art University	Mid-Peninsula	11	119	130
California College of the Arts	Mid-Peninsula	0	48	48
Cogswell University of Silicon Valley	Silicon Valley	0	47	47
SAE Expression College	East Bay	0	19	19
<b>Total</b>		<b>11</b>	<b>233</b>	<b>244</b>

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

## Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 2,778 annual openings for the Animation occupational cluster and 407 annual (3-year average) awards for an annual undersupply of 2,371 students. In the Silicon Valley Sub-Region, there is also a gap with 664 annual openings and 59 annual (3-year average) awards for an annual undersupply of 605 students.

## Student Outcomes

**Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0614.40 Animation**

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 0614.40	Bay 0614.40	Silicon Valley 0614.40	Foothill 0614.40
Students with a Job Closely Related to Their Field of Study	74%	91%	47%	47%	N/A	N/A
Median Annual Earnings for SWP Exiting Students	\$47,419	\$66,288	\$22,618	\$26,687	\$23,400	N/A
Median Change in Earnings for SWP Exiting Students	23%	43%	41%	19%	88%	N/A
Exiting Students Who Attained the Living Wage	52%	64%	24%	24%	N/A	N/A

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

## Skills, Certifications and Education

**Table 9. Top Skills for Animation Occupations in Bay Region (Oct. 2021 – Sept. 2022)**

Skill	Posting	Skill	Posting
Adobe Photoshop	3,838	Adobe Aftereffects	858
Adobe Indesign	3,149	Prototyping	798
Graphic Design	2,977	Process Design	796
Adobe Illustrator	2,791	Digital Design	787
Adobe Acrobat	2,539	Product Design	774
Adobe Creative Suite	2,498	Scheduling	697
Visual Design	1,656	Illustration	663
Typesetting	1,566	Vaccination	628
Project Management	1,534	Project Design	620
Art Direction	1,174	Interaction Design	619
Social Media	1,114	Customer Service	614
Animation	1,052	Packaging	554
Budgeting	950	Photography	498

Skill	Posting	Skill	Posting
Web Site Design	889	Creative Direction	478

Source: Burning Glass

**Table 10. Certifications for Animation Occupations in Bay Region (Oct. 2021 – Sept. 2022)**

Certification	Posting	Certification	Posting
Driver's License	126	Security Clearance	22
Certified Information Systems Security Professional (CISSP)	66	Project Management Professional (PMP)	22
Project Management Certification	52	CompTIA Security+	21
Certified Information Systems Auditor (CISA)	45	Cisco Certified Network Professional (CCNP)	21
Cisco Certified Network Associate (CCNA)	38	SANS/GIAC Certification	15
IT Infrastructure Library (ITIL) Certification	31	Registered Communications Distribution Designer (RCDD)	10
Cisco Certified Internetwork Expert (CCIE)	30	Certified Scrum Professional (CSP)	10
Certified Information Security Manager (CISM)	28		

Source: Burning Glass

Note: 94% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

**Table 11. Education Requirements for Animation Occupations in Bay Region**

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	372	7%
Associate's degree	185	3%
Bachelor's degree and higher	4,946	90%

Source: Burning Glass

Note: 42% of records have been excluded because they do not include a degree level. As a result, the chart below may not be representative of the full sample.

## Methodology

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

## Sources

O\*Net Online

Labor Insight/Jobs (Burning Glass)

Economic Modeling Specialists International (EMSI)  
CTE LaunchBoard [www.calpassplus.org/Launchboard/](http://www.calpassplus.org/Launchboard/)  
Statewide CTE Outcomes Survey  
Employment Development Department Unemployment Insurance Dataset  
Living Insight Center for Community Economic Development  
Chancellor's Office MIS system

## **Contacts**

For more information, please contact:

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

# JRYM F403. : PM PARTNERSHIPS: BUILDING INFORMATION MODELING (BIM) COORDINATION

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F403.

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

PM PARTNERSHIPS: BUILDING INFORMATION MODELING (BIM) COORDINATION

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

1

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

**Total Contact Hours**

1

**Total Student Learning Hours**

1

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance supervisory and management skills.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

---

#### **Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### **Criteria B. Need**

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

#### **Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

#### **Attach evidence**

#### **Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

#### **Course Description**

This course offers an exploration of the Building Information Modeling (BIM) coordination process. The training features insights from industry experts who will share best practices, common challenges, and effective strategies for fostering successful BIM partnerships. Whether the student is new to BIM or looking to refine their approach, this course provides practical guidance to enhance collaboration and project outcomes.

#### **Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

## **Course Corequisites**

## **Course Advisories**

## **Course Objectives**

The student will be able to:

1. Identify the owners, stakeholders, and escalation path for each phase of the BIM workflow.
2. Understand schedule management expectations.
3. Describe the potential pitfalls and red flags to look for during each phase of the BIM process.
4. Demonstrate the role of the PM in driving effective communication and coordination between BIM stakeholders.
5. Collaborate with the BIM department and production team to establish and agree upon a BIM scope and budget.

## **Course Content**

1. BIM workflow overview and stakeholder mapping
  1. Phases of the BIM workflow (design, coordination, preconstruction, construction, closeout)
  2. Typical roles and responsibilities: owner, architect, engineers, trade partners, BIM department, PM, and field teams
  3. Escalation paths for each phase (who to contact, when, and how)
2. Schedule management in the BIM process
  1. Coordination sequencing and its relationship to construction timelines
3. Pitfalls and red flags across the BIM workflow
  1. Early warning signs of BIM-related issues
  2. Communication breakdowns and data mismanagement

## **Lab Content**

Not applicable.

## **Special Facilities and/or Equipment**

1. When taught in-person, clean classroom with monitor and printed material for students to take as reference materials.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), ongoing access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.
3. Access to BIM.

## **Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**  
Results of class participation



Prior experience in the electrical industry

### Methods of Instruction

**Methods of Instruction may include but are not limited to the following:**

Lectures

Classroom demonstration

Group discussion

### Other Materials

Cupertino Electric's BIM Overall Workflow related examples.

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

No assignments.

### Authorized Discipline(s):

Electricity

### Faculty Service Area (FSA Code)

INDUSTRIAL TECH

### Taxonomy of Program Code (TOP Code)

\*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

May 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

### Articulation Office Only

### Transferability

None

### Division Dean Only

### Seat Count

50

### Load

.001

# JRYM F420. : BUCKET TRUCK OPERATOR/OPERATOR RENEWAL/OPERATOR TRAINER

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F420.

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

BUCKET TRUCK OPERATOR/OPERATOR RENEWAL/OPERATOR TRAINER

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

1-8 hours lecture total per quarter.

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to stay current with Fed/OSHA and/or Cal/OSHA standards.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

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

Please select

Permanent

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

---

#### **Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### **Criteria B. Need**

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

#### **Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

#### **Attach evidence**

#### **Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

#### **Course Description**

This course covers topics related to ANSI A92.2, Fed/OSHA 29CFR1910.67 and Cal/OSHA 8CCR§3636-3648 in safe positioning, stabilization, and operation of a bucket truck.

#### **Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

**Course Corequisites****Course Advisories****Course Objectives**

The student will be able to:

1. Understand the safe positioning, stabilization, and operation requirements for bucket trucks in accordance with ANSI A92.2, Fed/OSHA 29 CFR 1910.67, and Cal/OSHA 8 CCR §§3636–3648.
2. Become authorized to operate bucket trucks (pending successful evaluation).
3. Demonstrate proper operation by referencing the manufacturer's user manual and identifying key safety features and controls specific to the equipment they are using.
4. Be a bucket truck operator trainer once they complete an 8 hour training.

**Course Content**

1. 2.5 hours training on bucket truck operator
  1. Bucket truck operation and safety training
    1. Safe positioning, stabilization, and operation of bucket trucks, in alignment with ANSI A92.2, Fed/OSHA, and Cal/OSHA standards
    2. Learning proper procedures for positioning and stabilizing bucket trucks on various terrain types
    3. Understanding and applying equipment-specific safety features to prevent incidents and ensure compliance
    4. Utilizing manufacturer manuals to perform safety checks, maintenance routines, and operational procedures accurately
    5. Evaluation and demonstrated competency
  2. 0.5 hour training on renewal of the bucket truck operator training
    1. An abbreviated version to renew a former operator
  3. 8 hours training on bucket truck operator trainer
    1. Comprehensive training to train the trainer on the safe operations of the bucket trucks

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. When taught in person, applicable equipment and printed materials for students to use and take as reference.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), ongoing access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

**Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

Results of hands-on demonstrations

Knowledge check

Quiz

**Methods of Instruction**

**Methods of Instruction may include but are not limited to the following:**

Lectures

Hands-on demonstrations

**Other Materials**

Equipment and course materials provided by Cupertino Electric.

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

No assignments.

**Authorized Discipline(s):**

Electricity

**Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**

\*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

June 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

**Articulation Office Only****Transferability**

None

**Division Dean Only****Seat Count**

50

**Load**

.000

# JRYM F422. : FORKLIFT OPERATOR TRAINER

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F422.

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

FORKLIFT OPERATOR TRAINER

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

8

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation****Total Contact Hours**

8

**Total Student Learning Hours**

8

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

**Please select**

**Permanent**



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

---

**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

**Workforce/CTE**

**Criteria B. Need**

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

**Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

**Attach evidence**

**Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

**Course Description**

This course for forklift operators provides training on how to develop and deliver complete in-house training programs, design exercises for staff evaluations, and instruct non-operators on safe forklift operations. The course ensures OSHA compliance and includes training on multiple forklift models. Participants who complete the course qualify as forklift operators in accordance with OSHA regulations.

**Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

**Course Corequisites**

## **Course Advisories**

### **Course Objectives**

The student will be able to:

1. Recognize the differences between power industrial trucks (PIT)/forklifts and automobiles.
2. Identify hazards.
3. Understand truck controls and instrumentation.
4. Demonstrate proficient operator skills on a forklift.

### **Course Content**

1. Understand adult learning principles and effective training techniques.
2. Deliver engaging and compliant forklift training sessions.
3. Evaluate trainee performance and provide constructive feedback.
4. Ensure OSHA compliance and workplace safety standards for forklift are met through hands-on demonstrations.
5. This training meets or exceeds Federal and State requirements and includes a trainer workbook and practical skills exercise.

### **Lab Content**

Not applicable.

### **Special Facilities and/or Equipment**

1. When taught in-person, clean classroom with monitor and printed material for students to take as reference materials.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), ongoing access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

### **Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

Hands-on evaluations

Quizzes

### **Methods of Instruction**

**Methods of Instruction may include but are not limited to the following:**

Lecture

Training aids

Live demonstrations

### **Other Materials**

Equipment and course materials provided by Cupertino Electric.

**Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**  
No assignments.

**Authorized Discipline(s):**  
Electricity

**Faculty Service Area (FSA Code)**  
INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**  
\*0952.20 - Electrical

**Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.**

**Please describe how you have incorporated principles of equity during this revision:**  
June 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

Articulation Office Only

**Transferability**  
None

Division Dean Only

**Seat Count**  
50

**Load**  
.010

# **JRYM F422A : FORKLIFT CLASS 1 (ELECTRIC) OPERATOR/OPERATOR RENEWAL**

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F422A

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

FORKLIFT CLASS 1 (ELECTRIC) OPERATOR/OPERATOR RENEWAL

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

1-2.5 hours total per quarter (0.5-1.5 hours lecture, 1-2 hours laboratory).

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to stay current with Fed/OSHA and/or Cal/OSHA standards.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

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#### **Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### **Criteria B. Need**

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

#### **Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

#### **Attach evidence**

#### **Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

#### **Course Description**

In accordance with Federal OSHA 29 CFR 1910.178(l), 29 CFR 1926.602(d), and Cal/OSHA 8 CCR §3668 requirements, this course provides certification for individuals who operate a Class 1 electric motor forklift.

#### **Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

#### **Course Corequisites**

## **Course Advisories**

### **Course Objectives**

The student will be able to:

1. Identify the components and functions of Class 1 electric forklifts.
2. Understand OSHA regulations and employer responsibilities under 29 CFR 1910.178(l).
3. Demonstrate safe operating procedures, including starting, maneuvering, lifting, and parking.
4. Conduct pre-operation inspections and identify maintenance needs.
5. Recognize workplace hazards and environmental conditions that affect forklift operation.
6. Safely perform battery charging and maintenance procedures.
7. Apply proper load handling techniques and understand load stability principles.
8. Pass a written test and hands-on performance evaluation.

### **Course Content**

1. 2.5 hours training for Forklift Class 1 (Electric) Operator
  1. Overview of OSHA 1910.178(l) requirements
  2. Operating instructions, warnings, and precautions
  3. Controls and instrumentation
  4. Visibility and load handling
  5. Stability triangle and load center concepts
  6. Battery charging and recharging procedures
  7. Workplace-specific hazards (e.g., ramps, narrow aisles, pedestrian traffic)
  8. Safety devices and warning systems
  9. Operator responsibilities and employer obligations
2. 0.5 hour training for Forklift Class 1 (Electric) Operator Renewal
  1. An abbreviated version intended to renew a former operator

### **Lab Content**

1. Pre-operation inspection and checklist.
2. Safe start-up and shutdown procedures.
3. Maneuvering in tight spaces and around obstacles.
4. Lifting, stacking, and un-stacking loads.
5. Emergency procedures and safe parking.
6. Battery maintenance and charging station safety.

### **Special Facilities and/or Equipment**

1. When taught in person, a clean classroom with internet access, and the necessary hardware and software must be provided for this training.
2. When taught online, this course requires access to CEI's Learning Management System

(Amplify), ongoing access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

### **Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

Results of written test

Hands-on performance evaluation in the actual or simulated workplace

### **Methods of Instruction**

**Methods of Instruction may include but are not limited to the following:**

Lecture

Classroom demonstrations

### **Other Materials**

Equipment, video(s), and course materials provided by Cupertino Electric.

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

No assignments.

### **Authorized Discipline(s):**

Electricity

### **Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

### **Taxonomy of Program Code (TOP Code)**

\*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html>) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

June 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

### Articulation Office Only

#### **Transferability**

None

### Division Dean Only

#### **Seat Count**

50

#### **Load**

.000



# **JRYM F422B : FORKLIFT CLASS 2 (NARROW AISLE) OPERATOR/OPERATOR RENEWAL**

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F422B

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

FORKLIFT CLASS 2 (NARROW AISLE) OPERATOR/OPERATOR RENEWAL

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

1-2.5 hours total per quarter (0.5-1.5 hours lecture, 1-2 hours laboratory).

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to stay current with Fed/OSHA and/or Cal/OSHA standards.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

---

#### **Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### **Criteria B. Need**

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

#### **Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

#### **Attach evidence**

#### **Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

#### **Course Description**

In accordance with Federal OSHA 29 CFR 1910.178(l), 29 CFR 1926.602(d), and Cal/OSHA 8 CCR §3668 requirements, this course provides certification for individuals who operate a Class 2 narrow aisle forklift designed for tight spaces.

#### **Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

#### **Course Corequisites**

## **Course Advisories**

### **Course Objectives**

The student will be able to:

1. Identify the types and functions of Class 2 narrow aisle forklifts.
2. Understand OSHA regulations and employer responsibilities under 29 CFR 1910.178(l).
3. Demonstrate safe operating procedures in narrow aisle and high-rack environments.
4. Conduct pre-operation inspections and routine maintenance checks.
5. Recognize workplace-specific hazards, such as limited visibility, tight spaces, and pedestrian traffic.
6. Safely operate lift mechanisms and attachments used in narrow aisle applications.
7. Apply load stability principles and proper stacking/unstacking techniques.
8. Pass a written knowledge test and hands-on performance evaluation.

### **Course Content**

1. 2.5 hours training for Forklift Class 2 (Narrow Aisle) Operator
  1. OSHA 1910.178(l) training requirements
  2. Types and classifications of narrow aisle trucks (e.g., reach trucks, order pickers, turret trucks)
  3. Operating instructions, warnings, and precautions
  4. Controls and instrumentation specific to Class 2 trucks
  5. Visibility challenges and solutions in narrow aisles
  6. Load handling, stacking, and unstacking in high-rack storage
  7. Stability triangle and load center concepts
  8. Battery charging and maintenance procedures
  9. Environmental hazards (e.g., poor ventilation, tight spaces)
  10. Employer and operator responsibilities
2. 0.5 hour training for Forklift Class 2 (Narrow Aisle) Operator Renewal
  1. An abbreviated version intended to renew a former operator

### **Lab Content**

1. Pre-operation inspection and safety checklist.
2. Maneuvering in narrow aisles and confined spaces.
3. Safe operation of lift mechanisms and attachments.
4. Load placement and retrieval at height.
5. Emergency procedures and safe shutdown.
6. Battery charging station safety.

### **Special Facilities and/or Equipment**

1. When taught in person, a clean classroom with internet access, and the necessary hardware and software must be provided for this training.
2. When taught online, this course requires access to CEI's Learning Management System

(Amplify), ongoing access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

### **Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

Results of hands-on performance evaluation in actual or simulated workplace

Results of skills demonstration and evaluation

### **Methods of Instruction**

**Methods of Instruction may include but are not limited to the following:**

Lectures

Classroom demonstrations

### **Other Materials**

Equipment and course materials provided by Cupertino Electric.

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

No assignments.

### **Authorized Discipline(s):**

Electricity

### **Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

### **Taxonomy of Program Code (TOP Code)**

\*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html>) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

June 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

### **Articulation Office Only**

### **Transferability**

None

### **Division Dean Only**

### **Seat Count**

50

### **Load**

.000

# **JRYM F422C : FORKLIFT CLASS 3 (WALKIE/WALKIE-RIDER) OPERATOR/OPERATOR RENEWAL**

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F422C

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

FORKLIFT CLASS 3 (WALKIE/WALKIE-RIDER) OPERATOR/OPERATOR RENEWAL

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

1-1.5 hours total per quarter (0.5-1 hour lecture, 0.5-1 hour laboratory).

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to stay current with Fed/OSHA and/or Cal/OSHA standards.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

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

Please select

Permanent

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

---

#### **Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### **Criteria B. Need**

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

#### **Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

#### **Attach evidence**

#### **Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

#### **Course Description**

In accordance with Federal OSHA 29 CFR 1910.178(l), 29 CFR 1926.602(d), and Cal/OSHA 8 CCR §3668 requirements, this course provides certification for individuals who operate a Class 3 electric-powered, pedestrian-controlled forklift, such as walkies and walkie-riders.



**Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

**Course Corequisites****Course Advisories****Course Objectives**

The student will be able to:

1. Identify the types and functions of Class 3 walkie and walkie-rider trucks.
2. Understand OSHA regulations and employer responsibilities under 29 CFR 1910.178(l).
3. Demonstrate safe operating procedures, including starting, stopping, and maneuvering.
4. Conduct pre-operation inspections and identify maintenance needs.
5. Recognize workplace hazards, such as pedestrian traffic, ramps, and tight aisles.
6. Safely handle loads, including stacking, unstacking, and transporting.
7. Apply proper battery charging and maintenance procedures.
8. Pass a written knowledge test and hands-on performance evaluation.

**Course Content**

1. 1.5 hours training for Forklift Class 3 (Walkie/Walkie-Rider) Operator
  1. OSHA 1910.178(l) training requirements
  2. Types and classifications of Class 3 trucks
  3. Operating instructions, warnings, and precautions
  4. Controls and instrumentation
  5. Load handling and stability principles
  6. Visibility and maneuvering in confined spaces
  7. Battery charging and maintenance
  8. Workplace-specific hazards (e.g., ramps, loading docks, pedestrian zones)
  9. Operator and employer responsibilities
2. 0.5 hour training for Forklift Class 3 (Walkie/Walkie-Rider) Operator Renewal
  1. An abbreviated version intended to renew a former operator

**Lab Content**

1. Pre-operation inspection and safety checklist.
2. Safe operation in tight spaces and around pedestrians.
3. Load handling and transport.
4. Emergency procedures and safe shutdown.
5. Battery charging station safety.

**Special Facilities and/or Equipment**

1. When taught in person, a clean classroom with internet access, and the necessary hardware and software must be provided for this training.

2. When taught online, this course requires access to CEI's Learning Management System (Amplify), ongoing access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

### Methods of Evaluation

**Methods of Evaluation may include but are not limited to the following:**

Results of written test covering OSHA standards and safe operation  
Hands-on performance evaluation in actual or simulated workplace

### Methods of Instruction

**Methods of Instruction may include but are not limited to the following:**

Lectures  
Demonstration and evaluation

### Other Materials

Equipment and course materials provided by Cupertino Electric.

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

No assignments.

### Authorized Discipline(s):

Electricity

### Faculty Service Area (FSA Code)

INDUSTRIAL TECH

### Taxonomy of Program Code (TOP Code)

\*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

June 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

### Articulation Office Only

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### Transferability

None

### Division Dean Only

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### Seat Count

50

### Load

.000

# **JRYM F422D : FORKLIFT CLASS 4/5 (SEATED WAREHOUSE) OPERATOR/OPERATOR RENEWAL**

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F422D

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

FORKLIFT CLASS 4/5 (SEATED WAREHOUSE) OPERATOR/OPERATOR RENEWAL

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

1-2.5 hours total per quarter (0.5-1.5 hours lecture, 1-2 hours laboratory).

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to stay current with Fed/OSHA and/or Cal/OSHA standards.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

---

#### **Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### **Criteria B. Need**

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

#### **Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

#### **Attach evidence**

#### **Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

#### **Course Description**

In accordance with Federal OSHA 29 CFR 1910.178(l), 29 CFR 1926.602(d), and Cal/OSHA 8 CCR §3668 requirements, this course provides certification for individuals who operate a Class 4 or Class 5 forklift in a seated warehouse setting.

#### **Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

#### **Course Corequisites**

## **Course Advisories**

### **Course Objectives**

The student will be able to:

1. Identify the types and functions of Class 4 and 5 forklifts.
2. Understand OSHA regulations and employer responsibilities under 29 CFR 1910.178(l).
3. Demonstrate safe operating procedures, including starting, maneuvering, lifting, and parking.
4. Conduct pre-operation inspections and identify maintenance needs.
5. Recognize workplace hazards, such as ramps, loading docks, and pedestrian traffic.
6. Safely handle loads, including stacking, unstacking, and transporting.
7. Apply load stability principles and understand the stability triangle.
8. Perform safe refueling procedures (LPG, diesel, gasoline).
9. Pass a written knowledge test and hands-on performance evaluation.

### **Course Content**

1. 2.5 hours training for Forklift Class 4/5 (Seated Warehouse) Operator
  1. OSHA 1910.178(l) training requirements
  2. Types and classifications of Class 4 and 5 trucks
  3. Operating instructions, warnings, and precautions
  4. Controls and instrumentation
  5. Load handling and stability triangle
  6. Visibility and maneuvering in various environments
  7. Refueling procedures and fire safety
  8. Workplace-specific hazards (e.g., ramps, docks, narrow aisles)
  9. Operator and employer responsibilities
2. 0.5 hour training for Forklift Class 4/5 (Seated Warehouse) Operator Renewal
  1. An abbreviated version intended to renew a former operator

### **Lab Content**

1. Pre-operation inspection and safety checklist.
2. Safe start-up, maneuvering, and shutdown.
3. Load handling, stacking, and unstacking.
4. Operating on inclines and uneven surfaces.
5. Emergency procedures and safe parking.
6. Refueling station safety.

### **Special Facilities and/or Equipment**

1. When taught in person, applicable equipment and printed materials for students to use and take as reference.

2. When taught online, this course requires access to CEI's Learning Management System (Amplify), ongoing access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

### **Methods of Evaluation**

<p><b>Methods of Evaluation may include but are not limited to the following:</b></p> <p>Skills demonstration and evaluation</p>
--

### **Methods of Instruction**

<p><b>Methods of Instruction may include but are not limited to the following:</b></p> <p>Lectures</p> <p>Classroom demonstration</p>
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### **Other Materials**

Equipment and course materials provided by Cupertino Electric.

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

No assignments.

### **Authorized Discipline(s):**

Electricity

### **Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

### **Taxonomy of Program Code (TOP Code)**

\*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

June 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

### **Articulation Office Only**

#### **Transferability**

None

### **Division Dean Only**

#### **Seat Count**

50

#### **Load**

.000

# JRYM F422E : FORKLIFT CLASS 7 (ROUGH TERRAIN) TELEHANDLER OPERATOR/OPERATOR RENEWAL

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F422E

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

FORKLIFT CLASS 7 (ROUGH TERRAIN) TELEHANDLER OPERATOR/OPERATOR RENEWAL

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0



**Special Hourly Notation**

1-2.5 hours total per quarter (0.5-1.5 hours lecture, 1-2 hours laboratory).

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to stay current with Fed/OSHA and/or Cal/OSHA standards.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

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

Please select

Permanent

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

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#### **Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### **Criteria B. Need**

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

#### **Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

#### **Attach evidence**

#### **Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

#### **Course Description**

In accordance with Federal OSHA 29 CFR 1910.178(l), 29 CFR 1926.602(d), and Cal/OSHA 8 CCR §3668 requirements, this course provides certification for individuals who operate a Class 7 rough terrain forklift, specifically a telehandler.

**Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

**Course Corequisites****Course Advisories****Course Objectives**

The student will be able to:

1. Identify the components, controls, and functions of a telehandler.
2. Understand and apply OSHA regulations and safety standards for powered industrial trucks.
3. Conduct thorough pre-operation inspections and function tests.
4. Demonstrate safe load handling, lifting, and placement techniques.
5. Navigate and operate telehandlers in rough terrain and construction environments.
6. Recognize and mitigate workplace hazards associated with telehandler operation.
7. Perform safe refueling or battery charging procedures.
8. Understand the importance of stability, load charts, and center of gravity.
9. Respond appropriately to emergency situations and equipment malfunctions.
10. Pass a written test and practical evaluation to demonstrate operational competence.

**Course Content**

1. 2.5 hours training for Forklift Class 7 (Rough Terrain) Telehandler Operator
  1. OSHA 1910.178(l) training requirements
  2. Types and classifications of telehandlers
  3. Operating instructions, warnings, and precautions
  4. Controls and instrumentation, specifically:
    1. Boom, forks, outriggers, and attachments
    2. Instrumentation and warning systems
  5. Load charts and capacity ratings
  6. Load handling and stability triangle
  7. Visibility and maneuvering in various environments
  8. Refueling procedures and fire safety
  9. Workplace-specific hazards (overhead obstructions and power lines, pedestrian traffic and blind spots, weather and environmental conditions)
  10. Operator and employer responsibilities
2. 0.5 hour training for Forklift Class 7 (Rough Terrain) Telehandler Operator Renewal
  1. An abbreviated version intended to renew a former operator

**Lab Content**

1. Pre-operation inspection and safety checklist.
2. Safe start-up, maneuvering, and shutdown.
3. Load handling, stacking, and unstacking.

4. Operating on inclines and uneven surfaces.
5. Emergency procedures and safe parking.
6. Safe refueling procedures (diesel, propane).

**Special Facilities and/or Equipment**

1. When taught in person, applicable equipment and printed materials for students to use and take as reference.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), ongoing access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

**Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

Results of skills demonstration and evaluation

**Methods of Instruction**

**Methods of Instruction may include but are not limited to the following:**

Lecture

Classroom demonstration

**Other Materials**

Equipment and course materials provided by Cupertino Electric.

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

No assignments.

**Authorized Discipline(s):**

Electricity

**Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**

\*0952.20 - Electrical

**Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html>) while creating or revising this COR.**

**Please describe how you have incorporated principles of equity during this revision:**

June 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

**Articulation Office Only****Transferability**

None

## Division Dean Only

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### Seat Count

50

### Load

.000

# JRYM F423B : UTILITY TERRAIN VEHICLE (UTV)/GOLF CART OPERATOR

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F423B

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

UTILITY TERRAIN VEHICLE (UTV)/GOLF CART OPERATOR

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

1.5

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

**Total Contact Hours**

1.5

**Total Student Learning Hours**

1.5

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

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#### **Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### **Criteria B. Need**

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

#### **Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

#### **Attach evidence**

#### **Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

#### **Course Description**

This course provides an overview of the safety rules and regulations to operate a UTV and golf cart at Cupertino Electric.

#### **Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

#### **Course Corequisites**

#### **Course Advisories**



## Course Objectives

The student will be able to:

1. Understand how to inspect, operate, and maneuver UTVs and golf carts safely on job sites and other controlled environments.
2. Demonstrate proper use of seat belts and personal protective equipment (PPE); demonstrate proper hazard recognition (terrain conditions, visibility, pedestrian traffic).

## Course Content

1. Overview of company requirements for UTV/golf cart operation.
2. Pre-use inspection procedures
  1. Proper start-up, operation, and shut-down techniques
  2. Safe driving practices, including speed limits, turning, and stopping distances
  3. Load capacity and passenger limitations
  4. Use of seat belts and personal protective equipment (PPE)
  5. Hazard recognition (terrain conditions, visibility, pedestrian traffic)
3. Parking and securing the vehicle
4. Rules, signage, and operational restrictions
5. Consequences of misuse and incident reporting protocols

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

## Methods of Evaluation

**Methods of Evaluation may include but are not limited to the following:**

Quiz

Results of skills demonstration and evaluation

## Methods of Instruction

**Methods of Instruction may include but are not limited to the following:**

Lecture

Classroom demonstration

**Other Materials**

CEI EH&S program, applicable Fed/OSHA and/or Cal/OSHA standards, and the Equipment Operator's and Safety Manual, provided by Cupertino Electric.

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

No assignments.

**Authorized Discipline(s):**

Electricity

**Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**

\*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

**Articulation Office Only**

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**Transferability**

None

N/A

**Division Dean Only**

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**Seat Count**

50

**Load**

.002

# JRYM F423C : SPOTTER QUALIFIED PERSON

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F423C

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

SPOTTER QUALIFIED PERSON

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

1

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation****Total Contact Hours**

1

**Total Student Learning Hours**

1

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

**Please select**

**Permanent**

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

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**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

**Workforce/CTE**

**Criteria B. Need**

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

**Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

**Attach evidence**

**Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

**Course Description**

This course provides training on the company's Spotter Program for vehicles and equipment. It covers situations that require a spotter, common hazards encountered during backing operations, techniques for effective vehicle and equipment spotting, and blind spot recognition.

**Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

**Course Corequisites**

**Course Advisories**

## Course Objectives

The student will be able to:

1. Identify situations requiring a spotter.
2. Recognize common backing hazards.
3. Understand and manage blind spots.
4. Use hand signals, radios, and eye contact to communicate between spotter and operator.

## Course Content

1. Overview of spotter roles and responsibilities
  1. Identifying operations and conditions that require a spotter
  2. Hazard recognition during vehicle and equipment backing
  3. CEI policies for vehicle and equipment spotting; review of incident case studies and best practices; practical examples and scenario-based discussion

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

## Methods of Evaluation

**Methods of Evaluation may include but are not limited to the following:**

Results of skills demonstration

## Methods of Instruction

**Methods of Instruction may include but are not limited to the following:**

Lecture

Classroom demonstration

## Other Materials

CEI EH&S program and applicable Fed/OSHA and/or Cal/OSHA standards, provided by Cupertino Electric.

Possible use of applicable video media.

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

No assignments.

**Authorized Discipline(s):**

Electricity

**Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**

\*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

**Articulation Office Only**

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**Transferability**

None

**Division Dean Only**

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**Seat Count**

50

**Load**

.001

# JRYM F423D : CRANE PICK PLAN MANAGEMENT

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F423D

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

CRANE PICK PLAN MANAGEMENT

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

1

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation****Total Contact Hours**

1



**Total Student Learning Hours**

1

**Repeatability Statement**

Not Repeatable

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

## **Stand Alone**

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

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

**Please select**

**Permanent**

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

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**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

**Workforce/CTE**

#### **Criteria B. Need**

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

#### **Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

#### **Attach evidence**

#### **Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

#### **Course Description**

This course covers topics related to the CEI requirements to manage a crane pick and the necessary elements required in a pick plan.

#### **Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

#### **Course Corequisites**

#### **Course Advisories**

#### **Course Objectives**

The student will be able to:

1. Identify the CEI requirements for managing a crane pick and understand the critical components of a compliant pick plan.

2. Demonstrate the ability to evaluate lift scenarios and apply appropriate planning elements to ensure safe and effective crane operations.

**Course Content**

1. Crane pick management requirements
2. Components of a compliant pick plan
3. Evaluating crane lift scenarios, planning elements for safe crane operations, applying lift planning to job site operations to ensure compliance, safety, and efficiency

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

**Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

Quiz

Results of skills demonstration

**Methods of Instruction**

**Methods of Instruction may include but are not limited to the following:**

Lecture

Classroom demonstration

**Other Materials**

CEI EH&S program and applicable Fed/OSHA and/or Cal/OSHA standards, provided by Cupertino Electric.

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

No assignments.

**Authorized Discipline(s):**

Electricity

**Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**

\*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

Articulation Office Only

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**Transferability**

None

Division Dean Only

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**Seat Count**

50

**Load**

.001

# JRYM F423E : PILE DRIVER TRAINING

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F423E

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

PILE DRIVER TRAINING

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

3.5

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation****Total Contact Hours**

3.5

**Total Student Learning Hours**

3.5

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

## **Stand Alone**

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

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

**Please select**

**Permanent**

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

---

**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

**Criteria B. Need**

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

**Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

**Attach evidence**

**Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

**Course Description**

This course covers topics related to pile driving operations and procedures, including safe hoisting of beams. Rigging training is limited to only the hoisting of beams.

**Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

**Course Corequisites**

**Course Advisories**

## Course Objectives

The student will be able to:

1. Demonstrate a foundational understanding of pile driving operations with a focus on safety procedures and best practices.
2. Support pile driving activities safely and in accordance with the procedures and hoisting requirements.

## Course Content

1. Training on the safe hoisting of beams, with rigging instruction limited specifically to that task
2. Communication and coordination during hoisting operations
3. Identification of potential hazards and mitigation strategies
4. CEI procedures and expectations for pile driving activities
5. Personal protective equipment (PPE) requirements; inspection and maintenance of hoisting equipment

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

## Methods of Evaluation

**Methods of Evaluation may include but are not limited to the following:**

Results of hands-on demonstrations

## Methods of Instruction

**Methods of Instruction may include but are not limited to the following:**

Lecture

Classroom demonstration

## Other Materials

CEI EH&S program, applicable Fed/OSHA and/or Cal/OSHA standards, and the Equipment Operator's and Safety Manual, provided by Cupertino Electric.

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

No assignments.



**Authorized Discipline(s):**

Electricity

**Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**

\*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

**Articulation Office Only**

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**Transferability**

None

**Division Dean Only**

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**Seat Count**

50

**Load**

.005

# **JRYM F423G : RIGGING & SIGNALING: AUTHORIZED PERSON/AUTHORIZED PERSON T-T-T**

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F423G

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

RIGGING & SIGNALING: AUTHORIZED PERSON/AUTHORIZED PERSON T-T-T

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

7-8 hours lecture total per quarter.

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

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

Please select

Permanent

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

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#### **Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### **Criteria B. Need**

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

#### **Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

#### **Attach evidence**

#### **Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

#### **Course Description**

This course covers topics related to the techniques, principles, and practices of basic rigging and signaling, as well as the associated hazards.

#### **Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

## **Course Corequisites**

## **Course Advisories**

## **Course Objectives**

The student will be able to:

1. Assist in safe lifting operations by applying proper rigging methods, using standard hand signals, and recognizing unsafe conditions.
2. Demonstrate and understand the techniques, principles, and practices of basic rigging and signaling, associated hazards, and instruction.
3. Inspect and properly use slings, shackles, hooks, and other rigging hardware.

## **Course Content**

1. 7 hours on Rigging and Signaling Authorized Person Training
  1. Introduction to basic rigging components and terminology
  2. Slings, shackles, hooks, and other rigging hardware
  3. Load weight estimation and center of gravity considerations
  4. Rigging configuration and angle calculations
  5. Standard hand and voice signaling techniques; roles and responsibilities of riggers and signalers
  6. Communication and coordination during lifts
  7. Identification and control of rigging-related hazards; CEI safety policies and applicable regulatory standards
2. 8 hours on Rigging and Signaling Authorized Person - T-t-T Training

## **Lab Content**

Not applicable.

## **Special Facilities and/or Equipment**

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

## **Methods of Evaluation**

<p><b>Methods of Evaluation may include but are not limited to the following:</b></p> <p>Results of skills demonstration</p>
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## **Methods of Instruction**

<p><b>Methods of Instruction may include but are not limited to the following:</b></p> <p>Lecture</p>
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Classroom demonstration
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**Other Materials**

CEI EH&S program, Fed/OSHA and Cal/OSHA standards, provided by Cupertino Electric.

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

No assignments.

**Authorized Discipline(s):**

Electricity

**Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**

\*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

**Articulation Office Only**

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**Transferability**

None

**Division Dean Only**

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**Seat Count**

50

**Load**

.000

# **JRYM F423J : SIGNALING (CRANE SIGNALING) AUTHORIZED PERSON**

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F423J

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

SIGNALING (CRANE SIGNALING) AUTHORIZED PERSON

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

1.5

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

**Total Contact Hours**

1.5

**Total Student Learning Hours**

1.5

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.



Please select

Permanent

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

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#### **Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### **Criteria B. Need**

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

#### **Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

#### **Attach evidence**

#### **Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

#### **Course Description**

This training course is required under Federal OSHA §1926.1428 and qualifies the employee to act as a signal person when coordinating with equipment operators. Key objectives include ensuring compliance with applicable safety regulations, understanding crane characteristics and limitations, and demonstrating proficiency in using standard hand and voice signals during hoisting operations.

#### **Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

## **Course Corequisites**

## **Course Advisories**

## **Course Objectives**

The student will be able to:

1. Effectively perform as a qualified signal person for hoisting CEI loads on CEI projects.
2. Practice the proper use of standard hand and voice signals.
3. Demonstrate an understanding of crane operations, characteristics, and limitations.
4. Communicate with equipment operators in compliance with Federal OSHA §1926.1428 and company safety standards.

## **Course Content**

1. OSHA §1926.1428 requirements for qualified signal persons
2. Roles and responsibilities of the signal person during hoisting operations
3. Standard hand signals and proper communication protocols
4. Use of voice signals in coordination with crane operators
5. Basic crane types, functions, and limitations
6. Identifying crane hazards and safe working distances

## **Lab Content**

Not applicable.

## **Special Facilities and/or Equipment**

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

## **Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

Results of skills demonstration

Quiz

## **Methods of Instruction**

**Methods of Instruction may include but are not limited to the following:**

Lecture

Classroom demonstration

## **Other Materials**

CEI EH&S program and applicable Fed/OSHA and/or Cal/OSHA standards, provided by Cupertino Electric.

**Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**  
No assignments.

**Authorized Discipline(s):**  
Electricity

**Faculty Service Area (FSA Code)**  
INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**  
\*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**  
Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

Articulation Office Only

**Transferability**  
None

Division Dean Only

**Seat Count**  
50

**Load**  
.002

# JRYM F423K : QUALIFIED TRAFFIC FLAGGER

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F423K

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

QUALIFIED TRAFFIC FLAGGER

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

8

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation****Total Contact Hours**

8

**Total Student Learning Hours**

8

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

## **Stand Alone**

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

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

**Please select**

**Permanent**

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

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**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

**Criteria B. Need**

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

**Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

**Attach evidence**

**Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

**Course Description**

This course covers topics related to becoming a qualified traffic flagger.

**Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

**Course Corequisites**

**Course Advisories**

## Course Objectives

The student will be able to:

1. Follow safety instruction on principles and techniques of flagging.
2. Direct traffic safely and effectively using hand signals and flagging devices.
3. Identify and respond to potential hazards.

## Course Content

1. Safety principles and responsibilities of a traffic flagger
2. Techniques for directing and controlling traffic using hand signals, stop/slow paddles, and other flagging devices
3. Communication with other flaggers and work crews; identifying and responding to potential traffic and work zone hazards
4. High-visibility clothing and PPE
5. Overview of state-specific flagger certification requirements; review and practice of flagging scenarios; written and/or practical certification exam

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

## Methods of Evaluation

**Methods of Evaluation may include but are not limited to the following:**

Results of skills demonstration  
Quiz

## Methods of Instruction

**Methods of Instruction may include but are not limited to the following:**

Lecture  
Classroom demonstration

## Other Materials

CEI EH&S program and applicable Fed/OSHA and/or Cal/OSHA standards, MUTCD, provided by Cupertino Electric.

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

No assignments.

**Authorized Discipline(s):**

Electricity

**Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**

\*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

**Articulation Office Only**

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**Transferability**

None

**Division Dean Only**

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**Seat Count**

50

**Load**

.010



# JRYM F423L : SKID STEER/BOBCAT OPERATOR/ OPERATOR RENEWAL

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F423L

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

SKID STEER/BOBCAT OPERATOR/OPERATOR RENEWAL

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

1-8 hours lecture total per quarter.

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

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#### **Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### **Criteria B. Need**

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

#### **Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

#### **Attach evidence**

#### **Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

#### **Course Description**

This training course provides a comprehensive foundation in equipment safety standards, maintenance procedures, and best operating practices as outlined in the equipment's user manual and tailored to the specific operational characteristics of the assigned skid steer/bobcat.

#### **Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

## Course Corequisites

## Course Advisories

## Course Objectives

The student will be able to:

1. Demonstrate a foundational understanding of the safe and effective operation of skid steer/bobcat equipment.
2. Operate skid steers in accordance with CEI policies, manufacturer guidelines, and industry best practices, with an emphasis on equipment-specific familiarity and safety compliance.
3. Understanding load capacities, stability, and operational limits.
4. Control functions and maneuver techniques.
5. Use personal protective equipment (PPE).

## Course Content

1. 8 hours training for Skid Steer/Bobcat Operator
  1. Overview of skid steer/bobcat machine types and common applications
  2. Review of operator responsibilities and general safety guidelines
  3. Equipment inspection and maintenance procedures
2. 0.5 hour training for Skid Steer/Bobcat Operator Renewal
  1. An abbreviated version intended to renew a former operator

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

## Methods of Evaluation

**Methods of Evaluation may include but are not limited to the following:**

Results of skills demonstration

## Methods of Instruction

**Methods of Instruction may include but are not limited to the following:**

Lecture

Classroom demonstrations

**Other Materials**

CEI EH&S program, applicable Fed/OSHA and/or Cal/OSHA standards, and the Equipment Operator's and Safety Manual, provided by Cupertino Electric.

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

No assignments.

**Authorized Discipline(s):**

Electricity

**Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**

\*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

**Articulation Office Only**

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**Transferability**

None

**Division Dean Only**

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**Seat Count**

50

**Load**

.000

# **JRYM F426A : CONFINED SPACE ENTRY TRAINING/ENTRY TRAINING FOR TRAINER**

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F426A

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

CONFINED SPACE ENTRY TRAINING/ENTRY TRAINING FOR TRAINER

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

3.5-6 hours lecture total per quarter.

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

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#### **Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### **Criteria B. Need**

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

#### **Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

#### **Attach evidence**

#### **Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

#### **Course Description**

This course covers topics related to the hazards associated with confined space entry operations and the appropriate safety practices and procedures for safe confined space entry.

#### **Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

#### **Course Corequisites**



## Course Advisories

### Course Objectives

The student will be able to:

1. Identify a confined space and the characteristics that differentiate a Permit-Required Confined Space from a Non Permit-Required Confined Space on the job site, in accordance with the applicable confined space standards for construction and general industry in the Fed/OSHA and Cal/OSHA standards.
2. Identify the hazards associated with confined space entry and understand the safety risks involved.
3. Apply appropriate safety practices and procedures to ensure safe confined space entry operations.

### Course Content

1. 3.5 hours for Confined Space Entry Training
  1. Identifying a confined space and the characteristics that differentiate a Permit-Required Confined Space from a Non Permit-Required Confined Space on the job site, in accordance with the applicable confined space standards for construction and general industry in the Fed/OSHA and Cal/OSHA standards
  2. Requirements for atmospheric monitoring; ventilation; rescue planning; and the duties, responsibilities, and competencies of the entry supervisor, authorized entrant, and attendant
2. 6 hours for Confined Space Entry Training for Trainers

### Lab Content

Not applicable.

### Special Facilities and/or Equipment

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

### Methods of Evaluation

**Methods of Evaluation may include but are not limited to the following:**

Quiz

Results of skills demonstration

## Methods of Instruction

**Methods of Instruction may include but are not limited to the following:**

Lecture

Classroom demonstration

## Other Materials

CEI EH&S program and applicable Fed/OSHA and/or Cal/OSHA standards, provided by Cupertino Electric.

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

No assignments.

## Authorized Discipline(s):

Electricity

## Faculty Service Area (FSA Code)

INDUSTRIAL TECH

## Taxonomy of Program Code (TOP Code)

\*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

## Articulation Office Only

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## Transferability

None

## Division Dean Only

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## Seat Count

50

## Load

.000

# JRYM F426B : DITCH WITCH OPERATION & SAFETY

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F426B

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

DITCH WITCH OPERATION & SAFETY

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

3

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation****Total Contact Hours**

3

**Total Student Learning Hours**

3

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

## **Stand Alone**

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

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

**Please select**

**Permanent**

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

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**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

**Workforce/CTE**

**Criteria B. Need**

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

**Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

**Attach evidence**

**Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

**Course Description**

This course covers topics related to the guidelines for safe operation of ride-on and walk-behind line trenchers.

**Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

**Course Corequisites**

**Course Advisories**

## Course Objectives

The student will be able to:

1. Identify safety guidelines and operational procedures for both ride-on and walk-behind line trenchers.
2. Demonstrate the ability to inspect equipment, recognize potential hazards, and operate trenchers in accordance with manufacturer and jobsite safety requirements.
3. Become an authorized operator (pending successful evaluation).

## Course Content

1. Safe use and evaluation requirements for ride-on and walk-behind line trenchers (primarily Ditch Witch and Vermeer)
2. Identifying key equipment features, pre-operational inspection, routine maintenance, color markings for underground utilities, safe trailering and transportation of the machines, unique hazards associated with special operational conditions

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

## Methods of Evaluation

**Methods of Evaluation may include but are not limited to the following:**

Quiz

Results of skills demonstration

## Methods of Instruction

**Methods of Instruction may include but are not limited to the following:**

Lecture

Classroom demonstration

## Other Materials

CEI EH&S program, applicable Fed/OSHA and/or Cal/OSHA standards, and the Equipment Operator's and Safety Manual, provided by Cupertino Electric.

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

No assignments.

**Authorized Discipline(s):**

Electricity

**Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**

\*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

**Articulation Office Only**

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**Transferability**

None

**Division Dean Only**

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**Seat Count**

50

**Load**

.004

# **JRYM F427A : WILDFIRE SMOKE PROTECTION/ WILDFIRE SMOKE N95 MANDATORY RESPIRATOR/RESPIRATOR USER**

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F427A

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

WILDFIRE SMOKE PROTECTION/WILDFIRE SMOKE N95 MANDATORY RESPIRATOR/  
RESPIRATOR USER

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0



**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

1-3.5 hours lecture total per quarter.

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

- Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
- Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

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#### **Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### **Criteria B. Need**

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

#### **Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

#### **Attach evidence**

#### **Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

#### **Course Description**

This course covers topics related to the health hazards associated with wildfire smoke, and the measures employees can take to protect themselves from these hazards.

**Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

**Course Corequisites****Course Advisories****Course Objectives**

The student will be able to:

1. Minimize health risks and respond appropriately during wildfire smoke events.
2. Understand Air Quality Index (AQI) levels and related risks.
3. Properly don and doff their respiratory protection.
4. Check for proper fit and demonstrate proper storage of their respiratory protection devices when not in use.

**Course Content**

1. 0.75 hour training for Protection from Wildfire Smoke
  1. Health hazards of wildfire smoke exposure
  2. Identification of symptoms related to smoke inhalation
  3. Measures to reduce exposure in outdoor work environments
  4. Requirements for respiratory protection and when it is necessary
  5. Safe work practices during wildfire smoke conditions
  6. Communication and monitoring procedures
2. 0.5 hour training for Wildfire Smoke N-95 MANDATORY Respirator User
  1. Wildfire smoke health hazards and exposure risks
  2. Awareness of Air Quality Index (AQI) levels
  3. N95 respirator purpose, limitations, and proper use
3. 3.5 hours training for Respirator User
  1. N95 filtering facepiece and/or the full or half mask cartridge respirators
  2. Properly don and doff respiratory protection
  3. Respirator medical evaluation questionnaire

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

**Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

Quiz

**Methods of Instruction**

**Methods of Instruction may include but are not limited to the following:**

Lecture

**Other Materials**

CEI EH&S program, applicable Fed/OSHA and/or Cal/OSHA standards, Users Manual or instructions for specific respiratory protection devices, provided by Cupertino Electric.

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

No assignments.

**Authorized Discipline(s):**

Electricity

**Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**

\*0952.20 - Electrical

**Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.**

**Please describe how you have incorporated principles of equity during this revision:**

Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

**Articulation Office Only****Transferability**

None

**Division Dean Only****Seat Count**

50

**Load**

.000

# JRYM F427C : FIRE PROTECTION/FIRE PREVENTION IN CONSTRUCTION

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F427C

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

FIRE PROTECTION/FIRE PREVENTION IN CONSTRUCTION

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

1

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

**Total Contact Hours**

1

**Total Student Learning Hours**

1

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

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#### **Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### **Criteria B. Need**

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

#### **Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

#### **Attach evidence**

#### **Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

#### **Course Description**

This course covers topics related to fire prevention/fire protection practices and procedures, fire watch requirements for "hot work," and the proper use of fire extinguishers.

#### **Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

#### **Course Corequisites**

#### **Course Advisories**

## Course Objectives

The student will be able to:

1. Understand the essential fire prevention and protection practices, including procedures for maintaining a safe work environment during "hot work" operations.
2. Understand fire watch requirements and demonstrate the proper selection and use of fire extinguishers.
3. Perform fire watch duties and respond effectively to fire hazards.

## Course Content

1. Essential fire prevention and protection practices, procedures for maintaining a safe work environment during "hot work" operations
2. Understanding fire watch requirements
3. Hands-on experience in selecting and using fire extinguishers
4. Performing fire watch duties
5. Responding effectively to fire hazards, ensuring workplace safety during fire-related incidents

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

## Methods of Evaluation

**Methods of Evaluation may include but are not limited to the following:**

Quiz

## Methods of Instruction

**Methods of Instruction may include but are not limited to the following:**

Lecture

## Other Materials

CEI EH&S program and applicable Fed/OSHA and/or Cal/OSHA standards, provided by Cupertino Electric.

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

No assignments.



**Authorized Discipline(s):**

Electricity

**Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**

\*0952.20 - Electrical

**Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.**

**Please describe how you have incorporated principles of equity during this revision:**

Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

**Articulation Office Only**

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**Transferability**

None

**Division Dean Only**

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**Seat Count**

50

**Load**

.001

# **JRYM F427E : RESPIRABLE CRYSTALLINE SILICA TRAINING/RESPIRABLE CRYSTALLINE SILICA COMPETENT PERSON**

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F427E

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

RESPIRABLE CRYSTALLINE SILICA TRAINING/RESPIRABLE CRYSTALLINE SILICA COMPETENT PERSON

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

1-4 hours lecture total per quarter.

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

## **Stand Alone**

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

- Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
- Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

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#### **Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### **Criteria B. Need**

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

#### **Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

#### **Attach evidence**

#### **Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

#### **Course Description**

This course covers topics related to the elements of the CEI Respirable Crystalline Silica Program, including health hazards, sources of possible exposure, and control measures.

**Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

**Course Corequisites****Course Advisories****Course Objectives**

The student will be able to:

1. Recognize silica hazards, follow required protective measures, and support compliance with CEI and regulatory standards.
2. Assess silica risks and apply effective exposure controls when needed.

**Course Content**

1. 3 hours training for Respirable Crystalline Silica Competent Person
  1. Understanding respirable crystalline silica hazards and health risks
  2. Regulatory requirements for Written Exposure Control Plans (OSHA 29 CFR 1926.1153)
  3. Evaluating work tasks and environments for potential silica exposure
  4. Anticipating exposure based on site-specific conditions and activities
  5. Selecting and implementing engineering and administrative controls
  6. Appropriate use of respiratory protection
  7. Documenting and updating the WECP
  8. Training and communication responsibilities
  9. CEI's roles and procedures for silica exposure prevention
2. 1 hour training for Respirable Crystalline Silica
  1. Shorter version of Respirable Crystalline Silica Competent Person training

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

**Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

Quiz

## Methods of Instruction

**Methods of Instruction may include but are not limited to the following:**

Lecture

### Other Materials

CEI EH&S program and applicable Fed/OSHA and/or Cal/OSHA standards, provided by Cupertino Electric.

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

No assignments.

### Authorized Discipline(s):

Electricity

### Faculty Service Area (FSA Code)

INDUSTRIAL TECH

### Taxonomy of Program Code (TOP Code)

\*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

### Articulation Office Only

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### Transferability

None

### Division Dean Only

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### Seat Count

50

### Load

.000

# JRYM F427F : LEAD AWARENESS

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F427F

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

LEAD AWARENESS

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

1

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation****Total Contact Hours**

1

**Total Student Learning Hours**

1

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

**Please select**

**Permanent**



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

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**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

**Workforce/CTE**

**Criteria B. Need**

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

**Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

**Attach evidence**

**Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

**Course Description**

This course covers topics related to the basic hazards of lead-containing materials and lead-based paint, along with the steps to identify and avoid actual or potential exposure to leaded materials and lead-based paint.

**Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

**Course Corequisites**

**Course Advisories**

## Course Objectives

The student will be able to:

1. Demonstrate awareness of the basic hazards associated with lead-containing materials and lead-based paint.
2. Recognize potential sources of lead exposure and apply safe work practices to avoid actual or potential contact.
3. Equip to support a lead-safe work environment and comply with applicable safety regulations.

## Course Content

1. Overview of lead-containing materials and lead-based paint hazards
  1. Health effects of lead exposure
  2. Recognizing signs of lead-based paint
2. Identifying potential sources and locations of lead on job sites
3. Methods for avoiding disturbance of leaded materials
4. Proper handling and reporting procedures
5. Basic exposure prevention strategies
6. Regulatory requirements and CEI protocols for lead safety compliance

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

## Methods of Evaluation

**Methods of Evaluation may include but are not limited to the following:**

Quiz

## Methods of Instruction

**Methods of Instruction may include but are not limited to the following:**

Lecture

## Other Materials

CEI EH&S program and applicable Fed/OSHA and/or Cal/OSHA standards, provided by Cupertino Electric.

**Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**  
No assignments.

**Authorized Discipline(s):**  
Electricity

**Faculty Service Area (FSA Code)**  
INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**  
\*0952.20 - Electrical

**Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.**

**Please describe how you have incorporated principles of equity during this revision:**  
Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

Articulation Office Only

**Transferability**  
None

Division Dean Only

**Seat Count**  
50

**Load**  
.001

# JRYM F427J : VALLEY FEVER PREVENTION

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F427J

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

VALLEY FEVER PREVENTION

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

1

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation****Total Contact Hours**

1

**Total Student Learning Hours**

1

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

**Please select**

**Permanent**

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

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**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

**Criteria B. Need**

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

**Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

**Attach evidence**

**Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

**Course Description**

This course covers the potential source(s) of Valley Fever spores and preventative measures to control dust generation.

**Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

**Course Corequisites**

**Course Advisories**

## Course Objectives

The student will be able to:

1. Demonstrate an understanding of Valley Fever, including how the illness is contracted, the potential environmental sources of the spores, and the preventative measures used to minimize dust exposure on job sites.
2. Identify high-risk conditions, follow dust control procedures, and take appropriate steps to protect oneself and others.

## Course Content

1. Introduction to Valley Fever (Coccidioidomycosis) and its health effects
2. Identification of environmental conditions and geographic areas where spores are commonly found
3. Modes of transmission through inhalation of disturbed soil/dust
4. Dust control procedures (e.g., water application, soil stabilizers, minimizing ground disturbance)
5. Use of personal protective equipment (PPE) in dusty conditions
6. Signage and restricted access zones
7. Employee responsibilities in reporting symptoms and maintaining control measures
8. Regulatory background and specific prevention policies

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

## Methods of Evaluation

**Methods of Evaluation may include but are not limited to the following:**

Quiz

## Methods of Instruction

**Methods of Instruction may include but are not limited to the following:**

Lecture

## Other Materials

CEI EH&S program and applicable Fed/OSHA and/or Cal/OSHA standards, provided by Cupertino Electric.

**Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**  
No assignments.

**Authorized Discipline(s):**  
Electricity

**Faculty Service Area (FSA Code)**  
INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**  
\*0952.20 - Electrical

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**Please describe how you have incorporated principles of equity during this revision:**  
Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

Articulation Office Only

**Transferability**  
None

Division Dean Only

**Seat Count**  
50

**Load**  
.001



# JRYM F427K : COLD STRESS PREVENTION

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F427K

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

COLD STRESS PREVENTION

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

1

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation****Total Contact Hours**

1

**Total Student Learning Hours**

1

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

**Please select**

**Permanent**

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

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**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

**Workforce/CTE**

**Criteria B. Need**

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**Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

**Attach evidence**

**Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

**Course Description**

This course covers topics related to the signs and symptoms of cold stress, risk factors, and cold stress prevention protocols and practices.

**Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

**Course Corequisites**

**Course Advisories**

**Course Objectives**

The student will be able to:

1. Identify the signs and symptoms of cold stress and recognize the associated risk factors.
2. Apply cold stress prevention protocols and practices in relevant environments.

**Course Content**

1. Signs and symptoms of cold stress
2. Risk factors associated with cold stress
3. Cold stress prevention protocols
4. Best practices for working in cold environments
5. Applying prevention strategies on the job site

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

**Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

Quiz

**Methods of Instruction**

**Methods of Instruction may include but are not limited to the following:**

Lecture

**Other Materials**

CEI EH&S program and applicable Fed/OSHA and/or Cal/OSHA standards, provided by Cupertino Electric.

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

No assignments.

**Authorized Discipline(s):**

Electricity

**Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**

\*0952.20 - Electrical

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**Please describe how you have incorporated principles of equity during this revision:**  
Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

**Articulation Office Only**

**Transferability**

None

**Division Dean Only**

**Seat Count**

50

**Load**

.001

# JRYM F427L : INFECTION CONTROL

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F427L

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

INFECTION CONTROL

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

1

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation****Total Contact Hours**

1

**Total Student Learning Hours**

1

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

**Please select**

**Permanent**

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

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**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

**Workforce/CTE**

**Criteria B. Need**

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**Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

**Attach evidence**

**Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

**Course Description**

This course covers topics related to CEI's Infection Control Program, including identifying the construction activity, infection control risk group, and using the Construction Activity and Infection Control Matrix.

**Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

**Course Corequisites**

**Course Advisories**



## Course Objectives

The student will be able to:

1. Demonstrate an understanding of CEI's Infection Control Program, including how to identify construction activities and associated infection control risk groups.
2. Apply the Construction Activity and Infection Control Matrix to assess risks and implement appropriate infection prevention measures.
3. Prepare to support safe and compliant work practices in environments where infection control is required.

## Course Content

1. Overview of CEI's Infection Control Program
2. Identifying construction activities and their potential to impact infection risk
3. Classification of infection control risk groups
4. Use of the Construction Activity and Infection Control Matrix
5. Determining required infection control measures
6. Implementing and maintaining controls; documentation and compliance requirements
7. Roles and responsibilities in infection control planning and execution

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

## Methods of Evaluation

**Methods of Evaluation may include but are not limited to the following:**

Quiz

## Methods of Instruction

**Methods of Instruction may include but are not limited to the following:**

Lecture

## Other Materials

CEI EH&S program and applicable Fed/OSHA and/or Cal/OSHA standards, provided by Cupertino Electric.

**Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**  
No assignments.

**Authorized Discipline(s):**  
Electricity

**Faculty Service Area (FSA Code)**  
INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**  
\*0952.20 - Electrical

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Articulation Office Only

**Transferability**  
None

Division Dean Only

**Seat Count**  
50

**Load**  
.001

# JRYM F428. : SCAFFOLD: COMPETENT PERSON/ USER/NARROW FRAME

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F428.

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

SCAFFOLD: COMPETENT PERSON/USER/NARROW FRAME

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

1-5.75 hours lecture total per quarter.

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

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#### **Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### **Criteria B. Need**

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

#### **Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

#### **Attach evidence**

#### **Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

#### **Course Description**

This course covers topics related to recognizing hazards associated with scaffolds, including electrical hazards, fall hazards, and falling object hazards, as well as covers proper handling of materials on scaffolds.

#### **Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

#### **Course Corequisites**

## **Course Advisories**

### **Course Objectives**

The student will be able to:

1. Identify different types of scaffolds and their components, including supported scaffolds and mobile scaffolds.
2. Identify common hazards associated with scaffold use: falls, structural instability, and falling objects.
3. Comply with applicable OSHA regulations and employer and worksite standards for scaffold use.
4. Demonstrate safe work practices while using scaffolds, including use of appropriate personal protective equipment (PPE) and safe access and egress methods.

### **Course Content**

1. 2 hours training for Scaffold User
  1. Overview of scaffolding systems
    1. Types of scaffolds: supported, suspended, mobile
    2. Key components and applicable terminology
  2. Common hazards associated with scaffold use leading to scaffold-related accidents
  3. OSHA for scaffold requirements, industry standards, and best practices
  4. Identifying a properly assembled scaffold
  5. Inspection procedures and checklists
  6. Safe access and egress methods and fall protection systems
2. 3 hours training for Scaffold - Competent Person (Inspection Only)
  1. Types of scaffolds (supported, suspended, mobile, etc.)
  2. Basic parts (frames, braces, planks, etc.) and specialized components (outriggers, guardrails, etc.)
  3. Ensuring stability and structural integrity
  4. Checklist for initial/acceptance scaffold inspection to identify deficiencies and potential hazards
  5. Procedures for regular daily pre-use inspections documenting inspection findings and identifying when components need repair or replacement
  6. Maintaining accurate inspection records
  7. Safe practices for working on scaffolds
3. 0.75 hour training for Scaffold - Narrow Frame (Perry/Baker)
  1. Introduction to narrow frame (Perry/Baker) scaffold systems
  2. Identification of scaffold components and their functions
  3. Manufacturer-specific assembly and disassembly instructions
  4. Inspection procedures before use and after setup; proper access, fall protection, and load capacity guidelines
  5. Common hazards associated with scaffold use and how to mitigate them

6. Safe work practices while on and around scaffolds
7. CEI scaffold safety requirements and compliance with OSHA regulations

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

**Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

Quiz

**Methods of Instruction**

**Methods of Instruction may include but are not limited to the following:**

Lecture

**Other Materials**

CEI EH&S program and applicable Fed/OSHA and/or Cal/OSHA standards, provided by Cupertino Electric.

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

No assignments.

**Authorized Discipline(s):**

Electricity

**Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**

\*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html>) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

Articulation Office Only

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**Transferability**

None

Division Dean Only

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**Seat Count**

50

**Load**

.000



# JRYM F432A : FALL PROTECTION USER/FALL PROTECTION USER TRAINER

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F432A

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

FALL PROTECTION USER/FALL PROTECTION USER TRAINER

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

2.5-8 hours lecture total per quarter.

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

---

#### **Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### **Criteria B. Need**

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

#### **Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

#### **Attach evidence**

#### **Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

#### **Course Description**

This course covers topics related to fall arrest and fall restraint systems, fall distance calculation and selection, and inspection of appropriate fall protection equipment.

#### **Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

#### **Course Corequisites**

#### **Course Advisories**

## Course Objectives

The student will be able to:

1. Demonstrate the proper use of fall protection systems, including fall arrest and fall restraint equipment.
2. Demonstrate skills in calculating fall distances, selecting appropriate systems, and conducting equipment inspections.
3. Be authorized to use fall protection equipment in the workplace.
4. Be a trainer, once they complete additional training.

## Course Content

1. Proper use of fall protection systems; understanding fall arrest and fall restraint equipment
2. Calculating fall distances and determining safe limits; selecting appropriate fall protection systems for various work scenarios
3. Conducting thorough inspections of fall protection equipment
4. Gaining authorization to use fall protection equipment in the workplace upon course completion

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

## Methods of Evaluation

**Methods of Evaluation may include but are not limited to the following:**

Quiz

Results of skills demonstration

## Methods of Instruction

**Methods of Instruction may include but are not limited to the following:**

Lecture

Classroom demonstration

## Other Materials

CEI EH&S program and applicable Fed/OSHA and/or Cal/OSHA standards, provided by Cupertino Electric.

**Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**  
No assignments.

**Authorized Discipline(s):**  
Electricity

**Faculty Service Area (FSA Code)**  
INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**  
\*0952.20 - Electrical

**Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.**

**Please describe how you have incorporated principles of equity during this revision:**  
Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

Articulation Office Only

**Transferability**  
None

Division Dean Only

**Seat Count**  
50

**Load**  
.000

# JRYM F434E : ASBESTOS AWARENESS

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F434E

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

ASBESTOS AWARENESS

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

1

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation****Total Contact Hours**

1

**Total Student Learning Hours**

1

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

## **Stand Alone**

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

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

**Please select**

**Permanent**

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

---

**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

**Criteria B. Need**

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

**Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

**Attach evidence**

**Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

**Course Description**

This course covers the hazards of Asbestos-Containing Materials (ACM) and the steps to identify and avoid exposure to ACM or Presumed Asbestos-Containing Materials (PACM).

**Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

**Course Corequisites**

**Course Advisories**



**Course Objectives**

The student will be able to:

1. Identify Asbestos-Containing Materials (ACM) and Presumed Asbestos-Containing Materials (PACM) in the workplace.
2. Recognize the health hazards associated with asbestos and apply appropriate measures to avoid exposure.

**Course Content**

1. Key information on identifying Asbestos-Containing Materials (ACM) and Presumed Asbestos-Containing Materials (PACM) on job sites
2. Guidance on recognizing associated health risks and practical steps supervisors can take to reduce or eliminate exposure through proper controls

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

**Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

Quiz

**Methods of Instruction**

**Methods of Instruction may include but are not limited to the following:**

Lecture

**Other Materials**

CEI EH&S program and applicable Fed/OSHA and/or Cal/OSHA standards, provided by Cupertino Electric.

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

No assignments.

**Authorized Discipline(s):**

Electricity

**Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**

\*0952.20 - Electrical

**Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.**

**Please describe how you have incorporated principles of equity during this revision:**  
Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

**Articulation Office Only**

**Transferability**

None

**Division Dean Only**

**Seat Count**

50

**Load**

.001

# JRYM F434F : BLOODBORNE PATHOGENS

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F434F

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

BLOODBORNE PATHOGENS

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

1

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation****Total Contact Hours**

1

**Total Student Learning Hours**

1

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

---

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

**Please select**

**Permanent**

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

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**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

**Workforce/CTE**

**Criteria B. Need**

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

**Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

**Attach evidence**

**Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

**Course Description**

This course covers procedures and practices to protect workers from exposure to human blood and Other Potentially Infectious Materials (OPIM).

**Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

**Course Corequisites**

**Course Advisories**

**Course Objectives**

The student will be able to:

1. Recognize procedures and practices designed to protect workers from exposure to human blood and Other Potentially Infectious Materials (OPIM).
2. Implement effective safety measures to minimize the risk of exposure in the workplace.

**Course Content**

1. Core practices for identifying and responding to potential exposure to human blood and Other Potentially Infectious Materials (OPIM)
2. Focus on practical procedures and preventative measures supervisors can implement to protect workers and minimize on-site risk

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

**Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

Quiz

**Methods of Instruction**

**Methods of Instruction may include but are not limited to the following:**

Lecture

**Other Materials**

CEI EH&S program and applicable Fed/OSHA and/or Cal/OSHA standards, provided by Cupertino Electric.

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

No assignments.

**Authorized Discipline(s):**

Electricity

**Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**

\*0952.20 - Electrical

**Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.**

**Please describe how you have incorporated principles of equity during this revision:**  
Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

**Articulation Office Only**

**Transferability**

None

**Division Dean Only**

**Seat Count**

50

**Load**

.001

# JRYM F434L : EXCAVATOR OPERATOR

**Proposal Type**

New Course

**Effective Term**

Spring 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F434L

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

0

**Course Title**

EXCAVATOR OPERATOR

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

3.5

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation****Total Contact Hours**

3.5



**Total Student Learning Hours**

3.5

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course may be repeated to enhance workplace safety.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

## **Stand Alone**

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

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

**Please select**

**Permanent**

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

---

**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

**Criteria B. Need**

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

**Evidence**

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

**Attach evidence**

**Need/Justification**

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

**Course Description**

This course covers topics related to Excavator Operator Training, including the hazards associated with ground removal and haul-off techniques.

**Course Prerequisites**

Prerequisite: This course is limited to students employed with Cupertino Electric.

**Course Corequisites**

**Course Advisories**

## Course Objectives

The student will be able to:

1. Demonstrate the knowledge and skills necessary to safely operate an excavator, including proper techniques for ground removal and haul-off.
2. Identify and mitigate associated hazards to ensure a safe work environment.
3. Become authorized to operate excavation equipment.

## Course Content

1. Safe operation of an excavator
2. Proper techniques for ground removal and haul-off
3. Identifying hazards associated with excavation equipment
4. Mitigating risks to ensure a safe work environment
5. Practical evaluation for equipment operation
6. Authorization to operate excavation equipment, upon course completion

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

## Methods of Evaluation

**Methods of Evaluation may include but are not limited to the following:**

Quiz

## Methods of Instruction

**Methods of Instruction may include but are not limited to the following:**

Lecture

## Other Materials

CEI EH&S program and applicable Fed/OSHA and/or Cal/OSHA standards, provided by Cupertino Electric.

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

No assignments.

## Authorized Discipline(s):

Electricity

**Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

**Taxonomy of Program Code (TOP Code)**

\*0952.20 - Electrical

**Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.**

**Please describe how you have incorporated principles of equity during this revision:**

Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

**Articulation Office Only**

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**Transferability**

None

**Division Dean Only**

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**Seat Count**

50

**Load**

.005

# Program Change Request

## New Program Proposal

Date Submitted: 11/13/25 3:21 pm

Viewing: **Fundamental Foreman, Noncredit certificate**

Last edit: 11/17/25 2:44 pm

Changes proposed by: Phuong Tran (10009633)

### Basic Information

Faculty Author(s)	<div>Users</div> <div>Paul Gigliotti</div>
Department	Apprenticeship
Division	Apprenticeship
Title of Degree/ Certificate	Fundamental Foreman
Type of Award	Noncredit certificate
Workforce/CTE Program:	Yes
Effective Catalog Edition:	2026-2027

### 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. 11/13/25 3:55 pm  
Tim Myres (TimM): Approved for 1ED Curriculum Rep

## 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?

The Apprenticeship Division/Department will be involved in creating this new non-credit certificate. No new department will be created.

Does De Anza offer a similar degree or certificate?

No

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

The educational need for this non-credit certificate stems from industry-driven skill gaps and workforce preparation for supervisory positions, and it aligns with industry standards for continuing education.

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

The certificate aligns with Foothill's Strategic Vision for Equity by advancing the college's commitment to workforce development in high-demand fields and partnering with regional employers to prepare a diverse group of electricians for leadership positions within the electrical trades.

Comments and other relevant information for discussion:

This certificate is created in partnership with Cupertino Electric for its employees.

Reviewer

Comments

# Program Change Request

## New Program Proposal

Date Submitted: 11/13/25 3:24 pm

Viewing: **Intermediate Foreman Development, Noncredit certificate**

Last edit: 11/17/25 2:45 pm

Changes proposed by: Phuong Tran (10009633)

### Basic Information

Faculty Author(s)	<div>Users</div> <div>Paul Gigliotti</div>
Department	Apprenticeship
Division	Apprenticeship
Title of Degree/ Certificate	Intermediate Foreman Development
Type of Award	Noncredit certificate
Workforce/CTE Program:	Yes
Effective Catalog Edition:	2026-2027

### 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. 11/13/25 3:55 pm  
Tim Myres (TimM): Approved for 1ED Curriculum Rep

## 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?

The Apprenticeship Division/Department will be involved in creating this new non-credit certificate. No new department will be created.

Does De Anza offer a similar degree or certificate?

No

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

The educational need for this non-credit certificate stems from industry-driven skill gaps and workforce preparation for supervisory positions, and it aligns with industry standards for continuing education.

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

The certificate aligns with Foothill's Strategic Vision for Equity by advancing the college's commitment to workforce development in high-demand fields and partnering with regional employers to prepare a diverse group of electricians for leadership positions within the electrical trades.

Comments and other relevant information for discussion:

This certificate is created in partnership with Cupertino Electric for its employees.

Reviewer

Comments

# Program Change Request

## New Program Proposal

Date Submitted: 11/13/25 3:28 pm

Viewing: **Advance Foreman Development, Noncredit certificate**

Last edit: 11/17/25 2:45 pm

Changes proposed by: Phuong Tran (10009633)

### Basic Information

Faculty Author(s)	<div>Users</div> <div>Paul Gigliotti</div>
Department	Apprenticeship
Division	Apprenticeship
Title of Degree/ Certificate	Advance Foreman Development
Type of Award	Noncredit certificate
Workforce/CTE Program:	Yes
Effective Catalog Edition:	2026-2027

### In Workflow

- 1ED Curriculum Rep
- Curriculum Coordinator
- College Curriculum Committee Chair
- Authors
- 1ED Curriculum Rep
- Curriculum Coordinator
- College Curriculum Committee Chair
- BACCC
- FHDA Board of Trustees

### Approval Path

- 11/13/25 3:55 pm  
Tim Myres (TimM): Approved for 1ED Curriculum Rep

## 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?

The Apprenticeship Division/Department will be involved in creating this new non-credit certificate. No new department will be created.

Does De Anza offer a similar degree or certificate?

No

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

The educational need for this non-credit certificate stems from industry-driven skill gaps and workforce preparation for supervisory positions, and it aligns with industry standards for continuing education.

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

The certificate aligns with Foothill's Strategic Vision for Equity by advancing the college's commitment to workforce development in high-demand fields and partnering with regional employers to prepare a diverse group of electricians for leadership positions within the electrical trades.

Comments and other relevant information for discussion:

This certificate is created in partnership with Cupertino Electric for its employees.

Reviewer

Comments

## **General Education Review Request**

### **Area 3 - Arts & Humanities**

**Course Number & Title or Degree Program Name:**

**Indicate if this is:**   ☐ a course, or   ☐ a degree program

#### **Overview:**

Foothill College's General Education curriculum provides students with a well-rounded education, fostering critical thinking, communication, and interdisciplinary understanding. Faculty play a central role in ensuring GE courses align with these goals and prepare students for academic, professional, and civic success.

This form guides instructors in demonstrating how their course meets the learning outcomes for its designated GE area. Instructors should explain how their course develops analytical and communication skills, integrates diverse perspectives, and fosters interdisciplinary connections. Your contributions help maintain a rigorous and relevant GE curriculum that supports student achievement.

#### **Breadth Criteria:**

Foothill College's General Education curriculum equips students with broad and deep knowledge, preparing them to be independent thinkers and engaged members of a diverse society. GE courses encourage intellectual curiosity, interdisciplinary exploration, and critical engagement with the world.

Students gain exposure to a range of disciplines, including the arts, humanities, natural sciences, social sciences, and mathematics. This breadth fosters connections across fields and deepens understanding of cultural, social, and physical environments.

All GE courses emphasize critical analysis and ethical reasoning, challenging students to evaluate complex issues, articulate perspectives, and engage thoughtfully with diverse viewpoints. The curriculum also promotes equity, inclusion, and global awareness, ensuring students are prepared to contribute meaningfully to an interconnected world.

A completed GE pattern enables students to acquire, apply, and demonstrate competence in essential academic and professional competencies.

#### **Depth Criteria for Area 3 - Arts & Humanities:**

The Arts & Humanities encompass courses that encourage students to analyze and appreciate works of cultural, historical, literary, aesthetic, and philosophical importance. These courses explore a wide range of human expression across time, emphasizing the significance of historical and cultural contexts in which such works are created and interpreted. By examining these works, students gain a deeper understanding of the human condition, fostering an appreciation of diverse values, achievements, and perspectives. These courses also aim to enrich students' personal and professional lives by engaging them in artistic, cultural, and intellectual communities.

Courses meeting the Arts & Humanities requirement must incorporate a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language, and the arts) and address central questions about the meaning and experience of human life.



## General Education Review Request Area 3 - Arts & Humanities

### Instructions for Mapping Course Components to Criteria

Please follow the steps below to demonstrate how your course (or degree program) fulfills the Breadth and Depth criteria for General Education Area 3 - Arts & Humanities. Use specific components from the Course Outline of Record (COR), such as course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

If mapping a degree program, please indicate from which course in the sequence you are sourcing COR components.

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### Breadth Mapping

For each of the following competencies, indicate if and how your course or degree program meets the requirement and provide corresponding course component(s) from the COR.

**1. Communication**

Analytical reading, writing, speaking, and listening skills, including evaluation, synthesis, and research.

- Matching course component(s):

**2. Computation**

Application of mathematical concepts or principles of data collection and analysis to solve problems.

- Matching course component(s):

**3. Critical Expression**

Clearly and precisely express ideas in a logical and organized manner using discipline-appropriate language.

- Matching course component(s):

**4. Community and Global Awareness**

Consideration of one's role in society at local, national, and global levels in the context of cultural constructs and historical/contemporary issues.

- Matching course component(s):

## General Education Review Request

### Area 3 - Arts & Humanities

#### 5. **Information and Digital Literacy**

The set of integrated abilities that includes: the reflective discovery of information, the understanding of how information is produced and valued, the use of information in creating new knowledge, the ethical participation in communities of learning, and the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.

- Matching course component(s):

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### Depth Mapping

#### **Mandatory Depth Outcomes**

Your course must address all the following outcomes. For each outcome, map the corresponding course component(s) from the COR.

#### 1. **Significant Works and Contexts**

Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural contexts in which they were created and interpreted.

- Matching course component(s):

#### 2. **Knowledge of the Human Condition**

Deepen knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals.

- Matching course component(s):

#### 3. **Appreciation for Human Life and Creations**

Develop appreciation for what is significant about human life and its creations.

- Matching course component(s):

#### 4. **Ethical and Aesthetic Judgments**

Make reasoned judgments that reflect ethical and aesthetic human values.

- Matching course component(s):

## General Education Review Request

### Area 3 - Arts & Humanities

#### 5. **Analytical and Affective Responses**

Develop the ability to respond to artistic and literary works both analytically and affectively through writing or other forms of artistic expression.

- Matching course component(s):

#### **Optional Depth Outcomes**

In addition to the mandatory outcomes, your course or sequence must address **at least two** of the following outcomes. For each selected outcome, map the corresponding course component(s).

#### 1. **Ambiguities and Value of Language**

Understand the ambiguities, vagaries, and value inherent in human language.

- Matching course component(s):

#### 2. **Nonverbal Communication in the Arts**

Appreciate nonverbal communication in the visual and performing arts.

- Matching course component(s):

#### 3. **Interpretations of Artistic Expression**

Recognize the variety of valid interpretations of artistic expression.

- Matching course component(s):

#### 4. **Shared Humanity Across Cultures**

Appreciate shared humanity within the context of diverse cultures.

- Matching course component(s):

#### 5. **Critical Evaluation of Human Creations**

Critically evaluate ideas, information, and opinions as they relate to the products of human intellect and imagination.

- Matching course component(s):

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**Submit your completed form to your Division Curriculum Reps**

**General Education Review Request  
Area 3 - Arts & Humanities**

Requesting Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

Division Curriculum Rep: \_\_\_\_\_ Date: \_\_\_\_\_

**FOR USE BY CURRICULUM OFFICE:**

Approved: \_\_\_\_ Denied: \_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## General Education Review Request

### Area 3 - Arts & Humanities

#### Degree Program Addendum

If you are submitting a complete degree program (sequence of courses) to fulfill the requirements for this General Education Area, please provide a justification for why a sequence is being proposed instead of a single course. This justification must clearly demonstrate how the sequence, taken as a whole, meets the **Breadth** and **Depth** criteria outlined for this area.

The justification should also touch on how the sequence of courses:

**Integrates learning outcomes** (The sequence is designed as a cohesive program where learning outcomes are distributed across courses to achieve the required breadth and depth.)

and provides

**Progressive development** (The sequence builds skills or knowledge progressively, with later courses dependent on foundational learning established in earlier ones.)

#### Instructions for Mapping Degree Programs

1. Identify which courses in the sequence address specific **Mandatory Depth Outcomes** and **Optional Depth Outcomes**.
2. Provide a clear explanation of how each course contributes to fulfilling the **Breadth** criteria, noting any overlaps or unique contributions within the sequence.
3. Ensure the justification highlights the interdependence and integration of the courses within the sequence.

#### *Example:*

*Course A introduces foundational concepts in literature and philosophy, addressing Depth Outcomes 1 and 3. Course B expands on these foundations through artistic and historical analysis, addressing Depth Outcomes 2, 4, and 5. Together, the sequence fulfills all mandatory outcomes and optional outcomes 1 and 3.*

#### **Your Response:**

**Breadth Criteria (revised for 2025 ILOs):**

Foothill College's General Education curriculum fosters the habits of mind, skills, and capacities reflected in the college's Institutional Learning Outcomes. GE courses support students in becoming analytical thinkers, effective communicators, responsible community members, and adaptable learners prepared for a diverse and evolving world. They encourage students to explore across disciplines, engage with complex issues, and recognize their role within broader social, cultural, and global contexts.

Through sustained engagement with GE coursework, students develop the ability to think critically, collaborate and lead in professional and intercultural settings, pursue lifelong inquiry, and act with integrity. Courses across the GE pattern empower students to draw meaningful connections among ideas, apply knowledge in new contexts, and cultivate the self-awareness, digital fluency, and ethical reasoning needed for academic, civic, and professional success. A completed GE pattern ensures that students demonstrate competence in the core skills and attributes embodied in Foothill's Institutional Learning Outcomes.

**Breadth Mapping:****1. Critical Thinking and Reasoning**

How does your course develop students' ability to think critically across disciplines - such as analyzing arguments, evaluating evidence, considering multiple perspectives, applying quantitative or scientific reasoning, and practicing reflective decision-making?

Matching course component(s):

**2. Communication, Collaboration, and Professional Literacy**

How does your course support students in communicating effectively, participating in collaborative or intercultural contexts, or applying digital/quantitative tools to complete academic or workforce-related tasks?

Matching course component(s):

**3. Inquiry, Civic Engagement, and Lifelong Learning**

How does your course help students examine cultural or social factors, engage with community issues, reflect on personal values or biases, or pursue ongoing learning and curiosity beyond the classroom?

Matching course component(s):

**4. Integrity, Ethics, and Self-Awareness**

How does your course encourage ethical reasoning, self-reflection, resilience, engagement with feedback, or consideration of how personal decisions affect others and the broader community?

Matching course component(s):

## 5. Information and Digital Literacy

(Optional 5th competency, retained from the current GE application form and aligned with language from the new ILOs.)

How does your course cultivate students' ability to find, evaluate, use, and create information using appropriate digital tools; understand how information is produced and valued; and participate ethically in digital or academic communities?

Matching course component(s):

NOTE: Because the new ILOs explicitly fold information and digital literacy into both Think Critically and Thrive in the Global Workforce, you could argue it's integrated - but it is already its own competency in the existing form, and removing it would cause more harm than clarity.

## Institutional Learning Outcomes

The Foothill College ILO Workgroup undertook extensive campus-wide conversations between 2022 and 2024 with a diverse group of stakeholders from our community. Through these conversations they determined that Foothill College ILOs are not just about learning content but about developing skills and attributes. ILOs encompass an approach toward interacting with the world beyond our campus and are interdisciplinary. In addition, our ILOs should reflect student's lived experiences and address the whole person.

The workgroup assembled a list that reflect the skills and attributes that our campus community would like for a Foothill graduate to embody and [reported out at the March 4, 2024 Academic Senate meeting](#).

The following ILOs reflect these skills and attributes in a variety of ways and provide measurable outcomes that the college can apply to gather data to reflect on. Each of these ILOs will be achieved by the student after a sustained engagement with Foothill College. The ILOs will be developed throughout the student's course of study through their persistent engagement across the college.

A student will be able to:





## 1. Think Critically

**Students demonstrate the ability to think critically across disciplines and address complex societal issues using logical reasoning**

The student will be adept at applying quantitative, logical, and social reasoning, and cultivating information and scientific literacy. A student will be able to demonstrate the ability to question and practice self-evaluation and reflection. A student will use reflective and innovative thinking to make informed decisions, solve problems, and communicate effectively.

### Measurable Outcomes

- Identify credible sources and distinguish between evidence-based information and misinformation.
- Analyze multiple perspectives on a contemporary issue using logical and social reasoning.
- Evaluate arguments for validity, bias, and relevance using discipline-specific frameworks.
- Apply scientific, quantitative, and/or informational literacy skills to solve a real-world problem.

## 2. Thrive in the Global Workforce

**Students develop the skills to adapt, collaborate, and lead in a diverse and evolving global workforce.**

The student will have a skill set that incorporates leadership, agency, and the ability to successfully collaborate with a diverse group, supported by digital, quantitative, and communication literacy. This skill set includes building confidence, emotional intelligence, empathy, cultural and emotional agility, and a sense of global responsibility—all of which are essential for success in professional and intercultural contexts.

### Measurable Outcomes

- Demonstrate effective communication in diverse professional or intercultural settings.
- Collaborate on team-based projects by practicing negotiation, leadership, empathy, and shared responsibility.
- Apply quantitative reasoning, digital tools and information literacy to complete a professional task or solve a workforce-related problem.

## 3. Engage in a Life of Inquiry

**Students cultivate a lifelong commitment to learning, civic engagement, and participation in diverse communities.**

The student develops a strong sense of place in community, embracing authenticity and vulnerability and advocating for equity through creative, curious, and aware engagement with the world around them. After completing their education at Foothill, students will continue to engage with the evolving professional, cultural, and political landscape by seeking out formal and informal opportunities for growth.

## Measurable Outcomes

- Examine how cultural, social, or systemic factors and personal values, experiences and biases influence community issues and civic participation.
- Discuss community dilemmas with evidence-based reasoning and authentic communication.
- Seek out formal and informal opportunities that support ongoing learning surrounding evolving professional, cultural, and political environments.

## 4. Act with Integrity

**Students cultivate strategies for engaging with complexity, feedback, and challenges in ways that center ethical decision-making, and the ability to act with integrity and empathy in diverse contexts and communities.**

Students will deepen their understanding of themselves and how they interact with others, building confidence, resilience, and a sense of purpose. They will learn to navigate challenges in ways that honor differing identities and values in their community. They will build strategies for engaging with complexity, feedback, and difficulty that align with their own needs and capacities while recognizing how their actions affect their community. This growth fosters greater self-reliance, agency, and the courage to engage authentically and responsibly in a complex and evolving world.

## Measurable Outcomes

- Demonstrate the ability to reflect on and apply personal strategies for engaging with feedback or navigating challenges.
- Articulate ethical principles and personal values that guide decision-making in a variety of settings.
- Reflect on personal resilience, self-reliance, and ongoing personal development in relation to career and personal decisions.

## Reference

### College Mission Statement

Embracing inclusivity and building strong communities, Foothill College serves diverse learners and equips its students with critical thinking skills to address complex societal challenges, to thrive in the global workforce, and to engage in a life of inquiry.