

**College Curriculum Committee Meeting Agenda**  
**Tuesday, March 19, 2019**  
**2:00 p.m. – 3:30 p.m.**  
**Room 8330**

<b>Item</b>	<b>Action</b>	<b>Attachment(s)</b>	<b>Presenter</b>
1. Minutes: March 5, 2019	Action	#3/19/19-1	Armerding
2. Report Out from Division Reps	Discussion		All
3. Announcements a. New Course Proposals b. CORs for Update 2020-21 (Title 5 list) c. Spring Plenary Resolutions d. Library OER Workshops e. Mandated OER Reporting	Information	#3/19/19-2—5 #3/19/19-6 #3/19/19-7	Armerding    Starer
4. New Subject Code: ITSC	Information	#3/19/19-8	Armerding
5. Program Deactivation: Nanoscience Certificate of Achievement	1st Read	#3/19/19-9	Armerding
6. Request to Update AA/AS Degree Minimum Proficiency List for Mathematics	1st Read	#3/19/19-10	Armerding
7. Course Deactivation Exemption Requests	Action	#3/19/19-11—48	Armerding
8. Temporary Program Creation Process	2nd Read/ Action	#3/19/19-49—50	Armerding
9. Credit by Exam Policy	2nd Read/ Action	#3/19/19-51	Armerding
10. Auto-awarding Degrees/Certificates	2nd Read/ Action	#3/19/19-52	Armerding
11. Notification of Course Deactivations	Discussion		Armerding
12. Good of the Order			Armerding
13. Adjournment			Armerding

**Attachments:**

- #3/19/19-1 Draft Minutes: March 5, 2019
- #3/19/19-2 New Course Proposal: NCEL 401B
- #3/19/19-3 New Course Proposal: NCEL 401C
- #3/19/19-4 New Course Proposal: NCEL 410
- #3/19/19-5 New Course Proposal: POLI 4
- #3/19/19-6 COR Required Updates for 2020-21
- #3/19/19-7 ASCCC Spring 2019 Resolutions Packet
- #3/19/19-8 New Subject Code Proposal: ITSC
- #3/19/19-9 Program Deactivation: Nanoscience Certificate of Achievement
- #3/19/19-10 PSME Request to Update Minimum Proficiency in Mathematics
- #3/19/19-11 Courses not Taught in Four Years
- #3/19/19-12 Course Deactivation Exemption Requests: ALCB 223, 413; ALLD 206, 210;  
—48 ANTH 67B; APPR 166; APPT 121, 122, 123, 124, 125, 126, 127, 128; APSM 130, 134; ATHL 11E, 12E, 42A, 42B, 42E; C S 84A; ESSL 246; GEOG 11, 12; HIST 19, 54H; HORT 90E, 90K, 90L; KINS 82, 84; MATH 42; MUS 2F; PHOT 78A; POLI 54H; R T 71
- #3/19/19-49 Temporary Program Creation Process Steps—draft (updated)
- #3/19/19-50 Feedback Form for New Programs—draft

- #3/19/19-51 Process to List a Course as Available for Credit by Examination—draft  
 #3/19/19-52 CCC Resolution re: Auto-Awarding Degrees and Certificates—draft  
 (updated)

**2018-2019 Curriculum Committee Meetings:**

<u>Fall 2018 Quarter</u>	<u>Winter 2019 Quarter</u>	<u>Spring 2019 Quarter</u>
<del>10/2/18</del>	<del>1/22/19</del>	4/23/19
<del>10/16/18</del>	<del>2/5/19</del>	5/7/19
<del>10/30/18</del>	<del>2/19/19</del>	5/21/19
<del>11/13/18</del>	<del>3/5/19</del>	6/4/19
<del>11/27/18</del>	3/19/19	6/18/19

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

**2018-2019 Curriculum Deadlines:**

- ~~12/1/18~~ Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- ~~12/1/18~~ Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- ~~2/15/19~~ Deadline to submit local GE applications for 2019-20 catalog (Faculty/Divisions).
- ~~3/1/19~~ Curriculum Sheet updates for 2019-20 catalog (Faculty/Divisions).
- 6/1/19 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- 6/21/19 COR/Title 5 updates for 2020-21 catalog (Faculty/Divisions).
- Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

**Distribution:**

Ben Armerding (Faculty Co-Chair), Rachelle Campbell (BH), Zachary Cembellin (PSME), Stephanie Chan (LA), Bernie Day (Articulation Officer), Kimberly Escamilla (LA), Isaac Escoto (AS President), Lisa Eshman (BH), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Allison Herman (LA), Kurt Hueg (Dean, BSS), Eric Kuehnl (FA), Kristy Lisle (VP Instruction), Kent McGee (Evaluations), Rosa Nguyen (PSME), Simon Pennington (Dean, FA & KA), Katy Ripp (KA), Lisa Schultheis (BH), Ben Schwartzman (SRC), Lety Serna (CNSL), Barbara Shewfelt (KA), Paul Starer (Administrator Co-Chair), Mary Thomas (LIBR), Anh Tran (SRC), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

**COLLEGE CURRICULUM COMMITTEE**

Committee Members – 2018-19

Meeting Date: 3/19/19Co-Chairs (2)

<input checked="" type="checkbox"/>	Benjamin Armerding	7453	Vice President, Academic Senate (tiebreaker vote only)	armerdingbenjamin@fhda.edu
<input checked="" type="checkbox"/>	Paul Starer	7179	Interim Associate Vice-President of Instruction	starerpaul@fhda.edu

Voting Membership (12 total; 1 vote per division)

<input type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
<input checked="" type="checkbox"/>	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
<input checked="" type="checkbox"/>	Stephanie Chan		LA	chanstephanie@fhda.edu
<input checked="" type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@fhda.edu
<input checked="" type="checkbox"/>	Kimberly Escamilla	7316	LA	escamillakimberly@fhda.edu
<input type="checkbox"/>	Lisa Eshman	7203	BH	eshmanlisa@fhda.edu
<input checked="" type="checkbox"/>	Valerie Fong	7135	Acting Dean—LA	fongvalerie@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
<input checked="" type="checkbox"/>	Evan Gilstrap	7675	CNSL	gilstrapevan@fhda.edu
<input checked="" type="checkbox"/>	Allison Herman	7460	LA	hermanallison@fhda.edu
<input type="checkbox"/>	Kurt Hueg	7394	Dean—BSS	huegkurt@fhda.edu
<input type="checkbox"/>	Eric Kuehnl	7479	FA	kuehneric@fhda.edu
<input checked="" type="checkbox"/>	Rosa Nguyen	7421	PSME	nguyenrosa@fhda.edu
<input type="checkbox"/>	Simon Pennington	7156	Dean—FA/KA	penningtonsimon@fhda.edu
<input checked="" type="checkbox"/>	Katy Ripp	7355	KA	rippkaty@fhda.edu
<input checked="" type="checkbox"/>	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
<input checked="" type="checkbox"/>	Leticia Serna	7059	CNSL	sernaleticia@fhda.edu
<input type="checkbox"/>	Barbara Shewfelt	7658	KA	shewfeltbarbara@fhda.edu
<input checked="" type="checkbox"/>	Mary Thomas	7522	Library	thomasmary@fhda.edu
<input checked="" type="checkbox"/>	Nick Tuttle	7056	BSS	tuttlenick@fhda.edu
<input checked="" type="checkbox"/>	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu
<input checked="" type="checkbox"/>	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

<input type="checkbox"/>			ASFC Rep.	
<input checked="" type="checkbox"/>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
<input type="checkbox"/>	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
<input type="checkbox"/>			SLO Coordinator	

Visitors

Ron Painter, Kristin Tripp Caldwell, Ben Schwartzman

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**College Curriculum Committee  
Meeting Minutes  
Tuesday, March 5, 2019  
2:00 p.m. – 3:30 p.m.  
President’s Conference Room**

Item	Discussion
<p>1. Minutes: February 19, 2019</p> <p>2. Report Out from Division Reps</p>	<p><b>Approved by consensus.</b></p> <p><b>Speaker: All</b> Counseling: No updates to report.</p> <p>PSME: MATH 11 being deactivated. Computer Science dept. held certificate writing workshop last week to work on new certificates.</p> <p>Kinesiology: Finalizing Courses not Taught in Four Years discussions.</p> <p>BSS: Finalizing Courses not Taught in Four Years discussions.</p> <p>Bio Health: Will soon submit new ADT in Nutrition; working on new C-ID course approval to allow creation of Agriculture ADT.</p> <p>Library: No updates to report.</p> <p>Language Arts: Finalizing Courses not Taught in Four Years discussions; English dept. working on AB 705 pathway.</p> <p>SRC: Finalizing Courses not Taught in Four Years discussions.</p> <p>Instruction: Vanatta reminded the group that the Course Deactivation Exemption Request forms are due March 8th. Also noted that some curriculum sheets still haven’t been submitted (deadline was March 1st)—please prioritize those submissions!</p>
<p>3. Announcements</p> <p style="padding-left: 20px;">a. Succession Planning</p> <p style="padding-left: 20px;">b. Notification of Proposed Requisites</p> <p style="padding-left: 20px;">c. Spring Quarter Registration is Open!</p>	<p><b>Speakers: Ben Armerding, Bernie Day, Kathy Perino, Paul Starer</b></p> <p>Armerding announced to the group that he will not run for VP of Academic Senate in the upcoming election, so new VP/CCC Co-Chair will need to be elected. Candidates need to have served on CCC during the past three years. Please reach out to him if interested or have any questions/concerns. BSS rep asked if CCC requirement is in the bylaws—Armerding will follow up; PSME rep noted it’s in the AS constitution <i>[note: confirmed three-year CCC service recency required by AS Constitution]</i>. Position is 50% release time.</p> <p>New prereq for ENGR 6, effective spring 2019 quarter (in response to AB 705 changes in math). Counseling rep asked for background re: prereq—C-ID (previous version of course didn’t have proper prereq). Also asked for background re: MATH 11 deactivation—course has not been taught in many years, as no longer required for Business major at SJ State (which was primary reason for enrollment). Counseling rep noted MATH 11 is required by other schools for transfer—PSME rep noted that after SJ State changed requirements, Math dept. tried to offer course but could not make enrollment.</p> <p>Please encourage your students to register for spring quarter!</p>

<p>d. MATH 17 C-ID Approval and ADTs</p> <p>e. CBO State Funding Update</p>	<p>Day presented announcement. MATH 17 (Statway) received C-ID approval as equivalent to MATH 10, making it eligible for substitution on many programs. Shared list of programs that currently include MATH 10—please share with your constituents to see if they would like to include MATH 17 as an option.</p> <p>Perino, from Faculty Association, presented announcement. Two budgets to consider: current 18-19 budget, and developing 19-20 budget. Governor released first draft of 19-20 budget in January, which will be finalized in June. 18-19 budget is Student Centered Funding Formula, and tracking certain aspects for allocation of funds has been complicated. Led to change in plan for 19-20 budget, which was going to differ from 18-19 but now may remain the same (70/20/10). Recent rumors are that 10% (student success) portion under-funded for 18-19, possibly by about 10%. Question of what will happen for 19-20, due to deficit—one option is “deficit factor,” which spreads out deficit (possibly across all colleges). Related to auto-awarding degrees/certificates, colleges across CA are moving in that direction; student success portion may end up being capped, but unknown. Armerding stressed that we should move forward with what we believe is best for students, despite uncertainties around how funds will be allocated for 19-20 and beyond.</p>
<p>4. Addition to Course Family: Photography-Professional Practices (Fine Arts &amp; Comm.)</p>	<p><b>Speaker: Ben Armerding</b> Fine Arts and Communication is adding the following new course to an existing family, effective 2019-20: Photography-Professional Practices—PHOT 74C.</p> <p>Motion to approve <b>M/S</b> (Thomas, Serna). <b>Approved.</b></p>
<p>5. Stand Alone Approval Request: ALCB 467</p>	<p><b>Speaker: Ben Armerding</b> Second read of Stand Alone Approval Request for ALCB 467. Armerding asked group if okay to approve ALCB 467, 468 &amp; ALTW 233 as a batch—yes.</p> <p>Motion to approve <b>M/S</b> (Serna, Kuehnl). <b>Approved.</b></p>
<p>6. Stand Alone Approval Request: ALCB 468</p>	<p><b>Speaker: Ben Armerding</b> Second read of Stand Alone Approval Request for ALCB 468.</p> <p><b>Approved.</b> [See item 5 for details]</p>
<p>7. Stand Alone Approval Request: ALTW 233</p>	<p><b>Speaker: Ben Armerding</b> Second read of Stand Alone Approval Request for ALTW 233.</p> <p><b>Approved.</b> [See item 5 for details]</p>
<p>8. Temporary Program Creation Process</p>	<p><b>Speaker: Ben Armerding</b> Based on urgent need by depts. across campus who are developing new programs. Armerding confirmed with Isaac Escoto that CCC may develop temporary process; CCC Team drafted Feedback Form for New Programs. This is a first read of both the process and the form. Process will be temporary until new permanent process finalized; follows closely the new process being considered by the workgroup. Note that New Program Proposal form not included in temporary process; reason is that many of the new programs waiting have already been developed and fully discussed within the dept./division. Note that Step 2 is to gather feedback from groups outside of division/CCC.</p> <p>PSME rep expressed concern with Step 2, including need to</p>

define “feedback” (e.g., what if dept. receives no feedback, or contradictory feedback from different groups) and how feedback should be considered/addressed by dept.—Armerding noted previous process required approvals, and feedback was solicited with such. Important note that Step 2 groups meet once a month; dept. would indicate on Feedback Form date of meeting they would like program to be discussed—if feedback not returned following that meeting, dept. can feel free to move on. Feedback would also be visible to CCC during its review, which could be valuable. Intent is that not receiving feedback from a group would not stall/stop program. Step 2 also opportunity for depts. to ask specific questions to groups. PSME rep asked if advisable to have someone from dept./division at each Step 2 meeting when program discussed, which could be challenging—Armerding noted that would be a good idea, but not necessary. PSME rep stressed importance of communication, especially when creating a new program; expressed concern about feedback being “lost in translation” when in writing only. Armerding replied that process was created in the spirit of valuing communication and feedback. Hueg noted that having someone from the division attend Step 2 meetings would impact the type of feedback received by those committees. Armerding asked if group would like to add strong recommendation that someone from division attend those meetings, or require. Hueg noted that committees meeting on Fridays creates a challenge. BSS rep suggested that if Step 2 committee has concerns, someone from committee could attend the division CC meeting (in Step 3) for that discussion.

Starer noted that if we find temporary process is not working, we can make changes as we move forward. Noted faculty primacy re: creation of a new program, which was taken into consideration. Noted merit in BSS rep’s idea; encouraged others to share ideas of how to best gather feedback. Day noted common confusion re: previous process was knowing who responsible for each step, and timeframe. Armerding suggested to work backwards from FHDA Board when determining timeframe; estimated about 10-12 weeks for full process. Again stressed that Step 2 should not stop a program from moving forward (in the case that a meeting of one of those committees was missed). PSME rep noted use of subcommittees at CCC (e.g., GE subcommittee); suggested Step 2 committees use subcommittees to review new programs, which could help speed up feedback gathering—Armerding and Starer agreed with suggestion. Hueg noted some committees already forming workgroups (i.e., subcommittees); noted challenge that these are all new groups trying to figure out how to best operate. Starer suggested he and Armerding meet with President Nguyen to discuss. Armerding proposed contacting Step 2 committees with proposed process to move forward and implement, with understanding that we have freedom to make changes to the process if necessary. Bio Health rep suggested that new ADT being created skip Step 2, due to specific constraints imposed by nature of ADTs; wondered if ADTs may skip Step 2—Day agreed with suggestion. Armerding and Day noted that, in previous process, ADTs required by the state did skip many steps in process, but ADTs not required followed full creation process.

BSS rep noted issue of needing to commit to offering courses in timely manner to support new ADTs. Armerding expressed hope that such concerns would be shared during conversations early in

	<p>process. PSME rep noted that such concerns sometimes need to be a college-wide discussion, especially when dept. in another division in charge of offering a required course. Armerding asked group how process could be modified to require such conversation; suggested adding clarification that Step 1 conversation for program of interdisciplinary nature should include deans from any related divisions.</p> <p>Vanatta mentioned narrative templates shared with faculty for creating certificates; noted desire to update and create versions for AA/AS degrees. Asked group to send her feedback they've received from faculty, especially if any sections have caused confusion. Noted that all sections on template required by state and cannot be removed, but language/tips to aid faculty can be adjusted. BSS rep noted feedback received regarding time needed to gather enrollment data—Armerding suggested perhaps additional support needed, and templates updated to provide tips and info on how to gather data.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>9. Credit by Exam Policy</p>	<p><b>Speaker: Ben Armerding</b></p> <p>First read of proposed process for faculty to use when making a course available for Credit by Exam. CCC Team has updated the draft that was shared at previous meeting (changes noted on the document). New version includes process to remove a course from CBE list. Counseling rep shared concern regarding language stating “the instructor of record always has the option of not approving a student’s request.” Armerding noted need to discuss this issue of whether or not an individual instructor should have that right. Other Counseling rep shared perspective of working with a student to create Educational Plan—seeing course on CBE list sets expectation that student will be able to use CBE for that course; list published in the catalog should be honored. Armerding noted that policy requires student to petition within first two weeks, so if not approved, student could still drop course, although this does not address concern regarding Ed Plan. PSME rep noted Math dept. discussed CBE long ago and decided to not submit any courses for CBE specifically due to issue of part-time instructors teaching many courses, who may not feel prepared to administer CBE.</p> <p>Armerding suggested to instead include language in process to make clear that any instructor teaching a course on the CBE list will be expected to allow for CBE petitions. PSME rep asked if FHDA Administrative Procedures (AP) or Title 5 addresses issue of instructor freedom—Armerding will follow-up <i>[note: confirmed that instructor freedom is not mentioned in Title 5 or FHDA AP]</i>. PSME rep expressed caution that requiring instructor to administer CBE could be viewed as a workload issue and perhaps Faculty Association should be consulted—Counseling rep will follow-up with FA. Armerding asked group for informal read re: requiring an instructor to allow for CBE—about half undecided/abstained, half supported requiring dept. to allow for CBE if their courses on list. BSS rep suggested dept.-created exam, as opposed to specific to instructor of record—Armerding noted dept.-created exam is listed on process as option. Counseling rep asked if any depts. aside from Math have decided to not use CBE—a few in BSS. Armerding asked reps to seek feedback from faculty in depts. who are excited about CBE. Language Arts rep noted that Spanish</p>

	<p>dept. very excited and want to offer CBE for spring 2019 quarter— problem is that no SPAN courses are listed as available for CBE in the 2018-19 catalog. Armerding will follow up with Marketing to determine deadline for upcoming 2019-20 catalog.</p> <p>Second read and possible action will occur at next meeting.</p>
10. Auto-awarding Degrees/Certificates	<p><b>Speaker: Ben Armerding</b>  Topic moved to next meeting, due to time constraint. Armerding mentioned his follow-up with ASCCC regarding some questions to consider: When students are eligible for more than one degree, how would the auto-awarding function? For students with courses from other institutions, how would auto-awarding function regarding these other elements that need verification? Regarding exam credits (e.g., AP, IB, etc.), how would auto-awarding allow for inclusion of those credits? Details will be included in Communiqué. Asked group to review and consider for future discussion. Some reps expressed potential ethical concerns around auto-awarding— Armerding noted option to have additional reads of resolution, if needed.</p>
11. Notification of Course Deactivations	<p><b>Speaker: Ben Armerding</b>  Topic moved to next meeting, due to time constraint.</p>
12. Good of the Order	<p>Armerding reminded group of different venue for March 19th meeting.</p>
13. Adjournment	<p><b>3:33 PM</b></p>

**Attendees:** Ben Armerding (Faculty Co-Chair), Zachary Cembellin (PSME), Stephanie Chan (LA), Bernie Day (Articulation Officer), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Allison Herman (LA), Kurt Hueg (Dean, BSS), Eric Kuehnl (FA), Rosa Nguyen (PSME), Ron Painter (guest—PSME), Kathy Perino (guest—Faculty Association), Katy Ripp (KA), Lisa Schultheis (BH), Ben Schwartzman (SRC), Lety Serna (CNSL), Paul Starer (Administrator Co-Chair), Mary Thomas (LIBR), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

**Minutes Recorded by:** M. Vanatta



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**Foothill College  
College Curriculum Committee  
New Course Proposal**

*This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication**. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

**Faculty Author:** Amy Sarver

**Proposed Number:** NCEL 401B

**Proposed Units:** 0 (noncredit)

**Proposed Hours:** 48 hours total per quarter

**Proposed Transferability:** N/A

**Proposed Title:** ESL for Childcare and Parenting II

**Proposed Catalog Description & Requisites:**

This beginning level non-credit ESL course focuses on English communication skills within the context of child care and parenting. Students develop skills in reading, writing, listening and speaking while practicing English grammar and vocabulary for communicating with and about children on topics including day-to-day care and safety. This class is designed to prepare students for NCEL 401C and/or credit classes in ESL and/or Child Development.

**Proposed Discipline:** English as a Second Language (ESL): Non-credit

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage.](#))

*Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: \_\_\_\_\_ Date: \_\_\_\_\_*

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

N/A

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

Child Development may see enrollment benefits from students transitioning from non-credit ESL. This is also a course/series of courses that would pair well with FEI parenting courses. There is, however, no overlap of curriculum with the mentioned departments.

**Comments & Other Relevant Information for Discussion:**

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**Instruction Office:**

Date presented at CCC:

Number assigned:

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**Foothill College  
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**Faculty Author:** Amy Sarver

**Proposed Number:** NCEL 401C

**Proposed Units:** 0 (noncredit)

**Proposed Hours:** 48 hours total per quarter

**Proposed Transferability:** N/A

**Proposed Title:** ESL for Childcare and Parenting III

**Proposed Catalog Description & Requisites:**

This beginning level non-credit ESL course focuses on English communication skills within the context of child care and parenting. Students develop skills in reading, writing, listening and speaking while practicing English grammar and vocabulary for communicating with and about children on topics including day-to-day care and safety. This class is designed to prepare students for NCEL 401C and/or credit classes in ESL and/or Child Development.

**Proposed Discipline:** English as a Second Language (ESL): Non-credit

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage.](#))

*Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: \_\_\_\_\_ Date: \_\_\_\_\_*

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

N/A

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

Child Development may see enrollment benefits from students transitioning from non-credit ESL. This is also a course/series of courses that would pair well with FEI parenting courses. There is, however, no overlap of curriculum with the mentioned departments.

**Comments & Other Relevant Information for Discussion:**

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**Instruction Office:**

Date presented at CCC:

Number assigned:

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**Faculty Author:** Melissa Jaquish

**Proposed Number:** NCEL 410

**Proposed Units:** 0 (noncredit)

**Proposed Hours:** 72 hours total per quarter

**Proposed Transferability:** N/A

**Proposed Title:** LOW-BEGINNING ENGLISH AS A SECOND LANGUAGE

**Proposed Catalog Description & Requisites:**

Low-beginning integrated skills course for learners of English as an additional language. Focus is on developing language for basic daily needs through listening, speaking, reading and writing.

**Proposed Discipline:** English as a Second Language (ESL): Non-credit

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage.](#))

*Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: \_\_\_\_\_ Date: \_\_\_\_\_*

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

None

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

None

**Comments & Other Relevant Information for Discussion:**

This is a low-beginning integrated skills NCEL course. It was written after it became apparent that there is a need for a course lower than NCEL 411 that focuses more on basic and everyday communication needs. The course focuses on low-beginning reading, writing, listening, speaking, and grammar but also includes basic life skills, such as how to talk about time, filling out common forms, names for parts of the body, emergency calls.

I have included the objectives for this course to give a better understanding of the skills the students would learn.

**Course Objectives**

The student will be able to:

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1. demonstrate understanding of spoken English on everyday topics at the low-beginning level (described in section A of Course Content)
2. communicate basic needs using low-beginning level English
3. read letters, numbers, high-frequency words, and simple sentences on everyday topics at the low-beginning level
4. write letters, numbers, high-frequency words, and simple sentences on everyday topics at the low-beginning level
5. demonstrate knowledge of the low-beginning level grammar (described in section E of Content)

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**Instruction Office:**

Date presented at CCC:

Number assigned:

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**Faculty Author:** Kerri Ryer

**Proposed Number:** POLI 4

**Proposed Units:** 5

**Proposed Hours:** 5 hours lecture

**Proposed Transferability:** UC/CSU; IGETC Area D Social Sciences, CSU graduation requirement: US History, Constitution & American Ideals

Similar course at SFSU: PLSI 473 California Politics & Government,

Similar course at UCB: PLSI 171 California Politics

**Proposed Title:** California Politics & Government

**Proposed Catalog Description & Requisites:**

The course will explore policymaking and the exercise of power within the federal framework, including but not limited to state and local issues and institutions. Students will study the basic constitutional framework of the state government, compare and examine the state's relationship with the federal government, and focus on political issues that California is currently facing.

**Proposed Discipline:** Political Science

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage.](#))

*Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: \_\_\_\_\_ Date: \_\_\_\_\_*

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

Political Science AA, Political Science AA-T

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

None

**Comments & Other Relevant Information for Discussion:**

See attached outline

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**Instruction Office:**

Date presented at CCC:

Number assigned:

## **POLI 4: California Politics & Government**

### COURSE DESCRIPTION:

To provide students with the opportunity to develop and formulate their own perspectives on California Politics. The course will explore policymaking and the exercise of power within the federal framework, including but not limited to state and local issues and institutions. We will begin by studying the basic constitutional framework of the state government, compare and examine the state's relationship with the federal government, and then focus on political issues that California is currently facing.

IGTEC Area D: Social Sciences requirement.  
CSU Graduation Requirement: US History, Constitution & American Ideals

### COURSE OBJECTIVES:

1. Describe the structure of the California State Government and explain the duties of each branch.
2. Compare and contrast the main institutions and processes of California government with those of the national government.
3. Compare and contrast the California Constitution with the U.S. Constitution.
4. Identify the Progressives' impact upon California Government and Politics.
5. Explain the demographic composition of California in the 21<sup>st</sup> century, and the relationship between demography and political behavior.
6. Evaluate major contemporary public policy issues confronting California.

### STUDENT LEARNING OUTCOMES:

1. Explain and analyze how the history, economy and people of California have influenced the state's political culture, voter behavior, political parties, interest groups, political institutions and processes.
2. Evaluate the advantages and disadvantages of Progressive Era political reforms, such as the introduction of the referendum, recall and initiative.
3. Explain the history, purpose, formal and informal features of California's constitution, and its differences and similarities with the United States constitution.
4. Explain and analyze how the electorate, interest groups, political parties, political institutions and processes shape public policy in the areas of transportation, environment, corrections and education.

### UNITS:

- I. California History
  - a. American period
  - b. Building the American Dream in California
  - c. Civil rights movements in California
  - d. Economic development
- I. Diversity & Political Culture
  - a. Definition of concept

- b. California's political culture
  - c. Immigration and population changes
  - d. Regionalism in California
- II. Constitution & Governing Structure
  - a. State constitutions in the federal system
  - b. California's constitutional history
  - c. The State Constitution and direct democracy
  - d. Comparison of United States and California constitutions
- III. Political Parties
  - a. History of California's Political Parties
    - i. Realignments
  - b. Progressive Legacy
    - i. Direct democracy; Initiative, Recall, Referendum
  - c. Anti-partisanship
  - d. Organizational structure
  - e. 3<sup>rd</sup> and Minor Parties
- IV. Interest Groups
  - a. Types of interest groups in California
  - b. Tactics utilized by interest groups in California
  - c. Role of interest groups in state politics
- V. The Media
  - a. Media markets in California
  - b. Media conglomerates
  - c. Democratization of news sources
  - d. Role of the media in state politics
- VI. Political Behavior, Campaigns, and Elections
  - a. Political geography
    - i. Party registration
    - ii. Ideology
  - b. Voting behavior
  - c. Campaigning in California
- VII. Formal Institutions
  - a. California Legislature
  - b. Executive Branch
    - i. The budget process
  - c. Judiciary
- VIII. Local Government
  - a. Different frameworks of local government
  - b. Relationship between county and state governments
  - c. Areas of responsibility
- IX. Contemporary Public Policy Issues
  - a. Policy Analysis: Environment
  - b. Policy Analysis: Transportation
  - c. Policy Analysis: Corrections & Rehab
  - d. Policy Analysis: Education
- X. California in the Future
  - a. Succession
  - b. Globalization

### **Representative Textbooks**

- I. J. Theodore Anagnoson, Gerald Bonetto, J. Vincent Buck, et all. *Governing California in the Twenty-First Century*. New York: Norton, February 2019.

- II. Renee B. Van Vechten. *California Politics a Primer*, 5<sup>th</sup> ed. Washington, DC: CQ Press, January 2018.
- III. Mona Field. *California Government and Politics Today*, 15<sup>th</sup> ed. London: Pearson, 2018
- IV. Todd Donovan, Daniel A. Smith, Tracy Osborn, and Christopher Z. Mooney. *State and Local Politics: Institutions and Reform*, 4<sup>th</sup> ed. London: Cengage, 2015.

**Methods of instruction:**

- I. Chunked interactive lectures and guest lectures
- II. Small and large group discussions
- III. Collaborative group projects
- IV. Independent written research project
- V. Analysis of current events and media coverage
- VI. Engagement in local policy making process

Out-of-Class Assignments:

- I. Attending political functions
- II. Meeting with public officials, public servants, or candidates to conduct interviews

**Methods of evaluation:**

Formative:

- I. Analytic policy papers (500-1000 words)
- II. Interviews (500-1000 words)
- III. Civic action project work

Summative:

- I. Research Paper (2000-2500 words)
- II. Oral presentations (15-20 minutes)
- III. Examinations (multiple choice, fill-in-the-blank, short essay)



### COR Requiring Updates for 2020-21

The following courses must be reviewed/updated by the curriculum deadline of June 21, 2019. Courses in [blue](#) are currently in Review status in submissions.

SR	ALCB 201	BEGINNING LIP READING	2015 Summer	<a href="mailto:schwartzmanben@fhda.edu">schwartzmanben@fhda.edu</a>
SR	ALCB 202	INTERMEDIATE LIP READING & MANAGING YOUR HEARING LOSS	2015 Summer	<a href="mailto:schwartzmanben@fhda.edu">schwartzmanben@fhda.edu</a>
SR	ALCB 203	ADVANCED LIP READING & MANAGING YOUR HEARING LOSS	2015 Summer	<a href="mailto:schwartzmanben@fhda.edu">schwartzmanben@fhda.edu</a>
SR	ALTW 204	COMMUNICATION SKILLS IN THE WORKPLACE	2015 Summer	<a href="mailto:schwartzmanben@fhda.edu">schwartzmanben@fhda.edu</a>
SR	ALTW 205	OFFICE SKILLS FOR THE DISABLED STUDENT	2015 Summer	<a href="mailto:schwartzmanben@fhda.edu">schwartzmanben@fhda.edu</a>
SR	<a href="#">ALTW 208</a>	<a href="#">JOB TRAINING/INTERNSHIP FOR THE DISABLED STUDENT</a>	2015 Summer	<a href="mailto:schwartzmanben@fhda.edu">schwartzmanben@fhda.edu</a>
SR	ALTW 211	INTRODUCTION TO EXCEL	2015 Summer	<a href="mailto:schwartzmanben@fhda.edu">schwartzmanben@fhda.edu</a>
SR	ALTW 212	JOB SEARCH SKILLS: THE RESUME	2015 Summer	<a href="mailto:schwartzmanben@fhda.edu">schwartzmanben@fhda.edu</a>
SR	ALTW 213	WORK ATTITUDES & BEHAVIOR ON THE JOB	2015 Summer	<a href="mailto:schwartzmanben@fhda.edu">schwartzmanben@fhda.edu</a>
SR	ALTW 214	JOB SEARCH SKILLS: INTERVIEW PREPARATION	2015 Summer	<a href="mailto:schwartzmanben@fhda.edu">schwartzmanben@fhda.edu</a>
SR	ALTW 216	DISABILITY & THE LAW	2015 Summer	<a href="mailto:schwartzmanben@fhda.edu">schwartzmanben@fhda.edu</a>
SR	ALTW 217	INTERMEDIATE COMPUTER APPLICATIONS	2015 Summer	<a href="mailto:schwartzmanben@fhda.edu">schwartzmanben@fhda.edu</a>
SS	<a href="#">ANTH 3</a>	<a href="#">WORLD PREHISTORY: THE RISE &amp; FALL OF EARLY CIVILIZATIONS</a>	2015 Summer	<a href="mailto:connellsamuel@foothill.edu">connellsamuel@foothill.edu</a>
SS	ANTH 8	INTRODUCTION TO ARCHAEOLOGY	2015 Summer	<a href="mailto:connellsamuel@foothill.edu">connellsamuel@foothill.edu</a>
SS	ANTH 16L	BASIC ARCHAEOLOGY LABORATORY	2015 Summer	<a href="mailto:connellsamuel@foothill.edu">connellsamuel@foothill.edu</a>
SS	ANTH 17L	INTERMEDIATE ARCHAEOLOGY LABORATORY	2015 Summer	<a href="mailto:connellsamuel@foothill.edu">connellsamuel@foothill.edu</a>
SS	<a href="#">ANTH 22</a>	<a href="#">THE AZTEC, MAYA, INCA &amp; THEIR PREDECESSORS: CIVILIZATIONS OF THE AMERICAS</a>	2015 Summer	<a href="mailto:connellsamuel@foothill.edu">connellsamuel@foothill.edu</a>
SS	<a href="#">ANTH 51</a>	<a href="#">ARCHAEOLOGY SURVEY</a>	2015 Summer	<a href="mailto:connellsamuel@foothill.edu">connellsamuel@foothill.edu</a>
SS	ANTH 55	APPLIED CULTURAL ANTHROPOLOGY FIELD METHODS	2015 Summer	<a href="mailto:maurerkathryn@foothill.edu">maurerkathryn@foothill.edu</a>
SS	ANTH 56	APPLIED PHYSICAL ANTHROPOLOGY FIELD METHODS	2015 Summer	<a href="mailto:maurerkathryn@foothill.edu">maurerkathryn@foothill.edu</a>
SS	ANTH 57	APPLIED ARCHAEOLOGY FIELD METHODS	2015 Summer	<a href="mailto:maurerkathryn@foothill.edu">maurerkathryn@foothill.edu</a>
SS	ANTH 67C	CULTURES OF THE WORLD: BRITISH ISLES	2015 Summer	<a href="mailto:connellsamuel@foothill.edu">connellsamuel@foothill.edu</a>
SS	ANTH 67E	CULTURES OF THE WORLD: MEDITERRANEAN	2015 Summer	<a href="mailto:connellsamuel@foothill.edu">connellsamuel@foothill.edu</a>
AP	APPR 188A	ORIENTATION; SAFETY & BEGINNING RESIDENTIAL SHEET METAL INSTALLATION (SPECIALIST 1A)	2015 Summer	<a href="mailto:benr@smw104jadc.org">benr@smw104jadc.org</a>
AP	APPR 188B	RESIDENTIAL COMPONENTS IDENTIFICATION & INSTALLATION (SPECIALIST 1B)	2015 Summer	<a href="mailto:benr@smw104jadc.org">benr@smw104jadc.org</a>
AP	APPR 189A	RESIDENTIAL SYSTEMS; DUCT & HVAC SYSTEMS (SPECIALIST 2A)	2015 Summer	<a href="mailto:benr@smw104jadc.org">benr@smw104jadc.org</a>
AP	APPR 189B	PLANS & ARCHITECTURAL APPLICATIONS FOR RESIDENTIAL SHEET METAL (SPECIALIST 2B)	2015 Summer	<a href="mailto:benr@smw104jadc.org">benr@smw104jadc.org</a>
FA	ART 4D	FIGURE DRAWING I	2015 Summer	<a href="mailto:gomeshilary@fhda.edu">gomeshilary@fhda.edu</a>
FA	ART 4E	HEADS & HANDS DRAWING	2015 Summer	<a href="mailto:gomeshilary@fhda.edu">gomeshilary@fhda.edu</a>
FA	ART 5C	SCULPTURE	2015 Summer	<a href="mailto:hollandjoy@fhda.edu">hollandjoy@fhda.edu</a>
FA	ART 20A	COLOR I	2015 Summer	<a href="mailto:gomeshilary@fhda.edu">gomeshilary@fhda.edu</a>
FA	ART 20B	COLOR II	2015 Summer	<a href="mailto:gomeshilary@fhda.edu">gomeshilary@fhda.edu</a>
FA	ART 45C	ADVANCED CERAMICS	2015 Summer	<a href="mailto:rubleandy@foothill.edu">rubleandy@foothill.edu</a>
FA	ART 45F	LOW-TEMPERATURE CERAMIC FIRING & GLAZING TECHNIQUES	2015 Summer	<a href="mailto:rubleandy@foothill.edu">rubleandy@foothill.edu</a>
FA	ART 46B	POTTER'S WHEEL II	2015 Summer	<a href="mailto:rubleandy@foothill.edu">rubleandy@foothill.edu</a>
PS	ASTR 10L	ASTRONOMY LABORATORY	2015 Summer	<a href="mailto:mathewsgeoff@fhda.edu">mathewsgeoff@fhda.edu</a>
KA	ATHL 41	PRESEASON CONDITIONING FOR WOMEN'S SAND VOLLEYBALL	2015 Summer	<a href="mailto:rippkaty@foothill.edu">rippkaty@foothill.edu</a>
KA	ATHL 41A	INTERCOLLEGIATE SAND VOLLEYBALL I (WOMEN)	2015 Summer	<a href="mailto:rippkaty@foothill.edu">rippkaty@foothill.edu</a>
KA	ATHL 41B	INTERCOLLEGIATE SAND VOLLEYBALL II (WOMEN)	2015 Summer	<a href="mailto:rippkaty@foothill.edu">rippkaty@foothill.edu</a>
KA	ATHL 41C	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S SAND VOLLEYBALL	2015 Summer	<a href="mailto:rippkaty@foothill.edu">rippkaty@foothill.edu</a>
KA	ATHL 41D	FUNCTIONAL FITNESS FOR WOMEN'S SAND VOLLEYBALL	2015 Summer	<a href="mailto:rippkaty@foothill.edu">rippkaty@foothill.edu</a>
BH	BIOL 1A	PRINCIPLES OF CELL BIOLOGY	2015 Summer	<a href="mailto:ericksonkaren@foothill.edu">ericksonkaren@foothill.edu</a>
BH	BIOL 1B	FORM & FUNCTION IN PLANTS & ANIMALS	2015 Summer	<a href="mailto:SCHULTHEISLISA@foothill.edu">SCHULTHEISLISA@foothill.edu</a>
BH	BIOL 1C	EVOLUTION, SYSTEMATICS & ECOLOGY	2015 Summer	<a href="mailto:SCHULTHEISLISA@foothill.edu">SCHULTHEISLISA@foothill.edu</a>
BH	BIOL 9L	ENVIRONMENTAL BIOLOGY LABORATORY	2015 Summer	<a href="mailto:schultzgillian@foothill.edu">schultzgillian@foothill.edu</a>
BH	BIOL 10	GENERAL BIOLOGY: BASIC PRINCIPLES	2015 Summer	<a href="mailto:edwardsamy@foothill.edu">edwardsamy@foothill.edu</a>
BH	BIOL 13	MARINE BIOLOGY	2015 Summer	<a href="mailto:schultzgillian@foothill.edu">schultzgillian@foothill.edu</a>
BH	BIOL 14	HUMAN BIOLOGY	2015 Summer	<a href="mailto:schultzgillian@foothill.edu">schultzgillian@foothill.edu</a>
BH	BIOL 15	CALIFORNIA ECOLOGY/NATURAL HISTORY	2015 Summer	<a href="mailto:schultzgillian@foothill.edu">schultzgillian@foothill.edu</a>
BH	BIOL 41	MICROBIOLOGY	2015 Summer	<a href="mailto:edwardsamy@foothill.edu">edwardsamy@foothill.edu</a>
BH	BIOL 58	FUNDAMENTALS OF PHARMACOLOGY	2015 Summer	<a href="mailto:SuAngela@foothill.edu">SuAngela@foothill.edu</a>
SS	BUSI 61	INVESTMENT FUNDAMENTALS	2015 Summer	<a href="mailto:lewlaurence@foothill.edu">lewlaurence@foothill.edu</a>

### COR Requiring Updates for 2020-21

The following courses must be reviewed/updated by the curriculum deadline of June 21, 2019. Courses in **blue** are currently in Review status in submissions.

PS	C S 18	DISCRETE MATHEMATICS	2015 Summer	<a href="mailto:cembellinzachary@foothill.edu">cembellinzachary@foothill.edu</a>
PS	CHEM 25	FUNDAMENTALS OF CHEMISTRY	2015 Summer	<a href="mailto:hollandmary@fhda.edu">hollandmary@fhda.edu</a>
PS	CHEM 30B	SURVEY OF ORGANIC & BIOCHEMISTRY	2015 Summer	<a href="mailto:nguyenrosa@fhda.edu">nguyenrosa@fhda.edu</a>
CN	CNSL 90	INTRODUCTION TO ONLINE LEARNING	2015 Summer	<i>Unassigned</i>
FA	COMM 1BH	HONORS ARGUMENTATION & PERSUASION	2015 Summer	<a href="mailto:VelascoLauren@foothill.edu">VelascoLauren@foothill.edu</a>
FA	COMM 3	INTRODUCTION TO COMMUNICATION STUDIES	2015 Summer	<a href="mailto:VelascoLauren@foothill.edu">VelascoLauren@foothill.edu</a>
CN	CRLP 7	SELF-ASSESSMENT	2015 Summer	<a href="mailto:jinnahfatima@foothill.edu">jinnahfatima@foothill.edu</a>
BH	D A 50	ORIENTATION TO DENTAL ASSISTING	2015 Summer	<a href="mailto:miyasakicara@foothill.edu">miyasakicara@foothill.edu</a>
BH	D A 73	DENTAL ASSISTING SUPERVISED CLINIC	2015 Summer	<a href="mailto:miyasakicara@foothill.edu">miyasakicara@foothill.edu</a>
BH	D A 74	DENTAL ASSISTING CLINICAL PRACTICE	2015 Summer	<a href="mailto:miyasakicara@foothill.edu">miyasakicara@foothill.edu</a>
KA	DANC 10	TOPICS IN DANCE HISTORY	2015 Summer	<a href="mailto:shewfeltbarbara@foothill.edu">shewfeltbarbara@foothill.edu</a>
BH	DMS 50A	DIAGNOSTIC MEDICAL SONOGRAPHY PRINCIPLES & PROTOCOLS	2014 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 50B	SONOGRAPHY & PATIENT CARE	2014 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 51A	SECTIONAL ANATOMY	2014 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 52A	PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY I	2014 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 52B	PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY II	2014 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 52C	PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY III	2014 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 53A	DIAGNOSTIC MEDICAL SONOGRAPHY I	2014 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 53B	DIAGNOSTIC MEDICAL SONOGRAPHY II	2014 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 53C	DIAGNOSTIC MEDICAL SONOGRAPHY III	2014 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 54A	GYNECOLOGY	2015 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 54B	GYNECOLOGY & OBSTETRICS	2015 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 55A	OBSTETRICS I	2015 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 55B	OBSTETRICS II	2015 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 56A	VASCULAR SONOGRAPHY	2014 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 56B	ADVANCED APPLICATIONS OF VASCULAR TECHNOLOGY	2014 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 60A	CRITIQUE & PATHOLOGY I	2014 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 60B	CRITIQUE & PATHOLOGY II	2014 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 60C	CRITIQUE & PATHOLOGY III	2014 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 60D	CRITIQUE & PATHOLOGY IV	2014 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 60E	CRITIQUE & PATHOLOGY V	2014 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 60F	CRITIQUE & PATHOLOGY VI	2014 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 70A	CLINICAL PRECEPTORSHIP I	2015 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 70B	CLINICAL PRECEPTORSHIP II	2015 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 70C	CLINICAL PRECEPTORSHIP III	2015 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 70D	CLINICAL PRECEPTORSHIP IV	2015 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 70E	CLINICAL PRECEPTORSHIP V	2015 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 72A	DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES & APPLICATIONS	2014 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
BH	DMS 80A	ADVANCED SONOGRAPHIC PRINCIPLES	2014 Summer	<a href="mailto:austinkathleen@foothill.edu">austinkathleen@foothill.edu</a>
LA	ENGL 11	INTRODUCTION TO POETRY	2015 Summer	<a href="mailto:huertasusie@foothill.edu">huertasusie@foothill.edu</a>
LA	ENGL 17	INTRODUCTION TO SHAKESPEARE	2015 Summer	<a href="mailto:svetichkella@foothill.edu">svetichkella@foothill.edu</a>
PS	ENGR 11	PROGRAMMING & PROBLEM-SOLVING IN MATLAB	2015 Summer	<a href="mailto:andersonjeff@fhda.edu">andersonjeff@fhda.edu</a>
PS	ENGR 37L	CIRCUIT ANALYSIS LABORATORY	2015 Summer	<a href="mailto:wangsue@foothill.edu">wangsue@foothill.edu</a>
PS	ENGR 45	PROPERTIES OF MATERIALS	2015 Summer	<a href="mailto:Parikhsarah@fhda.edu">Parikhsarah@fhda.edu</a>
PS	ENGR 46	STRENGTH OF MATERIALS	2015 Summer	<a href="mailto:Parikhsarah@fhda.edu">Parikhsarah@fhda.edu</a>
SS	GEOG 1	PHYSICAL GEOGRAPHY	2015 Summer	<a href="mailto:meezankaren@foothill.edu">meezankaren@foothill.edu</a>
SS	GIST 53	ADVANCED GEOSPATIAL TECHNOLOGY & SPATIAL ANALYSIS	2015 Summer	<a href="mailto:meezankaren@foothill.edu">meezankaren@foothill.edu</a>
BH	HLTH 60	HEALTH ASPECTS OF AGING	2015 Summer	<a href="mailto:horowitzken@foothill.edu">horowitzken@foothill.edu</a>
BH	HLTH 70	GERIATRIC HEALTH CARE	2015 Summer	<a href="mailto:horowitzken@foothill.edu">horowitzken@foothill.edu</a>
BH	HLTH 75	CLINICAL ROTATION IN GERIATRIC HEALTH CARE SETTINGS	2015 Summer	<a href="mailto:horowitzken@foothill.edu">horowitzken@foothill.edu</a>
BH	HORT 30	HORTICULTURAL PRACTICES: SOILS	2015 Summer	<a href="mailto:sauter david@foothill.edu">sauter david@foothill.edu</a>
BH	HORT 45	VECTORWORKS FOR LANDSCAPE DESIGNERS	2015 Summer	<a href="mailto:sauter david@foothill.edu">sauter david@foothill.edu</a>
BH	HORT 60J	SKETCHUP FOR LANDSCAPE DESIGNERS	2015 Summer	<a href="mailto:sauter david@foothill.edu">sauter david@foothill.edu</a>
BH	HORT 80A	ENVIRONMENTAL HORTICULTURE FALL SKILLS	2015 Summer	<a href="mailto:sauter david@foothill.edu">sauter david@foothill.edu</a>

### COR Requiring Updates for 2020-21

The following courses must be reviewed/updated by the curriculum deadline of June 21, 2019. Courses in [blue](#) are currently in Review status in submissions.

BH	HORT 80B	ENVIRONMENTAL HORTICULTURE WINTER SKILLS	2015 Summer	<a href="mailto:sauterdavid@foothill.edu">sauterdavid@foothill.edu</a>
BH	HORT 80C	ENVIRONMENTAL HORTICULTURE SPRING SKILLS	2015 Summer	<a href="mailto:sauterdavid@foothill.edu">sauterdavid@foothill.edu</a>
BH	HORT 80D	ENVIRONMENTAL HORTICULTURE SUMMER SKILLS	2015 Summer	<a href="mailto:sauterdavid@foothill.edu">sauterdavid@foothill.edu</a>
SS	ITRN 50	INTERNSHIP	2014 Summer	<i>Unassigned</i>
SS	ITRN 51	INTERNSHIP	2014 Summer	<i>Unassigned</i>
SS	ITRN 52	INTERNSHIP	2014 Summer	<i>Unassigned</i>
SS	ITRN 53	INTERNSHIP	2014 Summer	<i>Unassigned</i>
SS	ITRN 54	INTERNSHIP	2014 Summer	<i>Unassigned</i>
AP	JRYM 101A	BASIC ELECTRICITY FOR SHEET METAL AIR CONDITIONING SERVICE	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 101B	ADVANCED ELECTRICITY FOR SHEET METAL AIR CONDITIONING SERVICE	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 102A	BASIC REFRIGERATION FOR SHEET METAL AIR CONDITIONING SERVICE	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 102B	ADVANCED REFRIGERATION FOR SHEET METAL AIR CONDITIONING SERVICE	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 103A	PROPERTIES OF AIR DISTRIBUTION FOR SHEET METAL AIR CONDITIONING SERVICE	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 103B	REFRIGERATION THEORY FOR SHEET METAL AIR CONDITIONING SERVICE	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 104	SHEET METAL JOURNEY-LEVEL UPGRADE	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 152A	HVAC BASIC SYSTEMS FOR SHEET METAL JOURNEYPersons	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 153A	AIR BALANCE TEST EQUIPMENT & INSTRUMENTS FOR JOURNEYPersons (FIRST YEAR)	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 153B	TEMPERATURE MEASUREMENT INSTRUMENTS & DUCT SYSTEMS FOR JOURNEYPersons (FIRST YEAR)	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 154	RECIPROCATING REFRIGERATION	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 155A	BASIC ELECTRICITY FOR SHEET METAL A/C SERVICE	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 157	HAZARDOUS MATERIALS TRAINING FOR THE TRADES	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 158	HAZARDOUS MATERIALS RECERTIFICATION FOR THE TRADES	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 165	PRE-APPRENTICE INTRODUCTION TO SHEET METAL	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 166A	MARINE SHEET METAL TRAINING FOR NON-APPRENTICES I	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 166B	MARINE SHEET METAL TRAINING FOR NON-APPRENTICES II	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 168A	JOURNEY-LEVEL DIGITAL SYSTEMS I	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 168B	JOURNEY-LEVEL DIGITAL SYSTEMS II	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 169A	FIELD MEASUREMENT & LAYOUT FOR SHEET METAL JOURNEMEN I	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 170A	ADVANCED SHEET METAL SERVICE I	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 170B	ADVANCED SHEET METAL SERVICE II	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 171A	SPECIALIZED CAD FOR SHEET METAL JOURNEYPersons I	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 171B	SPECIALIZED CAD FOR SHEET METAL JOURNEYPersons II	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 171C	SPECIALIZED CAD FOR SHEET METAL JOURNEYPersons III	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 171D	SPECIALIZED CAD FOR SHEET METAL JOURNEYPersons IV	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 172A	ELECTRICAL SYSTEM OPERATION, CONTROLS & DEVICES FOR JOURNEYPersons (SECOND YEAR)	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 172B	HVAC TESTING & BALANCING PROCEDURES FOR JOURNEYPersons (SECOND YEAR)	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 173A	AIR DISTRIBUTION & MANUFACTURING SYSTEMS FOR JOURNEYPersons (THIRD YEAR)	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 173B	SYSTEMS INSTALLATION & TROUBLESHOOTING FOR JOURNEYPersons (THIRD YEAR)	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYM 174A	ADVANCED WELDING	2015 Summer	<a href="mailto:brian@pttc.edu">brian@pttc.edu</a>
AP	JRYQ 134	JOURNEY-LEVEL ADVANCED LAYOUT	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
AP	JRYQ 139	INTERMEDIATE AUTOCAD FOR JOURNEY LEVEL	2015 Summer	<a href="mailto:benr@smw104jatc.org">benr@smw104jatc.org</a>
KA	KINS 1	INTRODUCTION TO KINESIOLOGY	2015 Summer	<a href="mailto:rippkaty@foothill.edu">rippkaty@foothill.edu</a>
KA	KINS 2	SPORT IN SOCIETY	2015 Summer	<a href="mailto:rippkaty@foothill.edu">rippkaty@foothill.edu</a>
KA	KINS 9	BASIC NUTRITION FOR SPORTS & FITNESS	2015 Summer	<a href="mailto:shewfeltbarbara@foothill.edu">shewfeltbarbara@foothill.edu</a>
LA	L A 251	ENGLISH READING & COMPOSITION STUDY TEAM SKILLS FOR PASS THE TORCH MEMBERS	2015 Summer	<a href="mailto:menendeznatalia@foothill.edu">menendeznatalia@foothill.edu</a>
SS	LINC 97A	IPADS FOR TEACHING & LEARNING	2015 Summer	<a href="mailto:delapolisa@fhda.edu">delapolisa@fhda.edu</a>
FA	MDIA 11	INTRODUCTION TO POPULAR CULTURE	2015 Summer	<a href="mailto:hartwellrobert@foothill.edu">hartwellrobert@foothill.edu</a>
FA	MDIA 12	POPULAR CULTURE & UNITED STATES HISTORY	2015 Summer	<a href="mailto:thorntonkay@foothill.edu">thorntonkay@foothill.edu</a>

### COR Requiring Updates for 2020-21

The following courses must be reviewed/updated by the curriculum deadline of June 21, 2019. Courses in blue are currently in Review status in submissions.

FA	MDIA 51	WEB VIDEO	2015 Summer	<a href="mailto:trippcaldwellkristin@fhda.edu">trippcaldwellkristin@fhda.edu</a>
FA	MDIA 52	SCRIPTWRITING FOR FILM & VIDEO	2015 Summer	<a href="mailto:trippcaldwellkristin@fhda.edu">trippcaldwellkristin@fhda.edu</a>
FA	MUS 2F	HISTORY OF AMERICAN MUSICAL THEATRE	2015 Summer	<a href="mailto:careymilissa@fhda.edu">careymilissa@fhda.edu</a>
FA	MUS 9A	MUSIC & MEDIA: EDISON TO HENDRIX	2015 Summer	<a href="mailto:andersonmark@foothill.edu">andersonmark@foothill.edu</a>
FA	MUS 9B	MUSIC & MEDIA: HENDRIX TO HIP-HOP	2015 Summer	<a href="mailto:andersonmark@foothill.edu">andersonmark@foothill.edu</a>
FA	MUS 14A	BEGINNING CLASSICAL GUITAR	2015 Summer	<a href="mailto:zussmanbenett@fhda.edu">zussmanbenett@fhda.edu</a>
FA	MUS 14B	INTERMEDIATE CLASSICAL GUITAR	2015 Summer	<a href="mailto:zussmanbenett@fhda.edu">zussmanbenett@fhda.edu</a>
FA	MUS 14C	ADVANCED CLASSICAL GUITAR	2015 Summer	<a href="mailto:zussmanbenett@fhda.edu">zussmanbenett@fhda.edu</a>
PS	NANO 10	INTRODUCTION TO NANOTECHNOLOGY	2015 Summer	<a href="mailto:cormiarobert@foothill.edu">cormiarobert@foothill.edu</a>
PS	NANO 70R	INDEPENDENT STUDY IN NANOTECHNOLOGY	2015 Summer	<i>Unassigned</i>
PS	NCBS 401A	MATHEMATICAL FOUNDATIONS FOR COLLEGE PART I	2014 Summer	<a href="mailto:reederic@fhda.edu">reederic@fhda.edu</a>
PS	NCBS 401B	MATHEMATICAL FOUNDATIONS FOR COLLEGE PART II	2014 Summer	<a href="mailto:reederic@fhda.edu">reederic@fhda.edu</a>
LA	NCEL 400	BRIDGE TO COLLEGE	2015 Summer	<a href="mailto:jaquishmelissa@fhda.edu">jaquishmelissa@fhda.edu</a>
FA	PHOT 4A	PHOTOSHOP FOR PHOTOGRAPHERS I	2015 Summer	<a href="mailto:hermanron@foothill.edu">hermanron@foothill.edu</a>
FA	PHOT 4B	PHOTOSHOP FOR PHOTOGRAPHERS II	2015 Summer	<a href="mailto:hermanron@foothill.edu">hermanron@foothill.edu</a>
FA	PHOT 4C	PHOTOSHOP FOR PHOTOGRAPHERS III	2015 Summer	<a href="mailto:hermanron@foothill.edu">hermanron@foothill.edu</a>
FA	PHOT 5	INTRODUCTION TO PHOTOGRAPHY	2015 Summer	<a href="mailto:hermanron@foothill.edu">hermanron@foothill.edu</a>
FA	PHOT 22	PHOTOJOURNALISM	2015 Summer	<a href="mailto:leekeith@foothill.edu">leekeith@foothill.edu</a>
FA	PHOT 68C	STUDIO LIGHTING TOPICS IN PHOTOGRAPHY	2015 Summer	<a href="mailto:hermanron@foothill.edu">hermanron@foothill.edu</a>
FA	PHOT 68E	LECTURE TOPICS IN PHOTOGRAPHY	2015 Summer	<a href="mailto:hermanron@foothill.edu">hermanron@foothill.edu</a>
FA	PHOT 71	THE PHOTOGRAPHIC BOOK	2015 Summer	<a href="mailto:hermanron@foothill.edu">hermanron@foothill.edu</a>
FA	PHOT 74A	STUDIO PHOTOGRAPHY TECHNIQUES I	2015 Summer	<a href="mailto:leekeith@foothill.edu">leekeith@foothill.edu</a>
FA	PHOT 74B	STUDIO PHOTOGRAPHY TECHNIQUES II	2015 Summer	<a href="mailto:leekeith@foothill.edu">leekeith@foothill.edu</a>
FA	PHOT 78A	LANDSCAPE FIELD STUDY IN PHOTOGRAPHY	2015 Summer	<a href="mailto:leekeith@foothill.edu">leekeith@foothill.edu</a>
FA	PHOT 78B	SOCIAL CONCERNS FIELD STUDY IN PHOTOGRAPHY	2015 Summer	<a href="mailto:leekeith@foothill.edu">leekeith@foothill.edu</a>
FA	PHOT 78C	DOCUMENTARY FIELD STUDY IN PHOTOGRAPHY	2015 Summer	<a href="mailto:leekeith@foothill.edu">leekeith@foothill.edu</a>
FA	PHOT 78D	MUSEUM/GALLERY FIELD STUDY IN PHOTOGRAPHY	2015 Summer	<a href="mailto:leekeith@foothill.edu">leekeith@foothill.edu</a>
BH	PHT 51	BASIC PHARMACEUTICS	2015 Summer	<a href="mailto:SuAngela@foothill.edu">SuAngela@foothill.edu</a>
BH	PHT 56A	DISPENSING & COMPOUNDING A	2015 Summer	<a href="mailto:SuAngela@foothill.edu">SuAngela@foothill.edu</a>
PS	PHYS 2A	GENERAL PHYSICS	2015 Summer	<a href="mailto:marascodavid@foothill.edu">marascodavid@foothill.edu</a>
PS	PHYS 2B	GENERAL PHYSICS	2015 Summer	<a href="mailto:marascodavid@foothill.edu">marascodavid@foothill.edu</a>
PS	PHYS 2C	GENERAL PHYSICS	2015 Summer	<a href="mailto:marascodavid@foothill.edu">marascodavid@foothill.edu</a>
PS	PHYS 4A	GENERAL PHYSICS (CALCULUS)	2015 Summer	<a href="mailto:marascodavid@foothill.edu">marascodavid@foothill.edu</a>
PS	PHYS 4B	GENERAL PHYSICS (CALCULUS)	2015 Summer	<a href="mailto:marascodavid@foothill.edu">marascodavid@foothill.edu</a>
PS	PHYS 4C	GENERAL PHYSICS (CALCULUS)	2015 Summer	<a href="mailto:marascodavid@foothill.edu">marascodavid@foothill.edu</a>
PS	PHYS 4D	GENERAL PHYSICS (CALCULUS)	2015 Summer	<a href="mailto:marascodavid@foothill.edu">marascodavid@foothill.edu</a>
SS	POLI 54H	HONORS INSTITUTE SEMINAR IN POLITICAL SCIENCE	2015 Summer	<a href="mailto:ryerkerri@foothill.edu">ryerkerri@foothill.edu</a>
PS	PSE 51	FRONTIERS IN SCIENCE	2015 Summer	<a href="mailto:Parikhsarah@fhda.edu">Parikhsarah@fhda.edu</a>
PS	PSE 251	MATH STUDY SKILLS	2016 Spring	<a href="mailto:graynicole@foothill.edu">graynicole@foothill.edu</a>
SS	PSYC 4	INTRODUCTION TO BIOPSYCHOLOGY	2015 Summer	<a href="mailto:stefonikbenjamin@foothill.edu">stefonikbenjamin@foothill.edu</a>
BH	R T 53D	APPLIED RADIOLOGIC TECHNOLOGY IV	2015 Summer	<a href="mailto:campbellrachel@foothill.edu">campbellrachel@foothill.edu</a>
BH	R T 63A	RADIOGRAPHIC CLINICAL PRACTICUM I	2015 Summer	<a href="mailto:campbellrachel@foothill.edu">campbellrachel@foothill.edu</a>
BH	R T 63B	RADIOGRAPHIC CLINICAL PRACTICUM II	2015 Summer	<a href="mailto:campbellrachel@foothill.edu">campbellrachel@foothill.edu</a>
BH	R T 63C	RADIOGRAPHIC CLINICAL PRACTICUM III	2015 Summer	<a href="mailto:campbellrachel@foothill.edu">campbellrachel@foothill.edu</a>
BH	R T 71	ADVANCED CLINICAL EXPERIENCE: MAGNETIC RESONANCE IMAGING	2015 Summer	<a href="mailto:campbellrachel@foothill.edu">campbellrachel@foothill.edu</a>
BH	RSPT 50B	INTRODUCTION TO PROCEDURES & HOSPITAL ORIENTATION	2015 Summer	<a href="mailto:hillsisa@fhda.edu">hillsisa@fhda.edu</a>
BH	RSPT 50C	THERAPEUTICS & INTRODUCTION TO MECHANICAL VENTILATION	2015 Summer	<a href="mailto:hillsisa@fhda.edu">hillsisa@fhda.edu</a>
BH	RSPT 51C	PATIENT ASSESSMENT & PULMONARY DISEASE	2015 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
BH	RSPT 53A	INTRODUCTION TO RESPIRATORY THERAPY PHARMACOLOGY	2015 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
BH	RSPT 54	ORIENTATION TO RESPIRATORY CARE	2015 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
BH	RSPT 55A	MEDIATED STUDIES IN RESPIRATORY THERAPY I	2015 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
BH	RSPT 55B	MEDIATED STUDIES IN RESPIRATORY THERAPY II	2015 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
BH	RSPT 55C	MEDIATED STUDIES IN RESPIRATORY THERAPY III	2015 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
BH	RSPT 55D	MEDIATED STUDIES IN RESPIRATORY THERAPY IV	2015 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>

### COR Requiring Updates for 2020-21

The following courses must be reviewed/updated by the curriculum deadline of June 21, 2019. Courses in blue are currently in Review status in submissions.

BH	RSPT 55E	MEDIATED STUDIES IN RESPIRATORY THERAPY V	2015 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
BH	RSPT 55F	MEDIATED STUDIES IN RESPIRATORY THERAPY VI	2015 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
BH	RSPT 55G	MEDIATED STUDIES IN RESPIRATORY THERAPY VII	2015 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
BH	RSPT 61A	ADULT MECHANICAL VENTILATION	2015 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
BH	RSPT 62	MANAGEMENT, RESUME & NATIONAL BOARD EXAMINATION	2015 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
BH	RSPT 70A	CLINICAL ROTATION I	2015 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
BH	RSPT 70B	CLINICAL ROTATION II	2015 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
BH	RSPT 70C	CLINICAL ROTATION III	2015 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
BH	RSPT 70D	CLINICAL ROTATION IV	2015 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
BH	RSPT 200L	INTRODUCTION TO RESPIRATORY THERAPY	2015 Summer	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
LA	SPAN 110	ELEMENTARY SPANISH CONVERSATION I	2015 Summer	<a href="mailto:riveramontanezjulio@fhda.edu">riveramontanezjulio@fhda.edu</a>
LA	SPAN 111	ELEMENTARY SPANISH CONVERSATION II	2015 Summer	<a href="mailto:riveramontanezjulio@fhda.edu">riveramontanezjulio@fhda.edu</a>
SS	SPED 65	FUNDAMENTALS OF ATTENTION-DEFICIT DISORDERS	2015 Summer	<a href="mailto:wongrussell@foothill.edu">wongrussell@foothill.edu</a>
FA	THTR 2A	HISTORY OF DRAMATIC LITERATURE: CLASSICAL TO MOLIÈRE	2015 Summer	<a href="mailto:goughtom@foothill.edu">goughtom@foothill.edu</a>
FA	THTR 2F	HISTORY OF AMERICAN MUSICAL THEATRE	2015 Summer	<a href="mailto:careymilissa@fhda.edu">careymilissa@fhda.edu</a>
FA	THTR 20A	ACTING I	2015 Summer	<a href="mailto:goughtom@foothill.edu">goughtom@foothill.edu</a>
FA	THTR 20B	ACTING II	2015 Summer	<a href="mailto:goughtom@foothill.edu">goughtom@foothill.edu</a>
FA	THTR 25	INTRODUCTION TO FASHION & COSTUME CONSTRUCTION	2015 Summer	<a href="mailto:mcleodbruce@fhda.edu">mcleodbruce@fhda.edu</a>
FA	THTR 43C	FOUNDATIONS IN CLASSICAL ACTING	2015 Summer	<a href="mailto:goughtom@foothill.edu">goughtom@foothill.edu</a>
FA	THTR 45A	TECHNICAL THEATRE IN PRODUCTION I	2015 Summer	<a href="mailto:mcleodbruce@fhda.edu">mcleodbruce@fhda.edu</a>
FA	THTR 45B	TECHNICAL THEATRE IN PRODUCTION II	2015 Summer	<a href="mailto:mcleodbruce@fhda.edu">mcleodbruce@fhda.edu</a>
FA	THTR 45C	TECHNICAL THEATRE IN PRODUCTION III	2015 Summer	<a href="mailto:mcleodbruce@fhda.edu">mcleodbruce@fhda.edu</a>
FA	THTR 45E	TECHNICAL THEATRE MANAGEMENT IN PRODUCTION	2015 Summer	<a href="mailto:mcleodbruce@fhda.edu">mcleodbruce@fhda.edu</a>
FA	THTR 45F	TECHNICAL THEATRE MANAGEMENT IN PRODUCTION II	2015 Summer	<a href="mailto:mcleodbruce@fhda.edu">mcleodbruce@fhda.edu</a>
FA	THTR 46A	THEATRE DEVELOPMENT WORKSHOP I	2015 Summer	<a href="mailto:bergmannjanis@foothill.edu">bergmannjanis@foothill.edu</a>
FA	THTR 46B	THEATRE DEVELOPMENT WORKSHOP II	2015 Summer	<a href="mailto:bergmannjanis@foothill.edu">bergmannjanis@foothill.edu</a>
FA	THTR 46C	THEATRE DEVELOPMENT WORKSHOP III	2015 Summer	<a href="mailto:bergmannjanis@foothill.edu">bergmannjanis@foothill.edu</a>
FA	THTR 46D	THEATRE DEVELOPMENT WORKSHOP IV	2015 Summer	<a href="mailto:bergmannjanis@foothill.edu">bergmannjanis@foothill.edu</a>
FA	THTR 49A	PERFORMANCE PRODUCTION I	2015 Summer	<a href="mailto:goughtom@foothill.edu">goughtom@foothill.edu</a>
FA	THTR 49B	PERFORMANCE PRODUCTION II	2015 Summer	<a href="mailto:goughtom@foothill.edu">goughtom@foothill.edu</a>
FA	THTR 49C	PERFORMANCE PRODUCTION III	2015 Summer	<a href="mailto:goughtom@foothill.edu">goughtom@foothill.edu</a>
FA	THTR 49D	PERFORMANCE PRODUCTION IV	2015 Summer	<a href="mailto:goughtom@foothill.edu">goughtom@foothill.edu</a>
FA	THTR 57	ACTOR MARKETING STRATEGIES	2015 Summer	<a href="mailto:bergmannjanis@foothill.edu">bergmannjanis@foothill.edu</a>
BH	V T 50A	CURRENT TOPICS IN VETERINARY TECHNOLOGY I	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 50B	CURRENT TOPICS IN VETERINARY TECHNOLOGY II	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 50C	CURRENT TOPICS IN VETERINARY TECHNOLOGY III	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 50D	CURRENT TOPICS IN VETERINARY TECHNOLOGY IV	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 50E	CURRENT TOPICS IN VETERINARY TECHNOLOGY V	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 50F	CURRENT TOPICS IN VETERINARY TECHNOLOGY VI	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 52B	VETERINARY ASSISTING II	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 53A	MEDICAL TERMINOLOGY	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 53B	MEDICAL CALCULATIONS	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 53C	INTRODUCTION TO LARGE ANIMAL CARE	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 60	VETERINARY OFFICE PRACTICE	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 66	EXOTIC ANIMAL CARE	2015 Summer	<a href="mailto:gregorysandy@fhda.edu">gregorysandy@fhda.edu</a>
BH	V T 72	PRINCIPLES OF VETERINARY DENTISTRY	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 81	CLINICAL PATHOLOGY METHODS	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 83	PHARMACOLOGY FOR TECHNICIANS	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 86	LABORATORY ANIMAL TECHNOLOGY	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 88A	CLINICAL PRECEPTORSHIP I	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 89	CLINICAL INTERNSHIP I	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 91	CLINICAL INTERNSHIP II	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 92	CLINICAL INTERNSHIP III	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	V T 93	CLINICAL INTERNSHIP IV	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>

### COR Requiring Updates for 2020-21

The following courses must be reviewed/updated by the curriculum deadline of June 21, 2019. Courses in blue are currently in Review status in submissions.

BH	V T 95	VETERINARY TECHNICIAN PROFICIENCY	2015 Summer	<a href="mailto:eshmanlisa@foothill.edu">eshmanlisa@foothill.edu</a>
BH	VITI 90B	VINEYARD ESTABLISHMENT	2015 Summer	<a href="mailto:sauterdavid@foothill.edu">sauterdavid@foothill.edu</a>
BH	VITI 90C	VINEYARD MANAGEMENT	2015 Summer	<a href="mailto:sauterdavid@foothill.edu">sauterdavid@foothill.edu</a>
BH	VITI 90D	VINE PRUNING	2015 Summer	<a href="mailto:sauterdavid@foothill.edu">sauterdavid@foothill.edu</a>





ACADEMIC SENATE  
for CALIFORNIA COMMUNITY COLLEGES

*Celebrating 50 years*

## **53<sup>rd</sup> SPRING SESSION RESOLUTIONS**

### ***FOR DISCUSSION AT AREA MEETINGS ON MARCH 22-23, 2019***

*Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on April 13, 2019.*

#### Resolutions Committee 2018-19

Geoffrey Dyer, ASCCC Area A Representative (Chair)

Rebecca Eikey, ASCCC Area C Representative

Sam Foster, ASCCC Area D Representative

Darcie McClelland, El Camino College, Area C

Eric Narveson, Evergreen Valley College, Area B

## RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolutions breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.



## CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an \*.  
Resolutions and amendments submitted on Thursday are marked with a +.  
Resolutions and amendments submitted on Friday are marked with a #.

- \*3.01 S19 Address Privacy and Rights Violation Caused by Education Code §87408 (2011)
- \*5.02 S19 Guided Pathways Budget Development
- \*9.02 S19 Adopt the Paper *Noncredit Instruction: Opportunity and Challenge*
- \*9.03 S19 Documenting Open Educational Resource Options in Course Outline of Record
- \*11.01 S19 CCCApply Technical Limitations
- \*11.02 S19 Ensure Appropriate Processes for System Technology Procurement
- \*13.01 S19 Develop Recommendations for the Implementation of a No-Cost Designation in Course Schedules
- \*13.02 S19 Support for Faculty Open Educational Resources Coordinators
- \*16.01 S19 Adopt the Paper *The Role of the Library Faculty in the California Community College*
- \*16.02 S19 Adopt the Paper *Effective Practices for Online Tutoring*
- \*21.01 S19 Adopt the Paper *Work-Based Learning in California Community Colleges*

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### 3.0 DIVERSITY AND EQUITY

#### \*3.01 S19 Address Privacy and Rights Violation Caused by Education Code §87408 (2011)

Whereas, Hiring procedures for new faculty is an academic and professional matter (Education Code §87360[b]), and the Americans with Disabilities Act of 1990 (ADA)<sup>1</sup> prohibits employment discrimination on the basis of disability, and the U.S. Equal Employment Opportunity Commission (EEOC) has determined that individuals with HIV/AIDS meet the definition of people with disabilities<sup>2</sup>;

Whereas, Revisions to Education Code §87408 (2011) had the effect of broadening the scope of the law from control of the communicable disease tuberculosis to reflect the following:

*(a) When a community college district wishes to employ a person in an academic position and that person has not previously been employed in an academic position in this state, **the district shall require a medical certificate showing that the applicant is free from any communicable disease, including, but not limited to, active tuberculosis, unfitting the applicant to instruct or associate with students.** The medical certificate shall be submitted directly to the governing board by a physician and surgeon licensed under the Business and Professions Code, a physician assistant practicing in compliance with Chapter 7.7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, or a commissioned medical officer exempted from licensure. The medical examination shall have been conducted not more than six months before the submission of the certificate and shall be at the expense of the applicant. A governing board may offer a contract of employment to an applicant subject to the submission of the required medical certificate. Notwithstanding Section 87031, the medical certificate shall become a part of the personnel record of the employee and shall be open to the employee or his or her designee.*

*(b) The governing board of a community college district **may require academic employees** to undergo a periodic medical examination by a physician and surgeon licensed under the Business and Professions Code, a physician assistant practicing in compliance with Chapter 7.7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, or a commissioned medical officer exempted from licensure, to determine that the employee is free from any communicable disease, including, but not limited to, active tuberculosis, unfitting the applicant to instruct or associate with students. The periodic medical examination shall be at the expense of the district. The medical certificate shall*

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<sup>1</sup> ADA.gov United States Department of Justice, Civil Rights Division  
[https://www.ada.gov/2010\\_regs.htm](https://www.ada.gov/2010_regs.htm)

<sup>2</sup> U.S. Equal Employment Opportunity Commission  
[https://www.eeoc.gov/eeoc/newsroom/wysk/hiv\\_aids\\_discrimination.cfm](https://www.eeoc.gov/eeoc/newsroom/wysk/hiv_aids_discrimination.cfm)

*become a part of the personnel record of the employee and shall be open to the employee or his or her designee.*

*(Amended by Stats. 2010, Ch. 512, Sec. 9. (SB 1069) Effective January 1, 2011.);<sup>3</sup>*

Whereas, The list of communicable diseases provided by the California Department of Public Health (CDPH)<sup>4</sup> is quite extensive and includes diseases that are not at risk of transmission in the teaching and learning environment, including HIV/AIDS, sexually transmitted diseases (STDs), and others; and

Whereas, The act of requiring a medical certificate showing that the applicant is free from any communicative disease such as HIV/AIDS constitutes a violation of workplace rights and civil rights under the Americans with Disabilities Act, and requiring the same for STDs constitutes a grave violation of privacy, and such violations expose districts to litigation;

Resolved, That the Academic Senate for California Community Colleges work with stakeholders to remove all language from Education Code §87408 that is discriminatory towards individuals who may be afflicted with diseases that are not at risk of transmission in the teaching and learning environment, including HIV/AIDS, sexually transmitted diseases, and others.

Contact: Leigh Ann Shaw, Skyline College, Equity and Diversity in Action Committee

## **5.0 BUDGET AND FINANCE**

### **5.01 S19 Funding for Guided Pathways Transformation**

Whereas, The California Community Colleges Chancellor's Office (CCCCO) released the *Vision for Success* in 2017 with aspirational goals for system-wide improvement in key metrics, such as increasing by at least 20% the number of California Community Colleges students annually who complete, increasing by 35% the number of students who transfer annually to a California State University/University of California over the next five years, and closing all equity gaps within ten years;

Whereas, The *Vision for Success* states, “the Chancellor’s Office plans to use the Guided Pathways initiative as an organizing framework to align and guide all initiatives aimed at improving student success” and student equity, and all 114 community colleges are currently participating in the California Guided Pathways Award Program and receiving a portion of the \$150 million dollars in funding allocated for 2017-2022;

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<sup>3</sup>[http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=87408](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=87408).

<sup>4</sup> California Department of Public Health Communicative Disease Control  
<https://www.cdph.ca.gov/Programs/PSB/Pages/CommunicableDiseaseControl.aspx>

Whereas, The allocation formula and implementation timeline place the majority of the funding in the first three years, and the resource allocation for each college drops significantly in the fourth and fifth years meaning colleges will see resources fade rapidly in the years when the most productive and sustainable design and innovation work will happen; and

Whereas, The process of designing and implementing a guided pathways framework at a college is a vast and comprehensive undertaking, and the CCCCO has indicated in the “California Community Colleges Guided Pathways (CCC GP) Action Plan, Implementation Timeline, and Allocation Summary” that “full scale adoption is not expected for every college on every element within the five-year time frame”<sup>5</sup>;

Resolved, That the Academic Senate for California Community Colleges engage with stakeholders and the California Community Colleges Chancellor’s Office in a dialogue regarding realistic, dedicated, and sustainable funding to support inquiry, design, and implementation of guided pathways frameworks across California’s community colleges to ensure colleges make progress toward achieving the goals of the *Vision for Success*.

Contact: Gretchen Ehlers, West Valley College, Guided Pathways Task Force

#### **\*5.02 S19 Guided Pathways Budget Development**

Whereas, In recognizing that academic senates and faculty leadership and involvement are critical if any guided pathways effort is to succeed, the California Education Code §88922 requires that colleges participating in the California Community College Guided Pathways Award Program submit “a letter to the chancellor’s office signed by, and expressing the commitment of, the president of the governing board of the community college district, the chief executive officer of the college, and the president of the college’s academic senate to adopt a guided pathways model”;

Whereas, The California Education Code §88922 necessarily ensures support for faculty in implementing the Community College Guided Pathways Grant Program by delineating how funds for the program should be spent:

*(g) Participating community colleges may use grant funds to implement guided pathways programs for various limited-term purposes, including, but not necessarily limited to, any, or any combination, including all, of the following: (1) Faculty and staff release time to review and redesign guided pathways programs, instruction, and support services[,] (2) Professional development in areas related to guided pathways[,] (3) Administrative time to coordinate, communicate, and engage college stakeholders in the process of developing and implementing guided pathways programs[,] (4) Upgrades to computer and student information systems to improve tracking of student progress and feedback to students;*

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<sup>5</sup> <https://cccgp.cccco.edu/Portals/0/GPWorkPlanInstructions.pdf>

Whereas, Title 5 §53200 delineating academic senates' responsibilities in academic and professional matters includes "(10) processes for institutional planning and budget development" which would encompass any efforts to develop budget processes for local implementation of a guided pathways framework; and

Whereas, The California Community Colleges Chancellor's Office will distribute Guided Pathways Grant Program funds for year two, yet there are limited data on how the funds for year one were spent, whether or not the funds were sufficient to support local design and implementation, and if collegial consultation with academic senates was used in developing local guided pathways budget processes;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to ensure proper collegial consultation and transparency in developing guided pathways budget processes, including supporting comparability between colleges in multi-college districts; and

Resolved, That the Academic Senate for California Community Colleges work with system partners to ensure collegial consultation and transparency in local guided pathways budget development processes.

Contact: Jeffrey Hernandez, East Los Angeles College, Guided Pathways Task Force

## **6.0 STATE AND LEGISLATIVE ISSUES**

### **6.01 S19 Provisionally Support AB 130 (Low, as of 25 February 2019)**

Whereas, California law established the California Postsecondary Education Commission (CPEC) as the coordinating and planning agency for statewide postsecondary education, and CPEC performed a variety of useful functions for California Higher Education, including data collection for all public segments and advising the governor regarding budgetary priorities to preserve access for students, prior to being defunded by the governor and ceasing operations in 2011;

Whereas, AB 130 (Low, as of 25 February 2019) would create the Office of Higher Education Performance and Accountability, which would, among other functions, "review and make recommendations, as necessary, regarding cross-segmental and interagency initiatives and programs in areas that may include, but are not necessarily limited to, efficiencies in instructional delivery, financial aid, transfer, and workforce coordination" and "act as a clearinghouse for postsecondary education information and as a primary source of information for the Legislature, the Governor, and other agencies," thus potentially providing support for California Higher Education that has been needed since the defunding of CPEC;

Whereas, The Office of Higher Education Performance and Accountability-created AB 130 (Low, as of 25 February 2019) would be overseen by an executive director and would include an advisory board consisting of "the Chairperson of the Senate Committee

on Education and the Chairperson of the Assembly Committee on Higher Education, who serve as ex officio members, and six public members with experience in postsecondary education”; and

Whereas, While the Office of Higher Education Performance and Accountability would be required by law to “consult with the higher education segments and stakeholders, as appropriate, in the conduct of its duties and responsibilities” and the members of the advisory board would be required to have experience with higher education, the functionality and benefits of the office would be greatly enhanced if the advisory board were to include direct representation from the segments of public higher education;

Resolved, That the Academic Senate for California Community Colleges support AB 130 (Low, as of 25 February 2019) to create the Office of Higher Education Performance and Accountability only in the event that the legislation is amended to include the appointment of faculty representatives appointed by their respective Academic Senates from each of the segments of public higher education in California among the members of the advisory board for the office.

Contact: Executive Committee

#### **6.02 S19 Provisionally Support SB 3 (Allen, as of 28 February 2019)**

Whereas, California law established the California Postsecondary Education Commission (CPEC) as the coordinating and planning agency for statewide postsecondary education, and CPEC performed a variety of useful functions for California higher education, including data collection for all public segments and advising the governor regarding budgetary priorities to preserve access for students, prior to being defunded by the governor and ceasing operations in 2011;

Whereas, SB 3 (Allen, as of 25 February 2019) would create the Office of Higher Education Performance and Accountability, which would, among other functions, “periodically provide independent oversight on the public postsecondary segments’ and individual campus-based programs and initiatives and cross-segmental and interagency programs and initiatives in areas that include, but are not necessarily limited to, graduation rates, affordability, transfer, financial aid, assessment and placement, remediation, degree and certificate completion, adult education, workforce coordination, student transition into the workforce, effectiveness, and alignment with state goals and performance measures in higher education,” thus potentially providing support for California Higher Education that has been needed since the defunding of CPEC; and

Whereas, The Office of Higher Education Performance and Accountability would be required by law to, “In consultation with the public postsecondary segments, set performance targets for enrollment and degree and certificate completion statewide and by region” and “In consultation with the public postsecondary segments and workforce and development agencies, including, but not limited to, the Labor and Workforce Development Agency, periodically measure the supply and demand of jobs in fields of study statewide and by region” and therefore the functionality and benefits of the office

would be greatly enhanced if the advisory board were to include direct representation from the segments of public higher education;

Resolved, That the Academic Senate for California Community Colleges support SB 3 (Allen, as of 25 February 2019) to create the Office of Higher Education Performance and Accountability only in the event that the legislation is amended to include the appointment of faculty representatives appointed by their respective Academic Senates from each of the segments of public higher education in California among the members of the advisory board.

Contact: Executive Committee

### **6.03 S19 Support for SB 291 (Leyva, as of 1 March 2019)**

Whereas, As of 2017, approximately 46 percent of California Community College students receive need-based financial aid, compared to about two-thirds of resident undergraduate students enrolled in the University of California and the California State University systems<sup>6</sup>;

Whereas, Many state and federal student aid programs are structured to help full-time students, which do not benefit community college students who attend college part time;

Whereas, Research conducted by the Institute for College Access and Success (TICAS) has determined that, after factoring in financial aid, the net cost of college is actually more expensive for California Community College students than for their counterparts at the University of California or California State University in seven of the nine regions studied, and that in none of the nine regions was the community college found to be the least expensive option<sup>7</sup>; and

Whereas, Senate Bill 291 (Leyva, as of 1 March 2019), “would establish the California Community College Student Financial Aid Program, to provide need-based grant awards to eligible community college students who attend an eligible California community college, as specified. Subject to an appropriation by the Legislature, the bill specifies that the program shall be administered by the Board of Governors of the California Community Colleges and implemented by the eligible California community colleges”;

Resolved, That the Academic Senate for California Community Colleges support SB 291 (Leyva, as of 1 March 2019) and communicate that support to the legislature and other constituents as appropriate.

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<sup>6</sup> The 2016-2017 Budget: Higher Education Analysis. California Legislative Analyst’s Office. <https://lao.ca.gov/Publications/Report/3372>

<sup>7</sup> *On the Verge: Costs and Tradeoffs Facing Community College Students*. The Institute for College Access and Success, 2016. [https://ticas.org/sites/default/files/pub\\_files/on\\_the\\_verge.pdf](https://ticas.org/sites/default/files/pub_files/on_the_verge.pdf)



Contact: Executive Committee

## **9.0 CURRICULUM**

### **9.01 S19 CB21 Rubrics for Coding Course Outcomes**

Whereas, Faculty statewide from English, mathematics, and related disciplines in credit, noncredit, and adult education vetted the CB21 rubrics during the five March 2019 AB 705 Data Revision Project Recoding Regional Meetings;

Whereas, Faculty discipline groups drafted the CB21 rubrics using the federal Educational Functioning Levels (EFLs) currently used by noncredit and adult education practitioners for data reporting purposes for funding and student educational level gains including the Comprehensive Adult Student Assessment Systems (CASAS);

Whereas, The Academic Senate for California Community Colleges, the California Community Colleges Chancellor's Office, West Ed, and the RP Group worked on the AB 705 Data Revision Project to create Management Information System (MIS) data elements to more accurately code transfer-level English, mathematics, and quantitative reasoning courses as well as pre-transfer credit and noncredit courses; and

Whereas, Funding and accountability efforts, such as the Student Centered Funding Formula (SCFF), AB 705 (Irwin, 2017), AB 1805 (Irwin, 2018) and others, rely on drawing information about our students and colleges from coded elements that were not constructed to accurately calculate and align with these current, high-stakes roles;

Resolved, That the Academic Senate for California Community Colleges approve the CB21 rubrics and endorse their use for coding course outcomes for local college credit and noncredit courses in English, mathematics, and other related or appropriate disciplines.

Contact: Ginni May, Executive Committee

See Appendix–CB21 Rubrics (forthcoming)

### **\*9.02 S19 Adopt the Paper *Noncredit Instruction: Opportunity and Challenge***

Whereas, Resolution 13.02 F15 directed the Academic Senate for California Community Colleges to “update its paper *Noncredit Instruction: Opportunity and Challenge*, adopted by the body in Spring 2009, no later than Spring 2017 to include recent developments affecting noncredit, including using noncredit to improve equity and close the achievement gap, leveraging Career Development/College Preparation equalization funding, and addressing an increased emphasis on adult basic skills and workforce education”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Noncredit Instruction: Opportunity and Challenge*<sup>8</sup> and disseminate to local senates and curriculum committees upon its adoption.

Contact: Craig Rutan, Noncredit Committee

### **\*9.03 S19 Documenting Open Educational Resource Options in Course Outline of Record**

Whereas, In the California Community Colleges the course outline of record is the official document that establishes, among other things, the content, objectives, and instructional materials for a given course and is the basis for articulation;

Whereas, Both the California State University Chancellor's Office and University of California Office of the President are on record establishing that the use of open educational resources (OER) that are comparable to commercial texts with respect to currency and stability does not jeopardize articulation; and

Whereas, Faculty who wish to use OER may be hesitant to do so if such options are not explicitly indicated on the course outline of record, and faculty who wish to specify OER on course outlines of record may be unclear as to how to do so;

Resolved, That the Academic Senate for California Community Colleges develop guidelines for how to indicate the option of using open educational resources (OER) on course outlines of record; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to develop mechanisms to encourage faculty to consider open educational resources (OER) when developing or revising courses and to document the use of OER on the course outline of record.

Contact: Michelle Pilati, OER Initiative

## **10.0 DISCIPLINES LIST**

### **10.01 S19 Disciplines List – Homeland Security**

Whereas, Oral and written testimony given through the consultation process used for the review of minimum qualifications for faculty in the California Community Colleges, known as the *Disciplines List*, supported the following addition of the Homeland Security discipline:

*Master's degree in Homeland Security, Emergency Management, Emergency*

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<sup>8</sup> <https://asccc.org/sites/default/files/Noncredit%20Instruction%20-%20Area%20Meeting.pdf>

*Preparedness, Crisis Management, Disaster Management, or Cybersecurity; and*

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the *Disciplines List* for Homeland Security<sup>9</sup>.

Contact: Rebecca Eikey, Standards & Practices Committee

## **11.0 TECHNOLOGY**

### **\*11.01 S19 CCCApply Technical Limitations**

Whereas, The use of CCCApply for all students to enter the California Community Colleges system is required as part of the implementation of the Student Success and Support Program;

Whereas, CCCApply is often the first opportunity in the enrollment and onboarding process for students to make choices about their academic careers that will have a significant impact on their time to degree and dictate their course-taking behavior once enrolled;

Whereas, A major component of many colleges' design and implementation of their guided pathways frameworks is the creation of collections of academic majors with related coursework to support a career area or transfer goal, referred to often as meta-majors, intended to help students choose an academic major that best fits their interests and abilities; and

Whereas, CCCApply's technical limitations severely limit the flexibility colleges have to design meta-majors in ways that are easily communicated to students through CCCApply as well as to implement other student onboarding innovations;

Resolved, That the Academic Senate for California Community Colleges engage the California Community Colleges Chancellor's Office in a dialogue regarding modification of the CCCApply application to reduce technical limitations to allow colleges more flexibility to support students and guided pathways innovations.

Contact: Randy Beach, Southwestern College, Guided Pathways Task Force

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<https://asccc.org/sites/default/files/Disciplines%20List%20Revision%20Proposals%20Summary%202018-%28Rev-1%29-4.pdf>

**\*11.02 S19 Ensure Appropriate Processes for System Technology Procurement**

Whereas, Technology procurement at both the state and local level should be a transparent and inclusive process that involves all impacted constituencies and factors in both the direct and indirect costs associated with the adoption of new technologies;

Whereas, System-level purchases can be both economically and functionally advantageous;

Whereas, The process employed by the Online Education Initiative (now the California Virtual Campus – Online Education Initiative) to identify a course management system and the subsequent adoption of that system by all 114 colleges serves as a model for how a system-level technology selection process should be conducted, demonstrates how an effective process can facilitate local decision-making, and illustrates that the provision of a technology at no cost to the colleges does not bypass local decision-making processes or ensure immediate adoption; and

Whereas, System-level technology selections have impacted and may impact future local technology decisions, but do not presume that a system-level decision will determine local choices;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to ensure that any procurement of technology that the colleges would be required to access is selected via a process that is transparent, inclusive, and respectful of existing local monetary and human investments; and

Resolved, That the Academic Senate for California Community Colleges support the use of competitive processes for the awarding of grants and the procurement of resources as required in the Standing Orders of the Board of Governors.<sup>10</sup>

Contact: Executive Committee

**13.0 GENERAL CONCERNS**

**\*13.01 S19 Develop Recommendations for the Implementation of a No-Cost Designation in Course Schedules**

Whereas, SB 1359 (Block, 2016) requires all segments of public higher education in California to “Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use

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<sup>10</sup> Procedures and Standing Orders of the Board of Governors, November 2108:  
[http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/Procedures and Standing Orders/November-2018-Procedures-and-Standing-Orders.pdf](http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/Procedures_and_Standings_Orders/November-2018-Procedures-and-Standing-Orders.pdf)

digital course materials that are free of charge to students and may have a low-cost option for print versions” (California Education Code §66406.9) as of January, 2018;

Whereas, Determining what course sections qualify for a no-cost identifier as required by SB 1359 (Block, 2016) is subject to interpretation, with some colleges opting to interpret the legislation very strictly and others opting to highlight all courses with no associated costs (i.e., including those courses that have never required a text); and

Whereas, Developing guidance and suggested practices for local senates to consider for the implementation of SB 1359 (Block, 2016) may result in appropriate consistencies across the colleges;

Resolved, That the Academic Senate for California Community Colleges investigate the approaches used to implement SB 1359 (Block, 2016) across all segments of higher education in California and similar efforts in other states; and

Resolved, That the Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020.

Contact: Michelle Pilati, OER Initiative

**\*13.02 S19 Support for Faculty Open Educational Resources Coordinators**

Whereas, The Academic Senate for California Community Colleges (ASCCC) has urged local academic senates to identify a local open educational resources (OER) point-person to act as a liaison to facilitate OER-related communication between the college and the ASCCC (Resolution 17.02 F18);

Whereas, The Academic Senate for California Community Colleges’ Open Educational Resources (OER) Initiative is supporting the growth of OER use across the colleges by developing resources and supporting local OER Liaisons who may or may not receive support from their colleges;

Whereas, Various opportunities for obtaining funding for local OER efforts, including grants made available by the California Open Educational Resources Council, have required that a coordinator be identified to oversee the work; and

Whereas, Significant increases in OER usage have been reported when a local advocate has dedicated time to support OER adoption;

Resolved, That the Academic Senate for California Community Colleges develop a collection of resources documenting the value of supporting local Faculty Open Educational Resources Coordinators and associated resources (e.g., job descriptions, roles, and responsibilities); and

Resolved, That the Academic Senate for California Community Colleges encourage local colleges to identify and support a Faculty Open Educational Resources Coordinator.

Contact: Michelle Pilati, OER Initiative

## **16.0 LIBRARY AND LEARNING RESOURCES**

### **\*16.01 S19 Adopt the Paper *The Role of the Library Faculty in the California Community College***

Whereas, Resolution 16.01 F17 directed the Academic Senate for California Community Colleges to “explore methods to update and expand the content of the papers *Library Faculty in California Community College Libraries: Qualifications, Roles, and Responsibilities* and *Standards of Practice for California Community College Library Faculty and Programs* to illustrate the vital and important role that libraries and librarians can, and do, play in contributing to the success of our students”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *The Role of the Library Faculty in the California Community College*<sup>11</sup> and disseminate to local senates and curriculum committees upon its adoption.

Contact: Michelle Velasquez Bean, Transfer, Articulation, and Student Services Committee

### **\*16.02 S19 Adopt the Paper *Effective Practices for Online Tutoring***

Whereas, Resolution 13.04 S08 directed the Academic Senate for California Community Colleges to “research and prepare a paper that addresses effective and non-effective practices for establishing online tutoring programs”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Effective Practices for Online Tutoring*<sup>12</sup> and disseminate to local senates and curriculum committees upon its adoption.

Contact: Michelle Velasquez Bean, Transfer, Articulation, and Student Services Committee

## **21.0 CAREER TECHNICAL EDUCATION**

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11

<https://asccc.org/sites/default/files/The%20Role%20of%20the%20Library%20Faculty%20in%20the%20California%20Community%20College%20-%20Area%20Meetings.pdf>

12

<https://asccc.org/sites/default/files/Effective%20Practices%20for%20Online%20Tutoring%20for%20Area%20Meetings.pdf>

**\*21.01 S19 Adopt the Paper *Work-Based Learning in California Community Colleges***

Whereas, Resolution 13.05 S18 directed the Academic Senate for California Community Colleges to “develop a paper that clearly explains and differentiates Career and Technical Education, Cooperative Work Experience, internship, and apprenticeship programs, including their regulations, funding models, and overall guiding principles, and bring the paper to the Spring 2019 Plenary Session for approval”;

Resolved, that the Academic Senate for California Community Colleges adopt the paper *Work-Based Learning in California Community Colleges*<sup>13</sup> and upon its adoption disseminate it to local senates and curriculum committees.

Contact: Cheryl Aschenbach, CTE Leadership Committee

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<sup>13</sup> <https://asccc.org/sites/default/files/Work%20Based%20Learning%20-%20Area%20Meetings.pdf>

# New Subject Code Proposal

## ITSC: Installer Technician Sound and Communication

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This is a proposal to create a new subject code, Installer Technician Sound and Communication (ITSC), within the Apprenticeship division.

The following discipline (state minimum qualifications) is approved to teach in ITSC: Telecommunication Technology

### *Course Designations*

One new course is being created within this subject code, for the 2019-20 catalog:

- ITSC 400: VDVT/FIRE LIFE SAFETY EXAM PREP (already approved as Stand Alone under the course number APSC 400)

Approved by the Apprenticeship division curriculum committee: 3/13/19



# Program Deactivation: Certificate of Achievement in Nanoscience

Due to insufficient demand, the PSME division has decided to deactivate this certificate.

PSME Division Curriculum Committee Approval: 2/7/19

To: CCC  
From: PSME CC  
Date: 3/13/19

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

Given below is the Title V requirement for mathematics courses applicable to the AA/AS degree:

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section.

Current Language:

Minimum proficiency: MATH 17 or 105 or 108 or 180 completed with a letter grade of C or better.

MATH 17 has recently been granted C-ID approval for C-ID MATH 110: Introduction to Statistics.

So the current language no longer makes sense. We suggest the following language:

**Minimum proficiency: MATH 105 or 180 or any MATH course approved for Foothill GE Area V, Communication & Analytical Thinking.**

*Note: MATH 108 has been deactivated, which is why it has been removed from the statement.*

Courses not Taught in Four Years - 2019 list

Division	Course Number	Short Title	Extension granted in 2016	Extension granted last time - 2017 (if applicable)	Note
SRC	ALCB_F223.	CAREER RESOURCES			
SRC	ALCB_F413.	RELAXATION TECHNIQUES			
SRC	ALLD_F206.	PARAGRAPH REMEDIATION			
SRC	ALLD_F210.	UNDERSTAND LEARNING DIFFER			
BSS	ANTH_F067B	CULTURES OF THE WORLD: BELIZE			
APPR	APPR_F159.	ADVANCED ARC WELDING			
APPR	APPR_F166.	JOB SUPERVISION			
APPR	APPT_F121.	INTRO TO RESID PLUMB/SAFETY/TO	Yes	Approved 3/21; will be offered winter 2018 or spring 2018	
APPR	APPT_F122.	RESIDENTIAL DRAINAGE SYSTEMS	Yes	Approved 3/21; will be offered winter 2018 or spring 2018	
APPR	APPT_F123.	RESIDENTIAL GAS & WATER INSTAL	Yes	Approved 3/21; will be offered winter 2018 or spring 2018	
APPR	APPT_F124.	MATHEMATICS FOR RESIDENTIAL PL	Yes	Approved 3/21; will be offered winter 2018 or spring 2018	
APPR	APPT_F125.	RESIDENTIAL BLUEPRINT READING	Yes	Approved 3/21; will be offered winter 2018 or spring 2018	
APPR	APPT_F126.	RESID PIPING LAYOUT/INSTALL/FI	Yes	Approved 3/21; will be offered winter 2018 or spring 2018	
APPR	APPT_F127.	RESIDENTIAL PLUMBING CODE	Yes	Approved 3/21; will be offered winter 2018 or spring 2018	
APPR	APPT_F128.	RESIDENTIAL GAS INSTALL;SERV W	Yes	Approved 3/21; will be offered winter 2018 or spring 2018	
APPR	APRT_F111.	COMPTR LITRCY/TRADE APPRENTICE	Yes	Granted carryover approval from 2016	
APPR	APRT_F144A	INTRO MARINE SHT MTL TRAINING	Yes	Granted carryover approval from 2016	
APPR	APRT_F144B	INTRO MARINE SHT MTL TRAINING	Yes	Approved 3/21; will be offered winter 2018	
APPR	APRT_F151A	INTMED MARINE SHT MTS TRAINNG	Yes	Approved 3/21; will be offered winter 2018	
APPR	APRT_F155A	SAFETY/TOOLS SHT MTL, SID, DK	Yes	Approved 3/21; will be offered winter 2018	
APPR	APRT_F155B	BLUPRNT RDG/SHT MTL, SID, DK	Yes	Approved 3/21; will be offered winter 2018	
APPR	APRT_F156A	WELDING/SHT MTL, SIDNG, DECKIN	Yes	Approved 3/21; will be offered winter 2018	
APPR	APRT_F156B	MEAS/DRWNG/LFTNG SHT MTL,SD,DK	Yes	Approved 3/21; will be offered winter 2018	

Courses not Taught in Four Years - 2019 list

<b>Division</b>	<b>Course Number</b>	<b>Short Title</b>	<b>Extension granted in 2016</b>	<b>Extension granted last time - 2017 (if applicable)</b>	<b>Note</b>
APPR	APSM_F130.	SMQ-30 ADVANCED WELDING			
APPR	APSM_F134.	SMQ-34 ADVANCED LAYOUT FABRICA			
APPR	APSM_F135.	SMQ-35 PROJECT MGMT/TAKEOFFS/E			
APPR	APSM_F137.	SMQ-37 FINAL HVAC PROJECT			
APPR	APSM_F138.	SMQ-38 FINAL ARCHITEC/INDUST/O			
FA	ART_F072R	INDEPENDENT STUDY IN ART			
PSME	ASTR_F077.	SEMINAR EXCITING TOPICS ASTR			
KA	ATHL_F011C	FUNC FITNESS MEN'S BASKETBALL			
KA	ATHL_F011E	INTRCLG BASKETBALL (MEN)			
KA	ATHL_F011F	INTERCOLLEGIATE BSKTBALL II ME			
KA	ATHL_F012C	FUNC FITNESS WMN'S BASKETBALL			
KA	ATHL_F012E	INTRCLG BASKETBALL (WOMEN)			
KA	ATHL_F012F	INTRCLG BASKETBALL II (WOMEN)			
KA	ATHL_F021E	INTERCOLLEGIATE SOCCER (MEN)			
KA	ATHL_F022E	INTERCOLLEGIATE SOCCER (WOMEN)			
KA	ATHL_F032B	SPORT TECH/COND SWIMMING			
KA	ATHL_F032E	INTERCOLLEGIATE SWIM (MEN&WOM)			
KA	ATHL_F033E	INTERCOLLEGIATE WATER POLO (WM			
KA	ATHL_F042A	PRESEASON COND WMN'S VOLLEYBAL			
KA	ATHL_F042B	SPORT TECH/COND WMN'S VOLLEYBA			
KA	ATHL_F042E	INTERCOLLEGIATE VOLLEYBALL(WMN			
KA	ATHL_F044E	INTERCOLLEGIATE TENNIS (MEN)			
KA	ATHL_F045E	INTERCOLLEGIATE TENNIS (WOMEN)			
KA	ATHL_F073R	INDEPENDENT STUDY IN ATHLETICS			
BSS	BUSI_F054H	HONORS INSTITUTE SEMINAR BUSIN			
BSS	BUSI_F062.	PRINCIPLES OF SALESMANSHIP			
PSME	C S_F054C	VMWARE VIEW			
PSME	C S_F056A	ENTERPRISE WIRELESS LAN			
PSME	C S_F061A	WINDOWS 8 CONFIGURATION			
PSME	C S_F084A	DB-DRIVEN WEB APP DEVLPMNT			
PSME	CHEM_F070.	STUDY SKILLS/PROB-SOLV STRAT			

Courses not Taught in Four Years - 2019 list

Division	Course Number	Short Title	Extension granted in 2016	Extension granted last time - 2017 (if applicable)	Note
CNSL	CNSL_F090A	INTRO LEADERSHIP INDEP STUDY			
CNSL	CNSL_F090B	LEADERSHIP INDEP STUDY II			
CNSL	CNSL_F090C	LEADERSHIP INDEP STUDY III			
FA	COMM_F054A	FORENSIC SPEECH		Approved 3/21; will be offered spring 2017	
FA	COMM_F070R	INDEPENDENT STUDY COMM STUDIES			
FA	COMM_F071R	INDEPENDENT STUDY COMM STUDIES			
FA	COMM_F072R	INDEPENDENT STUDY COMM STUDIES			
FA	COMM_F073R	INDEPENDENT STUDY COMM STUDIES			
KA	DANC_F008.	DANCE PRODUCTION:REHEARSAL & P			
KA	DANC_F070R	INDEPENDENT STUDY IN DANCE			
KA	DANC_F071R	INDEPENDENT STUDY IN DANCE			
KA	DANC_F072R	INDEPENDENT STUDY IN DANCE			
KA	DANC_F073R	INDEPENDENT STUDY IN DANCE			
BHS	DMS_F071R	INDEPENDENT STUDY IN DMS			
BHS	DMS_F072R	INDEPENDENT STUDY IN DMS			
BHS	DMS_F073R	INDEPENDENT STUDY IN DMS			
LA	ESLL_F246.	APPLIED GRAMMAR/EDIT SKILLS			
LA	ESLL_F250.	RHETORICAL GRAMMAR FOR ESLL			
BSS	GEOG_F011.	INTRO MAPPING & SPATIAL REASON			
BSS	GEOG_F012.	INTRO GEOSPATIAL TECHNOLOGY			
BSS	HIST_F016.	INTRODUCTION TO ANCIENT ROME			
BSS	HIST_F016H	HONORS INTRO TO ANCIENT ROME			
BSS	HIST_F019.	HISTORY OF ASIA:CHIN/JAP			
BSS	HIST_F054H	HONORS INSTITUTE SEMINAR HIST		Approved 3/21; will be offered winter 2018 or spring 2018	
BHS	HORT_F090E	HORT & LANDSCAPE PHOTOGRAPHY			
BHS	HORT_F090K	LANDSCAPING WITH EDIBLES			
BHS	HORT_F090L	PLANT PROPAGATION:BASIC SKILLS			
APPR	JRYM_F101A	BASIC ELEC SHT MTL A/C	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	

Courses not Taught in Four Years - 2019 list

Division	Course Number	Short Title	Extension granted in 2016	Extension granted last time - 2017 (if applicable)	Note
APPR	JRYM_F101B	ADV ELEC SHT MTL A/C	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F102A	BASIC REFRIG SHT MTL A/C			
APPR	JRYM_F102B	ADV REFRIG SHT MTL A/C	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F103A	AIR DISTRIB SHT MTL A/C	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F103B	REFRIG THRY SHT MTL A/C	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F104.	SHT MTL JOURNEY LEVEL UPGRADE			
APPR	JRYM_F152A	HVAC BASIC SYS SHT MTL JRNYPRS	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F154.	RECIPROCATING REFRIGERATION	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F155A	BASIC ELEC SHT MTL A/C JRNYPRS	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F157.	HAZ MAT TRNG/TRADES	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F158.	HAZ MAT RECERT/TRADES	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F165.	PRE-AP INTRO SHEET METAL	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F166A	MARINE SHT METAL TRAIN I	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F166B	MARINE SHT METL TRAIN II	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F168A	JRYMLEVEL DIGITAL SYS I	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F168B	JRYMLEVEL DIGITAL SYS II	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	

Courses not Taught in Four Years - 2019 list

Division	Course Number	Short Title	Extension granted in 2016	Extension granted last time - 2017 (if applicable)	Note
APPR	JRYM_F169A	FIELD MEASURE& LAYOUT I	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F170A	ADV SHT MTL SERVICE I	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F170B	ADV SHT MTL SERVICE II	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F171B	SPECIAL CAD SM JOURNEY II			
APPR	JRYM_F171C	SPECIAL CAD SM JOURNEY III		Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F171D	SPECIAL CAD SM JOURNEY IV	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F172A	ELEC SYS OPER CONTRL DEV-JRYM	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F172B	HVAC TEST/BAL PROC-JRYM	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F173A	AIR DIST/MFG SYSTMS-JRYM	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F173B	SYS TNST/TRBLSHOOTNG-JRYM		Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYM_F174A	ADVANCED WELDING			
KA	KINS_F055.	INTRO TO AQUATIC EXERCISE			
KA	KINS_F072R	INDEPENDENT STUDY KINESIOLOGY			
KA	KINS_F073R	INDEPENDENT STUDY KINESIOLOGY			
KA	KINS_F082.	APPLIED PRINC ADAPTIVE FITNESS			
KA	KINS_F083.	PHYSICAL DIMENSIONS OF AGING			
KA	KINS_F084.	FUNCTION FITNESS & ADAPT MOVEM			
KA	KINS_F085.	PRINC OF ADAPTIVE WATER EXERC			
BSS	LINC_F070A	WEB PAGE DESIGN I			
BSS	LINC_F072C	ADOBE INDESIGN I			
BSS	LINC_F085A	ADOBE FLASH I		Approved 3/21; will be offered spring 2017	
BSS	LINC_F085C	ADOBE FLASH OVERVIEW			

Courses not Taught in Four Years - 2019 list

Division	Course Number	Short Title	Extension granted in 2016	Extension granted last time - 2017 (if applicable)	Note
BSS	LINC_F086.	SCREENCASTING OVERVIEW		Approved 3/21; will be offered fall 2018	
PSME	MATH_F042.	MATH FOR ELEMENTARY TEACH			
FA	MDIA_F009.	GLOBAL MEDIA			
FA	MDIA_F032.	MOTION GRAPHICS			
FA	MDIA_F040.	DIGITAL SOUND, VIDEO & ANIMATI			
FA	MDIA_F051.	WEB VIDEO			
FA	MDIA_F081B	SOUND DESIGN FOR FILM/VIDEO		Approved 3/21; will be offered fall 2017	
FA	MUS_F002F	HISTORY OF AMERICAN MUSICAL TH			
FA	MUS_F007E	HISTORY OF THE BLUES	Yes	Approved 3/21; will be offered fall 2017	
FA	MUS_F041.	LIVE MUSIC PERFORMANCE WORKSHO	Yes	Approved 3/21; will be offered TBD	
FA	MUS_F072R	INDEPENDENT STUDY MUS/MUS TECH			Approved 3/21; will be offered summer 2018 at the latest
LA	NCEL_F402.	VOCATNL ESL FOR AH:GERIATRIC H			
LA	NCEL_F403B	TRANSTN TO COLLEGE ESL PART II			
LA	NCEL_F447.	ADV VOCAB DEVL P READNG/WRITING			Formerly ESLL 247
SRC	PHDA_F022.	TEAM SPORTS SPEC POPULATIONS			
KA	PHED_F013B	ADVANCED WATER POLO			
KA	PHED_F024B	SKILLS OF GOLF COURSE PLAY			
KA	PHED_F026D	INTERMEDIATE DOUBLES TENNIS			
KA	PHED_F026E	ADVANCED DOUBLES TENNIS			
KA	PHED_F026F	AEROBIC TENNIS			
KA	PHED_F031D	TOURNAMENT FUTSOL: INDR SOOCER			
KA	PHED_F038D	INTERMEDIATE BASKETBALL			
KA	PHED_F038E	ADVANCED BASKETBALL			
KA	PHED_F040B	ADVANCED VOLLEYBALL			
KA	PHED_F041C	INTRM INDOOR CYCLE:HILLS/SPR			
KA	PHED_F071R	INDEPENDENT STUDY PHYSICAL EDU			
KA	PHED_F072R	INDEPENDENT STUDY PHYSICAL EDU			
KA	PHED_F073R	INDEPENDENT STUDY PHYSICAL EDU			
FA	PHOT_F078A	LANDSCAPE FIELD STUDY IN PHOTO			



Courses not Taught in Four Years - 2019 list

Division	Course Number	Short Title	Extension granted in 2016	Extension granted last time - 2017 (if applicable)	Note
BSS	POLI_F054H	HONORS INSTITUTE SEMINAR POLI			Approved 3/21; will be offered winter 2018 or spring 2018
PSME	PSE_F041.	CLASS PRACTICES: MIDDLE SCHOOL			
PSME	PSE_F042.	CLASS PRACTICES:ELEMENTARY SCI			
PSME	PSE_F043.	CLASS PRACTICES: HIGH SCHOOL S			
BHS	R T_F071.	ADV CLINICAL EXPER:MRI	Yes		Granted carryover approval from 2016
BSS	SOSC_F071R	INDEPENDENT STUDY SOCIAL SCIEN			
BSS	SOSC_F072R	INDEPENDENT STUDY SOCIAL SCIEN			
BSS	SOSC_F073R	INDEPENDENT STUDY SOCIAL SCIEN			
LA	SPAN_F010A	SPANISH FOR HERITAGE SPEAKERS	Yes		Approved 3/21; will be offered spring 2017
FA	THTR_F071R	INDEPENDENT STUDY THEATRE ARTS			
BSS	WMN_F070R	INDEPENDENT STUDY WMN'S STUDIE			
BSS	WMN_F071R	INDEPENDENT STUDY WMN'S STUDIE			
BSS	WMN_F072R	INDEPENDENT STUDY WMN'S STUDIE			
BSS	WMN_F073R	INDEPENDENT STUDY WMN'S STUDIE			

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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

**Division:** SRC

**Course Number:** ALCB 223

**Course Title:** Career Resources

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

This course will be taught as our Community-Based program continues to expand. We would like to keep it in order to offer it to students with learning differences who are looking for a quick course in how to get a job, that may not be interested in our year-long TTW program. Once our budget improves and we are able to hire instructors again, this course will be a great resource for students.

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

Fall 2020

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

We should be able to offer it every quarter, once our budget situation improves. We could easily fill this class once we are able to hire an instructor to teach it.

**Comments & other relevant information for discussion:**

Division Dean: Janet Weber

Date: 2/28/19

Division Curriculum Representative: Ben Schwartzman

Date: 2/28/19

Date of Approval by Division Curriculum Committee: 2/28/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** SRC

**Course Number:** ALCB 413

**Course Title:** Relaxation Techniques

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

This course will be taught as our Community-Based program continues to expand. It has not been taught due to budget cuts/productivity issues with needing at least 20 students registered for the class. There still is an interest from the community to offer the course!

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

Fall 2019

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

We should be able to offer it every quarter, just requires the Community Based part-time faculty to have at least 20 students register for the course to be able to offer it.

**Comments & other relevant information for discussion:**

Division Dean: Janet Weber

Date: 2/28/19

Division Curriculum Representative: Ben Schwartzman

Date: 2/28/19

Date of Approval by Division Curriculum Committee: 2/28/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** SRC

**Course Number:** ALLD 206

**Course Title:** Paragraph Remediation

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

We would like to keep this course due to the effects that AB 705 will have on our students with disabilities and the number of basic skills courses offered at Foothill. This course has not been taught due to lack of faculty availability and inability to hire new instructors. However, this course may be in high demand once basic skills English classes are no longer offered. This course could be offered as a companion course to English courses such as English 1A for students with disabilities.

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

Fall 2020

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

Once we determine student need following the implementation of AB 705, we'll have more clarity on how often we would be able to offer the course. Could be every Fall Quarter, or more. We should keep the course in order to see how often we may need to offer it.

**Comments & other relevant information for discussion:**

Division Dean: Janet Weber

Date: 2/28/19

Division Curriculum Representative: Ben Schwartzman

Date: 2/28/19

Date of Approval by Division Curriculum Committee: 2/28/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** SRC

**Course Number:** ALLD 210

**Course Title:** Understanding Learning Differences

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

We would like to keep this course due to the effects that AB 705 will have on our students with disabilities and the number of basic skills courses offered at Foothill. This course has not been taught due to lack of faculty availability and inability to hire new instructors. This course could be offered as a "Transition to College" type course for students with disabilities to help them become more familiar with the resources offered through our SRC, other resources that are available on campus for students with disabilities, and strategies that will help them succeed in mainstream college courses here at Foothill. Lastly, this course will be helpful to share strategies with students with disabilities for navigating Foothill, post-AB 705 implementation.

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

Fall 2020

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

Once we determine student need following the implementation of AB 705, we'll have more clarity on how often we would be able to offer the course. Could be every Fall Quarter, or more. We should keep the course in order to see how often we may need to offer it. This course may be in high demand once basic skills are no longer offered and more and more students with learning differences (Autism, ADHD, etc.) continue to enroll at Foothill.

**Comments & other relevant information for discussion:**

Division Dean: Janet Weber

Date: 2/28/19

Division Curriculum Representative: Ben Schwartzman

Date: 2/28/19

Date of Approval by Division Curriculum Committee: 2/28/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** BSS

**Course Number:** ANTH 67B

**Course Title:** Cultures of the World: Belize

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

Belize expedition is scheduled in the next one to two years.

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

Summer 2020 or 2021

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

This course is part of a rotation of summer offerings that are included for the students traveling foreign countries to do archaeological research.

**Comments & other relevant information for discussion:**

Division Dean: Kurt Hueg

Date: 3/6/19

Division Curriculum Representative: Bill Ziegenhorn

Date: 3/8/19

Date of Approval by Division Curriculum Committee: 3/6/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** Apprenticeship

**Course Number:** APPR 166

**Course Title:** Job Supervision

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

Due to my small enrollment classes are taught on a rolling schedule.

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

Spring 2020

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

As my apprentices go through the program this course will be taught as needed.

**Comments & other relevant information for discussion:**

Division Dean: Paul Starer

Date: 3/13/19

Division Curriculum Representative: N/A

Date: N/A

Date of Approval by Division Curriculum Committee: 3/13/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** Apprenticeship

**Course Number:** APPT 121

**Course Title:** Introduction to Residential Plumbing, Safety & Tools

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

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

Fall 2019

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

We anticipate running this course every fall semester over the next 4 years

**Comments & other relevant information for discussion:**

None

Division Dean: Paul Starer

Date: 3/13/19

Division Curriculum Representative: N/A

Date: N/A

Date of Approval by Division Curriculum Committee: 3/13/19



**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** Apprenticeship

**Course Number:** APPT 122

**Course Title:** Residential Drainage Systems

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

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

Fall 2019

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

We anticipate running this course every fall semester over the next 4 years

**Comments & other relevant information for discussion:**

None

Division Dean: Paul Starer

Date: 3/13/19

Division Curriculum Representative: N/A

Date: N/A

Date of Approval by Division Curriculum Committee: 3/13/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** Apprenticeship

**Course Number:** APPT 123

**Course Title:** Residential Gas & Water Installations

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

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

Fall 2019

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

We anticipate running this course every fall semester over the next 4 years.

**Comments & other relevant information for discussion:**

None

Division Dean: Paul Starer

Date: 3/13/19

Division Curriculum Representative: N/A

Date: N/A

Date of Approval by Division Curriculum Committee: 3/13/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** Apprenticeship

**Course Number:** APPT 124

**Course Title:** Mathematics for Residential Plumbing

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

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

Fall 2019

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

We anticipate running this course every fall semester over the next 4 years.

**Comments & other relevant information for discussion:**

None

Division Dean: Paul Starer

Date: 3/13/19

Division Curriculum Representative: N/A

Date: N/A

Date of Approval by Division Curriculum Committee: 3/13/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** Apprenticeship

**Course Number:** APPT 125

**Course Title:** Residential Blueprint Reading

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

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

Fall 2019

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

We anticipate running this course every fall semester over the next 4 years.

**Comments & other relevant information for discussion:**

None

Division Dean: Paul Starer

Date: 3/13/19

Division Curriculum Representative: N/A

Date: N/A

Date of Approval by Division Curriculum Committee: 3/13/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** Apprenticeship

**Course Number:** APPT 126

**Course Title:** Residential Piping Layout & Installation; Residential Fixtures

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

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

Fall 2019

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

We anticipate running this course every fall semester over the next 4 years.

**Comments & other relevant information for discussion:**

None

Division Dean: Paul Starer

Date: 3/13/19

Division Curriculum Representative: N/A

Date: N/A

Date of Approval by Division Curriculum Committee: 3/13/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** Apprenticeship

**Course Number:** APPT 127

**Course Title:** Residential Plumbing Code

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

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

Fall 2019

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

We anticipate running this course every fall semester over the next 4 years.

**Comments & other relevant information for discussion:**

None

Division Dean: Paul Starer

Date: 3/13/19

Division Curriculum Representative: N/A

Date: N/A

Date of Approval by Division Curriculum Committee: 3/13/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** Apprenticeship

**Course Number:** APPT 128

**Course Title:** Residential Gas Installations; Service Work

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

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

Fall 2019

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

We anticipate running this course every fall semester over the next 4 years.

**Comments & other relevant information for discussion:**

None

Division Dean: Paul Starer

Date: 3/13/19

Division Curriculum Representative: N/A

Date: N/A

Date of Approval by Division Curriculum Committee: 3/13/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** Apprenticeship

**Course Number:** APSM 130

**Course Title:** SMQ-30 ADVANCED WELDING

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

Welding is now increasing in the Sheet Metal Bay Area industry. Reviewing to increase the amount of welding in the current curriculum.

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

Not known at this time.

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

Currently reviewing the need of adding the class.

**Comments & other relevant information for discussion:**

Division Dean: Paul Starer

Date: 3/13/19

Division Curriculum Representative: N/A

Date: N/A

Date of Approval by Division Curriculum Committee: 3/13/19



**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** Apprenticeship

**Course Number:** APSM 134

**Course Title:** SMQ-34 ADVANCED LAYOUT FABRICA

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

Currently reviewing the needs for additional layout instruction in the curriculum.

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

Not known at this time.

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

Currently reviewing the needs for additional layout instruction in the curriculum.

**Comments & other relevant information for discussion:**

Division Dean: Paul Starer

Date: 3/13/19

Division Curriculum Representative: N/A

Date: N/A

Date of Approval by Division Curriculum Committee: 3/13/19

**Foothill College**  
**College Curriculum Committee**  
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**Division:** Kinesiology/Athletics

**Course Number:** ATHL 11E

**Course Title:** Intercollegiate Basketball (Men)

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

This course will be used to capture enrollment from late start students as well as dual enrollment. ATHL 70R was previously used but this will be more beneficial to our department.

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

Summer 2019

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

This course will be taught in Summer and Spring to promote enrollment growth.

**Comments & other relevant information for discussion:**

Division Dean: Kurt Hueg

Date: 3/6/19

Division Curriculum Representative: Katy Ripp

Date: 3/4/19

Date of Approval by Division Curriculum Committee: 3/4/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** Kinesiology/Athletics

**Course Number:** ATHL 12E

**Course Title:** Intercollegiate Basketball (Women)

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

This course will be used to capture enrollment from late start students as well as dual enrollment. ATHL 70R was previously used but this will be more beneficial to our department.

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

Summer 2019

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

This course will be taught in Summer and Spring to promote enrollment growth.

**Comments & other relevant information for discussion:**

Division Dean: Kurt Hueg

Date: 3/6/19

Division Curriculum Representative: Katy Ripp

Date: 3/4/19

Date of Approval by Division Curriculum Committee: 3/4/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** Kinesiology/Athletics

**Course Number:** ATHL 42A

**Course Title:** Preseason Conditioning

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

This course is taught in the summer to prepare for the upcoming season.

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

Summer 2019

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

This course will be taught in Summer to capture enrollment for the fall.

**Comments & other relevant information for discussion:**

Division Dean: Kurt Hueg

Date: 3/6/19

Division Curriculum Representative: Katy Ripp

Date: 3/4/19

Date of Approval by Division Curriculum Committee: 3/4/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** Kinesiology/Athletics

**Course Number:** ATHL 42B

**Course Title:** Sport Techniques/Conditioning Women's Volleyball

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

This course is taught in the off season for women's indoor volleyball. It is for strength training and conditioning in preparation for the season.

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

Spring 2020

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

This course will be taught in Spring to promote enrollment growth.

**Comments & other relevant information for discussion:**

Division Dean: Kurt Hueg

Date: 3/6/19

Division Curriculum Representative: Katy Ripp

Date: 3/4/19

Date of Approval by Division Curriculum Committee: 3/4/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** Kinesiology/Athletics

**Course Number:** ATHL 42E

**Course Title:** Intercollegiate Volleyball (Women)

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

This course will be used to capture enrollment from students as well as dual enrollment. ATHL 70R was previously used but this will be more beneficial to our department.

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

Summer 2019

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

This course will be taught in the Summer to promote enrollment growth.

**Comments & other relevant information for discussion:**

Division Dean: Kurt Hueg

Date: 3/6/19

Division Curriculum Representative: Katy Ripp

Date: 3/4/19

Date of Approval by Division Curriculum Committee: 3/4/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** PSME

**Course Number:** C S 84A

**Course Title:** Database-Driven Web Application Development

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

This course will be part of an upcoming certificate of achievement in web-development that is currently under development.

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

Spring 2020

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

This class will be offered based on demand by students and is partly dependent upon creation of the web-development certificate of achievement.

**Comments & other relevant information for discussion:**

Division Dean: Ram Subramanian

Date: 2/7/19

Division Curriculum Representative: Rosa Nguyen

Date: 2/7/19

Date of Approval by Division Curriculum Committee: 2/7/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** Language Arts

**Course Number:** ESLL 246

**Course Title:** Applied Grammar & Editing Skills

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

Although this course was popular in the past, it has not been taught for several years. As an elective course, this course is not required in order for students to move up through our pathway to English. Perhaps interest/enrollment in this type of class decreased during a period of time when students have been feeling more and more pressure to finish school quickly in order to save time and money.

The reason we are asking for this deactivation exemption is because we wish to offer this course as a mirrored class, which will enable ESLL students to get help with their grammar and editing skills at an affordable tuition rate. (This is especially important in the context of equity efforts on campus as it helps reduce financial barriers.) Furthermore, we believe that in the context of AB 705, there will likely be an increase of non-native English speaking students self-placing into transfer level English classes. Thus, the need for additional language support will arise, and with improved affordability under a mirrored classes framework, this course will be ready to serve its purpose once again for a population with growing needs.

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

Pending approval, we would like to offer this course as early as Fall 2019, to coincide with the implementation of AB 705 on our campus.

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

In addition to an expected resurgence in demand for this course as a result of the more affordable mirrored offering, and that students will be more inclined to register for the course when they realize they need more help after self-placing into transfer level English, the ESLL department will actively work with marketing staff and instructional colleagues to promote the class.



**Comments & other relevant information for discussion:**

Dean's comment: I approve of this deactivation exemption to enable the faculty to explore the viability of the course in the context of AB 705. However, the ability to offer this course as "mirrored" depends on a couple of things that make it difficult to offer as such in the Fall 2019: the non-credit COR has not yet been written nor approved; it is unknown whether the non-credit COR would be approved for CDCP. It could be offered as a regular credit course to gauge enrollment demand in an AB 705 context.

Division Dean: Valerie Fong

Date: 3/13/19

Division Curriculum Representative: Allison Herman

Date: 3/13/19

Date of Approval by Division Curriculum Committee: 3/13/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** BSS

**Course Number:** GEOG 11

**Course Title:** Introduction to Mapping and Spatial Reasoning

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

This course is cross-listed as GIST 11, which is taught regularly

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

Fall 2019

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

**Comments & other relevant information for discussion:**

Division Dean: Kurt Hueg

Date: 3/6/19

Division Curriculum Representative: Bill Ziegenhorn

Date: 3/12/19

Date of Approval by Division Curriculum Committee: 3/6/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** BSS

**Course Number:** GEOG 12

**Course Title:** Introduction to Geospatial Technology

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

This course is cross-listed as GIST 12, which is taught regularly

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

Fall 2019

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

**Comments & other relevant information for discussion:**

Division Dean: Kurt Hueg

Date: 3/6/19

Division Curriculum Representative: Bill Ziegenhorn

Date: 3/12/19

Date of Approval by Division Curriculum Committee: 3/6/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** BSS

**Course Number:** HIST 19

**Course Title:** History of Asia: China/Japan

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

Department had requested full-time hire to teach this and other courses. Now plans on hiring adjunct with expertise in this area.

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

Spring 2020

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

The plan is to offer the course once per year.

**Comments & other relevant information for discussion:**

Division Dean: Kurt Hueg

Date: 3/6/19

Division Curriculum Representative: Bill Ziegenhorn

Date: 3/8/19

Date of Approval by Division Curriculum Committee: 3/6/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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

**Division:** BSS

**Course Number:** HIST 54H

**Course Title:** Honors Seminar Institute in History

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

Course is scheduled to be taught Spring 2019

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

Summer 2019

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

This course will be used regularly as part of an oral history project developed by Professor Steve Batham

**Comments & other relevant information for discussion:**

Division Dean: Kurt Hueg

Date: 3/6/19

Division Curriculum Representative: Bill Ziegenhorn

Date: 3/12/19

Date of Approval by Division Curriculum Committee: 3/6/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** BHS

**Course Number:** HORT 90E

**Course Title:** HORT & LANDSCAPE PHOTOGRAPHY

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

Lack of funding for adjunct and lack of available instructor.

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

In the next two years.

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

We cycle through all of our HORT 90 courses teaching one to two each quarter. The budget crunch has meant we had to slow down the cycle.

**Comments & other relevant information for discussion:**

Course is still valid and will be taught when budget and staff allow.

Division Dean: Ram Subramanian

Date: 2/11/19

Division Curriculum Representative: Lisa Schultheis

Date: 2/12/19

Date of Approval by Division Curriculum Committee: 2/11/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** BHS

**Course Number:** HORT 90K

**Course Title:** LANDSCAPING WITH EDIBLES

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

Lack of funding for adjunct and lack of available instructor.

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

In the next two years.

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

We cycle through all of our HORT 90 courses teaching one to two each quarter. The budget crunch has meant we had to slow down the cycle.

**Comments & other relevant information for discussion:**

Course is still valid and will be taught when budget and staff allow.

Division Dean: Ram Subramanian

Date: 2/11/19

Division Curriculum Representative: Lisa Schultheis

Date: 2/12/19

Date of Approval by Division Curriculum Committee: 2/11/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** BHS

**Course Number:** HORT 90L

**Course Title:** PLANT PROPAGATION: BASIC SKILLS

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

Lack of funding for adjunct and lack of available instructor.

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

In the next two years.

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

We cycle through all of our HORT 90 courses teaching one to two each quarter. The budget crunch has meant we had to slow down the cycle.

**Comments & other relevant information for discussion:**

Course is still valid and will be taught when budget and staff allow.

Division Dean: Ram Subramanian

Date: 2/11/19

Division Curriculum Representative: Lisa Schultheis

Date: 2/12/19

Date of Approval by Division Curriculum Committee: 2/11/19



**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** Kinesiology and Athletics

**Course Number:** KINS 82

**Course Title:** Applied Principles of Adaptive Fitness

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

This course has been a part of the Adaptive Fitness Technician Certificate Program (AFT). Dr. Karl Knopf was the instructor who created this program and was also the sole instructor who taught the required core adapted KINS classes. Karl retired about 4 or 5 years ago. Since then some of the classes have been offered but ultimately canceled for low enrollment. There has been discussion about revamping the AFT program to bring it more in line with the Personal Training Certificate Program and the Sports Medicine Certificate Program. KINS 82 is one of the core classes that would remain as part of the AFT Certificate Program.

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

At this time there is no specific quarter when the AFT program will be reinstated and therefore when KINS 82 will be scheduled. However, as mentioned there has been discussion among the aforementioned program coordinators.

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

The AFT Certificate Program is designed to be a one-year program. Therefore, KINS 82 would be offered at least one quarter per year, possibly two. This would depend on the student need and course interest.

**Comments & other relevant information for discussion:**

Division Dean: Kurt Hueg

Date: 3/6/19

Division Curriculum Representative: Katy Ripp

Date: 3/6/19

Date of Approval by Division Curriculum Committee: 3/4/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** Kinesiology and Athletics

**Course Number:** KINS 84

**Course Title:** Functional Fitness and Adaptive Movement

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

This course has been a part of the Adaptive Fitness Technician Certificate Program (AFT). Dr. Karl Knopf was the instructor who created this program and was also the sole instructor who taught the required core adapted KINS classes. Karl retired about 4 or 5 years ago. Since then some the classes that he taught have been offered but ultimately canceled for low enrollment. There has been discussion about revamping the AFT program to bring it more in line with the Personal Training Certificate Program and the Sports Medicine Certificate Program. KINS 84 is one of the core classes that would remain as part of the AFT Certificate Program.

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

At this point there is no specific quarter when the AFT program will be reinstated and therefore when KINS 84 will be scheduled. However, as mentioned there has been discussion among the aforementioned program coordinators.

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

The AFT program is designed to be a one-year program. Therefore KINS 84 would be scheduled at least one quarter per year, possibly two. This would depend on the student need and course interest.

**Comments & other relevant information for discussion:**

Division Dean: Kurt Hueg

Date: 3/6/19

Division Curriculum Representative: Katy Ripp

Date: 3/6/19

Date of Approval by Division Curriculum Committee: 3/4/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** PSME

**Course Number:** MATH 42

**Course Title:** Math for Elementary School Teachers

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

This course is part of the proposed ADT in Elementary Teacher Education. It has not been taught in the last 4 years because there was no perceived demand for this course.

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

Proposed: Winter 2020

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

The plan is to offer it winter 2020 and then use that quarter's demand for future forecasting of offering the course.

**Comments & other relevant information for discussion:**

This class will only be offered if the ADT in Elementary Teacher Education is approved by the state and subject to enrollment demand.

Division Dean: Ram Subramanian

Date: 2/7/19

Division Curriculum Representative: Zach Cembellin

Date: 2/7/19

Date of Approval by Division Curriculum Committee: 2/7/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** Fine Arts

**Course Number:** MUS 2F

**Course Title:** History of American Musical Theatre

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

This course is cross-listed with the THTR dept. It was most recently offered in FA18 as a THTR dept. course only. It will be offered in both depts. in FA19.

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

FA 2019

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

This is a relatively new course and has been offered in the THTR Dept only thus far. Beginning in FA 2019, we will offer it in both depts.

**Comments & other relevant information for discussion:**

Division Dean: Simon Pennington

Date: 2/8/19

Division Curriculum Representative: Eric Kuehn

Date: 2/12/19

Date of Approval by Division Curriculum Committee: 2/12/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** Fine Arts and Communication

**Course Number:** PHOT 78A

**Course Title:** Landscape Field Study In Photography

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

This is a 1-unit course that is offered as part of a range of support courses that students can take to meet the unit requirements for a degree or certificate. Because the PHOT 78 courses were intended to make available a variety of topics under the same course number (PHOT 78B, C, D, etc.) but having differing emphases, we believe that it will also encourage students to explore one of the many sub-topics that comprise the larger field of photography.

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

Summer 2020

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

PHOT 78A will be offered intermittently and this topic will be available on a rotating basis along with the other PHOT 78 courses.

**Comments & other relevant information for discussion:**

Division Dean: Simon Pennington

Date: 2/8/19

Division Curriculum Representative: Eric Kuehn

Date: 2/12/19

Date of Approval by Division Curriculum Committee: 2/12/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** BSS

**Course Number:** POLI 54H

**Course Title:** Honors Institute Seminar in Political Science

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

Course was taught by now retired faculty and will be taken over by other faculty in the department.

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

Winter 2020

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

The plan is to offer the course once per year.

**Comments & other relevant information for discussion:**

Division Dean: Kurt Hueg

Date: 3/6/19

Division Curriculum Representative: Bill Ziegenhorn

Date: 3/8/19

Date of Approval by Division Curriculum Committee: 3/6/19

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

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**Division:** BHS

**Course Number:** R T 71

**Course Title:** ADV CLINICAL EXPER:MRI

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

This course needs to remain active to allow the program to meet the dynamic needs of our clinical affiliates as well as our graduates. Multi-modality expertise is becoming a requirement for employment. This course allows graduates of the program who have earned their national ARRT certification and state license to pursue certification in MRI. This increases their potential for employment as well as insures that the students are well versed in MRI safety.

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

We are working toward offering this course during the 2019-2020 school year. Time is needed to work with our clinical sites and the course needs to be scheduled as soon as that work is complete.

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

This course needs to remain active as the program is actively working with our clinical partners to provide this much needed clinical opportunity.

**Comments & other relevant information for discussion:**

Division Dean: Ram Subramanian

Date: 2/11/19

Division Curriculum Representative: Lisa Schultheis

Date: 2/12/19

Date of Approval by Division Curriculum Committee: 2/11/19

# Temporary Program Creation Process

## STEP ONE

Meet with the following group to begin discussing the creation of the new program:

- Division Curriculum Committee
- Dean\*
- Articulation Officer

\*For interdisciplinary programs, it is recommended to include deans from all associated divisions in the discussion.

## STEP TWO

Send program narrative and necessary supporting documents to the following groups as information item for feedback:

- [Equity & Education](#)
- [Revenue & Resources](#)
- [Advisory Council](#)

Click on each committee name to access its website.

## STEP THREE

Incorporate feedback on program narrative and submit narrative with feedback and supporting documents for approval in the following order:

1. Division Curriculum Committee
2. CCC

Program submitted to FHDA Board for final local approval.



**FOOTHILL COLLEGE**  
**Temporary Program Creation Process**  
**Feedback Form for New Programs**

Until the new permanent program creation process has been determined, as part of the temporary program creation process this form shall be used by a department to gather feedback on a new program from key governance committees on campus. A complete program narrative and supporting documentation must be submitted to the groups listed below. Following each meeting, please include any comments received by the committee.

Once feedback has been received from the three committees, the Division Curriculum Committee may consider the new program for approval. Following Division CC approval, please forward this completed form to the Office of Instruction.

**Faculty Author(s):**

**Division:**

**Program Title:**

**Program Units:**

**Workforce/CTE Program (Y/N):**

*Please note that Workforce/CTE status is dependent on the TOP Code assigned to the program.*

**Type of Award:**

Non-transcriptable credit certificate

AA/AS Degree (local)

Certificate of Achievement

AA-T/AS-T Degree (ADT)

Noncredit certificate

**EQUITY & EDUCATION**

**Date of meeting:**

**Comments:**

**REVENUE & RESOURCES**

**Date of meeting:**

**Comments:**

**ADVISORY COUNCIL**

**Date of meeting:**

**Comments:**

**Division Curriculum Committee Approval Date:**

**Division CC Representative:**

Draft

**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**Process to List a Course as Available for Credit by Examination**

Background

Although Foothill College already has an [established policy to offer courses for Credit by Exam](#), there exists no process for faculty and Divisions to approve a new course to be added to the list maintained by Admissions & Records, and published in the college catalog.

Process

The following process should be followed to list a course as available for Credit by Exam:

- A. The faculty member ~~should~~ **must** discuss the implications with the division dean and the articulation officer. There may be compelling reasons for not making a course available for Credit by Exam.
  - a. If the course is listed on any program sheet(s) outside the department, it's best practice to contact faculty from that program to discuss implications.
- B. Determine with discipline faculty the parameters of the exam that will be administered during the first two weeks of the quarter (e.g., oral, written, skills test, etc.).
  - a. Decide whether to design a comprehensive exam or whether the instructor of record will administer their own **final comprehensive** exam. *Note: The final exam may be used only if it is comprehensive.*
- C. Submit the request to the Division Curriculum Committee for approval.
- D. If approved, the Division Curriculum Committee will include the approval in the meeting minutes, noting the course number and title, and the name(s) of the faculty member(s) who submitted the request.
- E. The Division Curriculum Reps will notify Admissions & Records of the approval, so that the course may be added to the Credit by Exam course list **in the next available edition of the college catalog**.
- F. The Division Curriculum Reps will notify the Instruction Office of the approval, so that the course may be forwarded to CCC as an information item.

Once the course is listed in the catalog as available for Credit by Exam, students may choose to enroll in the course and submit a Credit by Exam petition within the first two weeks of the quarter.

**In the event that a department determines that a course is no longer appropriate to offer for Credit by Exam, the following process should be followed to remove the course from the Credit by Exam course list:**

- A. Submit the removal request to the Division Curriculum Committee for approval.**
- B. Upon approval, the Division Curriculum Committee will include the removal in the meeting minutes, noting the course number and title, and the name(s) of the faculty member(s) who submitted the request.**

- C. The Division Curriculum Reps will notify Admissions & Records of the removal, so that the course will be removed from the Credit by Exam course list in the next available edition of the college catalog.
- D. The Division Curriculum Reps will notify the Instruction Office, so that the removal of the course may be forwarded to CCC as an information item.

Note that although the course will remain listed as available for Credit by Exam until the next catalog is published, the instructor of record always has the option of not approving a student's request for Credit by Exam.

Draft

**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**Resolution Regarding Auto-Awarding Degrees and Certificates**

Whereas students benefit from being awarded degrees and certificates when completing a pattern of courses, and students who earn a degree or certificate from a California community college nearly double their wage earnings within three years, [according to CCCC data](#);

Whereas students must navigate the process of applying for degrees and certificates largely on their own;

Whereas students receiving Financial Aid and/or Veteran's Benefits are not adversely affected when awarded a degree or certificate, but international students and EOPS students in particular can be adversely affected in specific circumstances if awarded a degree or certificate;

Whereas the Student Centered Funding Formula prioritizes state funding for completion of degrees and certificates;

Resolved, the College Curriculum Committee encourages Foothill College to adopt an automatic awarding of degrees and certificates policy;

Resolved, the College Curriculum Committee encourages Foothill College to allocate appropriate institutional resources to provide the necessary technology and support for the implementation of an automatic awarding of degrees and certificates policy;

Resolved, the College Curriculum Committee cautions Foothill College to consider an alternate "opt-in" process for international students and EOPS students who might be adversely affected if awarded an unexpected degree or certificate.

**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**Resolution Regarding Auto-Awarding Degrees and Certificates**

Whereas students benefit from being awarded degrees and certificates when completing a pattern of courses, and students ~~receiving Financial Aid and/or Veteran's Benefits are not adversely affected~~; who earn a degree or certificate from a California community college nearly double their earnings within three years, [according to CCCCCO data](#);

Whereas students must navigate the process of applying for degrees and certificates largely on their own;

Whereas students receiving Financial Aid and/or Veteran's Benefits are not adversely affected when awarded a degree or certificate, but international students and EOPS students in particular can be adversely affected in specific circumstances if awarded a degree or certificate;

Whereas the Student Centered Funding Formula prioritizes state funding for completion of degrees and certificates;

Resolved, the College Curriculum Committee ~~supports the adoption of~~ encourages Foothill College to adopt an automatic awarding of degrees and certificates policy at Foothill College;

Resolved, the College Curriculum Committee encourages Foothill College to allocate appropriate institutional resources to provide the necessary technology and support for the implementation of an automatic awarding of degrees and certificates policy;

Resolved, the College Curriculum Committee cautions Foothill College to consider an alternate "opt-in" process for international students and EOPS students who might be adversely affected if awarded an unexpected degree or certificate.