College Curriculum Committee Meeting Agenda
Tuesday, November 29, 2022
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom
Masks required for all in-person attendees

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: November 15, 2022	2:00	Action	#11/29/22-1	Kuehnl
2. Report Out from Division Reps	2:02	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:12	Information		
4. Announcements 　a. New Course Proposal 　b. Notification of Proposed Requisites 　c. ASCCC Fall Plenary Update	2:17	Information	#11/29/22-2 #11/29/22-3 #11/29/22-4	CCC Team
5. New Certificate Proposal: Educational Immersive Media	2:22	Action	#11/29/22-5	Kuehnl
6. Cross-List Removal Application: PSYC 10 & SOC 10	2:27	Action	#11/29/22-6	Kuehnl
7. Certificate Deactivation: CPA Examination Preparation	2:32	2nd Read/ Action	#11/29/22-7	Kuehnl
8. Stand Alone Applications: AATA 101A, 101B, 102A, 102B, 103A, 103B, 104A, 104B, 105A, 105B, 105C, 105R	2:35	2nd Read/ Action	#11/29/22-8-21	Kuehnl
9. Stand Alone Applications: LINC 60C, 60E, 77, 97B	2:40	2nd Read/ Action	#11/29/22-22-26	Kuehnl
10. Stand Alone Applications: NCP 404A, 404B, 404C	2:45	2nd Read/ Action	#11/29/22-27-29	Kuehnl
11. Stand Alone Application: THTR 48A	2:50	2nd Read/ Action	#11/29/22-30	Kuehnl
12. New Certificate Application: Research, Design and Development for Global Good	2:55	1st Read	#11/29/22-31	Kuehnl
13. Adding Clarifying Language to the COR	3:00	Discussion		Vanatta
14. Equity in the COR	3:10	Discussion	#11/29/22-32	Kuehnl
15. Good of the Order	3:27			Kuehnl
16. Adjournment	3:30			Kuehnl

Times listed are approximate

Attachments:

#11/29/22-1	Draft Minutes: November 15, 2022
#11/29/22-2	New Course Proposal: ANTH 53
#11/29/22-3	CCC Notification of Proposed Requisites
#11/29/22-4	ASCCC Fall 2022 Adopted Resolutions
#11/29/22-5	New Certificate Proposal: Educational Immersive Media
#11/29/22-6	Cross-Listed Course Removal Application: PSYC 10 & SOC 10
#11/29/22-7	Certificate Deactivation: CPA Examination Preparation

#11/29/22-8-19	Stand Alone Applications: AATA [101A](#), [101B](#), [102A](#), [102B](#), [103A](#), [103B](#), [104A](#), [104B](#), [105A](#), [105B](#), [105C](#), [105R](#)
#11/29/22-20	Centers of Excellence Program Endorsement Brief: 0956.80/Industrial Quality Control
#11/29/22-21	PQNDT Salary Survey 2019
#11/29/22-22-25	Stand Alone Applications: LINC [60C](#), [60E](#), [77](#), [97B](#)
#11/29/22-26	Online and Blended Instruction Occupations LMI Report
#11/29/22-27-29	Stand Alone Applications: NCP [404A](#), [404B](#), [404C](#)
#11/29/22-30	Stand Alone Application: [THTR 48A](#)
#11/29/22-31	New Certificate Application: Research, Design and Development for Global Good
#11/29/22-32	Guiding Principles for Equitable CORs—draft

2022-2023 Curriculum Committee Meetings:

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

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

2022-2023 Curriculum Deadlines:

12/1/22	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
12/1/22	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
TBD	Deadline to submit curriculum sheet updates for 2023-24 catalog (Faculty/Divisions).
TBD	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
TBD	Deadline to submit course updates and local GE applications for 2024-25 catalog (Faculty/Divisions).
Ongoing	Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:
Micaela Agyare (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Rachelle Campbell (HSH), Anthony Cervantes (Dean, Enrollment Services), Kelly Edwards (KA), Lisa Eshman (HSH), Valerie Fong (Dean, LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Tom Gough (FA), Kurt Hueg (Interim VP Instruction), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Don Mac Neil (KA), Ana Maravilla (CNSL), Allison Meezan (BSS), Patrick Morriss (STEM), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Ron Painter (STEM), Sarah Parikh (STEM), Amy Sarver (LA), Lisa Schultheis (STEM), JP Schumacher (Dean, SRC), Ram Subramaniam (Administrator Co-Chair), Mary Vanatta (Curriculum Coordinator), Voltaire Villanueva (AS President)

CC: Interpreters

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2022-23

Meeting Date: <u>11/29/22</u>

<u>Co-Chairs (2)</u>

✔*	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only) kuehnleric@fhda.edu	
✔*	Ram Subramaniam	7179	Acting Associate Vice President of Instruction subramaniamram@fhda.edu	

<u>Voting Membership (1 vote per division)</u>

✔*	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
	Rachelle Campbell	7469	HSH	campbellrachelle@fhda.edu
	Kelly Edwards	7327	KA	edwardskelly@fhda.edu
✔*	Lisa Eshman	7203	HSH	eshmanlisa@fhda.edu
✔	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
✔*	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
✔	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
	Tom Gough	7130	FA	goughtom@fhda.edu
✔	Julie Jenkins		BSS	jenkinsjulie@fhda.edu
✔*	Ben Kaupp		SRC	kauppben@fhda.edu
✔*	Andy Lee	7783	CNSL	leeandrew@fhda.edu
✔	Don Mac Neil	7248	KA	macneildon@fhda.edu
✔	Ana Maravilla		CNSL	maravillaana@fhda.edu
✔	Allison Meezan	7166	BSS	meezankaren@fhda.edu
	Patrick Morriss	7548	STEM	morrisspatrick@fhda.edu
✔	Brian Murphy		APPR	brian@pttc.edu
✔	Tim Myres		APPR	timm@smw104jatc.org
✔*	Ron Painter		STEM	painterron@fhda.edu
✔*	Sarah Parikh	7748	STEM	parikhsarah@fhda.edu
✔	Crissy Penate		LRC	penatechrisanthy@fhda.edu
✔	Amy Sarver	7459	LA	sarveramy@fhda.edu
✔*	Lisa Schultheis	7780	STEM	schultheislisa@fhda.edu
✔*	JP Schumacher	7549	Dean—SRC	schumacherjp@fhda.edu

<u>Non-Voting Membership (4)</u>

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

<u>Visitors</u>

<u>Chris Allen, Ben Stefonik*</u>

* Indicates in-person attendance

College Curriculum Committee
Meeting Minutes
Tuesday, November 15, 2022
2:00 p.m. – 3:00 p.m.
Administrative Conference Room 1901; virtual option via Zoom

Item	Discussion
1. Minutes: November 1, 2022	**Approved by consensus.**
2. Report Out from Division Reps	**Speaker: All** Apprenticeship: No updates to report. BSS: No updates to report. Counseling: No updates to report. SRC: No updates to report. Fine Arts: Gomes reported that Tom Gough joining as a second rep. Vanatta and Gomes shared that second read of THTR 48A Stand Alone application being delayed, so dept. can further discuss the course. HSH: No updates to report. Kinesiology: Mac Neil reported that Jeff Bissell will replace Edwards as second rep in winter. Language Arts: Armerding reported that ENGL 1S & 1T being deactivated for 2023-24, in response to recent AB 705 changes and following lengthy English dept. discussions. Still discussing how to handle corequisite courses, which could be used to support students in other types of courses (e.g., capstone). Also shared that Spanish dept. considering creating a certificate, which could be useful for students looking into careers in international business, for example. LRC: Agyare reported that Mary Thomas (w/ Meezan) holding a workshop about Library's streaming video platforms, on Nov. 30 (hybrid). Also shared that Library will have extended hours for finals, until 9:00 PM (Dec. 5-8 & 12-14). STEM: Schultheis reported that discussions starting re: creating project-based learning courses. Painter reported that changes being made to CHEM 81, MATH 80, PHYS 12 CORs. Gilstrap shared that it's submission season for CSU GE & IGETC, so please let him know by Dec. 1 if you have any courses to submit. Vanatta followed up on Armerding's announcement re: ENGL 1S/1T to note that many courses include these as a requisite or Advisory (mostly as part of the standard ENGL 1A equiv. language). Has started to remove the courses from CORs, to go into effect next year, and will be following up with faculty re: courses which have a more complicated situation than simple removal. Also noted that courses will be removed from English proficiency language for AA/AS degrees. Kuehnl shared that district Academic Senate meeting took place this morning, and Academic & Professional Matters (APM) is pushing for more inter-college communication re: new degrees/certificates being

	created. Our new process does include a note that we will communicate new degrees/certs. with De Anza if they formally adopt a policy to do so with us; currently, they do not have such a policy. Subramaniam suggested we give De Anza a deadline to update their process.
3. Public Comment on Items Not on Agenda	Kuehnl shared dissatisfaction with Follett (bookstore outsource company). Has had a negative impact on his classes this quarter, incl. not ordering books or keeping students on backorder; had to cancel a midterm due to many students still not having book. Would like to hear what others' experiences have been, noting colleagues in other states have also had bad experiences. Parikh has noticed that the level of support for course not taught frequently is insufficient. Meezan shared a similar experience with a class that had seven sections—ran out of books but never ordered more; fortunately, Library was stocked with extra books, but online students were out of luck. Kaupp is currently a student at ASU—same issues with Follett happening there. Kuehnl noted that ordering on Amazon isn't always an option, incl. for financial aid students. Jenkins asked who controls the contract—unsure.
4. Announcements a. Notification of Proposed Requisites	**Speakers: CCC Team** New prerequisite for PHYS 12 & 12H (eff. 2023-24). Painter asked Gilstrap about resubmission to UC TCA—Gilstrap responded there is a two-year phase-out, so the courses are still UC transferable; he will resubmit them with this new prereq during the next cycle. Vanatta explained to the group that this prereq being added because the courses were denied UC transferability.
5. New Degree Proposal: Social Work ADT	**Speaker: Eric Kuehnl** Proposal for new Social Work ADT. No comments. Motion to approve **M/S** (Kaupp, Painter). **Approved.**
6. New Certificate Application: Community Health Worker	**Speaker: Eric Kuehnl** Second read of new Community Health Worker Certificate of Achievement. Vanatta noted that narrative has had minor updates to verbiage, since first read. Agyare mentioned Library Acquisitions info, and asked if it is expected that Library's budget will cover this. Noted that the policy is to not purchase textbooks using Library's budget (unless it's a book which can be used in general for students in the stacks)—Subramaniam responded that this should come from the division's lottery funds, not Library's budget. Motion to approve **M/S** (Eshman, Schultheis). **Approved.**
7. Stand Alone Applications: PHOT 404A, 404B, 404C, 405, 472, 474A, 474B, 474C	**Speaker: Eric Kuehnl** Second read of Stand Alone Approval Requests for PHOT 404A, 404B, 404C, 405, 472, 474A, 474B & 474C. No comments. Motion to approve **M/S** (Armerding, Kaupp). **Approved.**
8. Certificate Deactivation: CPA Examination Preparation	**Speaker: Eric Kuehnl** First read of deactivation of CPA Examination Preparation Certificate of Achievement. Lee asked about the status of the replacement certificates—Vanatta responded they have already come through CCC. Kuehnl noted we still need to develop a formal deactivation process. Second read and possible action will occur at next meeting.
9. Stand Alone Applications: AATA 101A, 101B, 102A, 102B, 103A, 103B, 104A, 104B, 105A, 105B, 105C, 105R	**Speaker: Eric Kuehnl** First read of Stand Alone Approval Requests for AATA 101A, 101B, 102A, 102B, 103A, 103B, 104A, 104B, 105A, 105B, 105C & 105R. Each will be temporarily Stand Alone and included in a new certificate of achievement. Schultheis noted some of these courses appear to be in sequence, and asked if considering enforcing course-level prereqs.

	Vanatta responded the faculty originally considered enforcing prereqs but ultimately decided to manage any enrollment restrictions at the Apprenticeship site. Tran added that sometimes prereq restrictions in Banner can cause issues with students' registration, due to the way that Apprenticeship courses are scheduled. Second read and possible action will occur at next meeting.
10. Stand Alone Applications: LINC 60C, 60E, 77, 97B	**Speaker: Eric Kuehnl** First read of Stand Alone Approval Requests for LINC 60C, 60E, 77 & 97B. 60C, 60E & 77 will be temporarily Stand Alone and included in a new certificate of achievement; 97B will be permanently Stand Alone. Vanatta noted that 77 & 97B are existing courses—each was previously approved for temporary Stand Alone but did not end up being added to any certificate. Parikh asked if LINC 77 has been offered before— Vanatta and BSS reps unsure. Also asked about FSA being listed as Education—Meezan responded that many LINC courses list this FSA. Parikh concerned that course content may overlap with Engineering and wonders how to discuss these concerns—Meezan responded that LINC primarily provides instruction for K-12 educators, and courses may overlap with other disciplines; suggested Parikh chat with Kas Pereira (LINC faculty) about any concerns. Kuehnl noted that second read for LINC 77 can be delayed if discussion needs to occur. Second read and possible action will occur at next meeting.
11. Stand Alone Applications: NCP 404A, 404B, 404C	**Speaker: Eric Kuehnl** First read of Stand Alone Approval Requests for NCP 404A, 404B & 404C. Each will be permanently Stand Alone. Parikh asked if courses are for undocumented students—Kaupp responded yes. Also asked how these are different than other entrepreneurship-focused courses— Kaupp responded that, in speaking with faculty, his understanding is that there are nuances very specific to undocumented people, and these courses are targeted to that group. Parikh asked if there are concerns about grouping undocumented students together in such a formal way—Kaupp explained that the SRC division already familiar and experienced with doing such work/outreach. Second read and possible action will occur at next meeting.
12. Good of the Order	Kaupp noted that the Tools for Transition and Work (TTW) program provides student volunteers every year, in winter and spring quarters, to anyone interested. Purpose is to give the students experience with different environments (e.g., working in cafeteria, working w/ Vet Tech, etc.). Can be very flexible re: scheduling the students' volunteer work. Subramaniam encouraged the group to attend the Presidential candidate open forum at 3:00.
13. Adjournment	**2:46 PM**

Attendees: Micaela Agyare* (LRC), Chris Allen* (Dean, APPR), Ben Armerding* (LA), Kelly Edwards (KA), Lisa Eshman* (HSH), Valerie Fong (Dean, LA), Evan Gilstrap* (Articulation Officer), Hilary Gomes (FA), Julie Jenkins* (BSS), Ben Kaupp* (SRC), Eric Kuehnl* (Faculty Co-Chair), Andy Lee* (CNSL), Don Mac Neil (KA), Ana Maravilla* (CNSL), Allison Meezan* (BSS), Brian Murphy (APPR), Tim Myres (APPR), Ron Painter* (STEM), Sarah Parikh* (STEM), Crissy Penate (LRC), Lisa Schultheis* (STEM), JP Schumacher (Dean, SRC), Ram Subramaniam* (Administrator Co-Chair), Phuong Tran (APPR), Mary Vanatta* (Curriculum Coordinator)
Indicates in-person attendance

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 11/05/22 11:07 am

Viewing: ANTH F053. : ETHNOGRAPHIC FIELD METHODS

Last edit: 11/23/22 7:53 am

Changes proposed by: Kathryn Maurer (20033042)

Course Proposal Form

Faculty Author	Kathryn Maurer and Julie Jenkins

Effective Term	Summer 2024		
Subject	Anthropology (ANTH)	Course Number	F053.
Department	Anthropology (ANTH)		
Division	Business and Social Sciences (1SS)		
Units	4		
Hours	2 lecture hours; 6 lab hours		
Course Title	ETHNOGRAPHIC FIELD METHODS		
Short Title			

Proposed Transferability
CSU Only

Proposed Description and Requisites:
This course introduces students to ethnographic field methods and theories, and includes research design of field projects, qualitative data collection methods and analyses, and the ethics of ethnography. Students learn about and practice in a laboratory and/or field setting ethnographic field methods, including: short and long term fieldwork techniques, selection and sampling, participant observation, interviewing, and various other forms of qualitative data collection and analysis. Students are also introduced to the ethics and responsibilities of working with human subjects. The course culminates in short student-designed and student-driven original ethnographic research projects.

Proposed Discipline
Anthropology

To which Degree(s) or Certificate(s) would this course potentially be added?
AA in Anthropology and to the Certificates of Proficiency in Cultural Anthropology, Applied Anthropology, Medical Anthropology, Cultural Resource Management and Archaeological Field School.

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

Comments & Other Relevant Information for Discussion:
This course is basically aligned in principle and in format (slight increase in lecture hours and decrease in lab hours) to our ANTH 52 Archaeological Field Methods course. We would anticipate offering this course once a year to support student ethnographic research, particularly geared towards presentation at the Research and Service Leadership Symposium and/or other Anthropology/Social Sciences conferences, and it will also be part of our field schools, where there is high demand from students for learning about ethnography and ethnographic field methods.

Reviewer Comments

Key: 8825

CCC Notification of Proposed Prerequisites/Co-Requisites

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

Target Course Number & Title	COR Editor	Requisite Course Number & Title	New/Ongoing
SOC 10 SOCIAL RESEARCH METHODS & DESIGNS	P. Gibbs Stayte	Prereq: SOC 1 or 1H (INTRODUCTION TO SOCIOLOGY or HONORS)	New requisite for 2023-24
V T 54A COMPARATIVE VETERINARY ANATOMY & PHYSIOLOGY FOR THE VETERINARY TECHNICIAN	L. Eshman	Prereq: BIOL 10 or equivalent (GENERAL BIOLOGY: BASIC PRINCIPLES)	New requisite for 2023-24

2022 Fall Plenary Session

Adopted Resolutions

Resolutions Committee
Michelle Velasquez Bean, Chair
Juan Arzola, Second Chair
Kim Dozier, College of the Desert, Area D
Peter Fulks, Cerro Coso College, Area A
Mark Edward Osea, Mendocino College, Area B
Michael Stewart, Calbright College, Area A

Table of Contents

RESOLUTIONS TABULATION AND RECORDING

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

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

ADOPTED RESOLUTIONS

1.0 Academic Senate

01.01 F22 Adopt the Academic Senate for California Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism[1]

Whereas, The Academic Senate for California Community Colleges (ASCCC) delegates passed Resolution S22 01.02[2] Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement, which directed the ASCCC to "update its vision, mission, and values statements to include anti-racism for consideration by the delegates at the Fall 2022 Plenary Session"; and

Whereas, The Academic Senate for California Community Colleges Executive Committee grounds its work in the tenets and principles of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA);

Resolved, That the Academic Senate for California Community Colleges (ASCCC) adopt the ASCCC mission, vision, and values statements that include anti-racism.[3]

Contact: Virginia "Ginni" May, Executive Committee

ACCLAMATION

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[1] Proposed mission, vision, and values statements can be found on the ACCC webpage at https://asccc.org/sites/default/files/2022-10/ASCCC%20Values%20Statement%20Draft.pdf.

[2] Resolution S22 01.02 Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement: https://www.asccc.org/resolutions/adding-anti-racism-academic-senate-california-community-colleges-vision-statement.

[3] Proposed mission, vision, and values statements can be found on the ASCCC webpage at https://asccc.org/sites/default/files/2022-10/ASCCC%20Values%20Statement%20Draft.pdf.

01.02 F22 Development of Noncredit Resources and Inclusion into ASCCC Strategic Planning

Whereas, Noncredit instruction serves as an integral part of current and future student success for the more than 114,000 noncredit students in the California Community Colleges[4] and is foundational to current inclusion, diversity, equity, anti-racism, and accessibility efforts;

Whereas, Resolution S18 7.03[5] asked for noncredit education to be included in statewide initiatives and all local planning and Resolution F20 13.02[6] called for equitable noncredit distance education attendance procedures; and

Whereas, The Academic Senate for California Community Colleges has supported nine recommendations to the California Community Colleges Board of Governors and six recommendations to local academic senates in the paper *Noncredit Instruction: Opportunity and Challenge,*[7] updated in 2019, as a call to ensure equitable funding, services, and programming for noncredit student populations;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) support the future of noncredit education through advocacy by including clear strategic outcomes and measurable goals into the ASCCC's strategic plan; and

Resolved, That the Academic Senate for California Community Colleges develop a toolkit or resources to educate and encourage local academic senates to incorporate noncredit education as a component of college program offerings and student support services.

Contact: Leticia Barajas, East Los Angeles College, Noncredit, Pre-transfer, and Continuing
         Education Committee

M/S/U

01.03 F22 Honoring Mayra Cruz with Senator Emeritus Status

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Mayra Cruz has satisfied those requirements as a faculty member of the California community colleges, as her service includes three years on ASCCC Executive Committee, six years as the De Anza College Academic Senate President, two years as the Foothill De Anza District Academic Senate President, three years as Career and Technical Education Faculty Liaison, and many years as a member of numerous ASCCC and Foothill-De Anza Community College District

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[4] California Community Colleges Chancellor's Office. *Management Information Systems Datamart.* Education Status Summary Report Spring 2022 Noncredit Student Count. Retrieved September 6, 2022, from https://datamart.cccco.edu/Students/Education_Status_Summary.aspx.

[5] Resolution S18 7.03 Including Noncredit in All Student Success Statewide Initiatives: https://asccc.org/resolutions/including-noncredit-all-student-success-statewide-initiatives.

[6] Resolution F20 13.02 Noncredit Distance Education Attendance Collection Procedures for Open-Entry/Exit Courses: https://asccc.org/resolutions/noncredit-distance-education-attendance-collection-procedures-open-entryexit-courses.

[7] Noncredit Instruction: Opportunity and Challenge (2019): https://www.asccc.org/sites/default/files/Noncredit_Instruction.pdf.

committees, collectively well exceeding the required five years of significant service to the ASCCC;

Whereas, Mayra Cruz bravely and brilliantly represented the faculty voice leading the way in anti-racism and diversification work in multiple committees and task forces, such as the California Community Colleges Chancellor's Office Diversity, Equity, and Inclusion Workgroup, the Equal Employment Opportunity Committee, the Academic Senate for California Community Colleges Equity and Diversity Action Committee, and California Community College Curriculum Committee (5C), in addition to spearheading regional faculty diversification meetings and the writing of many equity-minded *Rostrum* articles and the writing of the ASCCC Anti-racism Education in the California Community Colleges paper and the Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges paper, and, in mentoring and unconditionally giving her love, support, and wisdom to many faculty, students, and staff throughout California and nationally, is considered by many as the ultimate equity elder who leads with cultural humility;

Whereas, Mayra Cruz has spent over 32 years advancing her academic discipline of early childhood education through her service on several statewide and local level early childhood education groups and nonprofit organizations, as well as in her seven years as De Anza College Child Development Department Chair; and

Whereas, Mayra Cruz was a leader in fostering civic engagement and student agency and voice in the California community colleges in her time as the founding co-director of the Vasconcellos Institute for Democracy in Action (VIDA), formerly known as the Institute for Community and Civic Engagement (ICCE) at De Anza College, and she continues to impact civic and community leadership in the Latinx and Asian American Pacific Islander communities of the Silicon Valley area in her role as faculty for the Asian Pacific American Leadership Institute (APALI) Civic Leadership Program;

Resolved, That the Academic Senate for California Community Colleges recognize Mayra Cruz' extraordinary and distinguished service by awarding her the status of Senator Emeritus with all rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Mayra Cruz its heartfelt congratulations on her retirement and wish her every happiness and many joyous years of sunny beach time in her beloved Puerto Rico and elsewhere, dancing and enjoying music and time with her family and many friends.

Contact: Karen Chow, Executive Committee, Area B

ACCLAMATION

2.0 Accreditation

02.01 F22 Advocating for the Retention of a Library and Learning Resources and Support Services Substandard to the Accrediting Commission for Community and Junior Colleges 2024 Revised Accreditation Standards

Whereas, The Accrediting Commission for Community and Junior College's (ACCJC) Accreditation Standards are meant to guide institutions in the process of continual assessment and improvement of all programs and services;

Whereas, In the 2024 Draft Accreditation Standards (as of August 30, 2022),[8] a specific substandard relating to Library and Learning Support Services has not been included;

Whereas, The Academic Senate for California Community Colleges passed Resolution F13 02.05[9] in support of retaining the "Library and Learning Support Services" substandard in the Accrediting Commission for Community and Junior Colleges 2014 Accreditation Standards; and

Whereas, Minimum standards for support of library resources and services are critical to meeting student learning needs and an integral part of a high-quality education;

Resolved, That the Academic Senate for California Community Colleges advocate for the inclusion of a substandard on Library and Learning Support Services in the Accrediting Commission for Community and Junior Colleges' 2024 Accreditation Standards (as of August 30, 2022).

Contact: Nghiem Thai, Merritt College, Accreditation Committee

M/S/C

02.02 F22 Updating the ASCCC Paper "Effective Practices in Accreditation"

Whereas, The Accrediting Commission for Community and Junior Colleges is conducting its review of the Draft 2024 Accreditation Standards[10] and soliciting feedback from the field;

Whereas, Significant changes in the Accrediting Commission for Community and Junior Colleges administration, policies, and procedures have occurred since the adoption of the 2014 Accreditation Standards[11];

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[8] ACCJC 2024 Draft Accreditation Standards located at https://accjc.org/wp-content/uploads/Draft-Standards-Fall2022.pdf.

[9] Resolution F13 02.05 Responding to Draft ACCJC Accreditation Standards as They Relate to Libraries and Learning Support Services: https://www.asccc.org/resolutions/responding-draft-accjc-accreditation-standards-they-relate-libraries-and-learning.

[10] The Draft 2024 Accreditation Standards can be found at https://accjc.org/wp-content/uploads/Draft-Standards-Fall2022.pdf.

[11] The 2014 Accreditation Standards can be found at https://accjc.org/wp-content/uploads/Accreditation-Standards_-Adopted-June-2014.pdf.

Whereas, The Academic Senate for California Community Colleges adopted the paper "Effective Practices in Accreditation: A Guide for Faculty"[12] through Resolution F15 02.01; and

Whereas, Faculty need continued guidance on effective practices for accreditation compliance in light of the aforementioned changes;

Resolved, That the Academic Senate for California Community Colleges revise the paper *Effective Practices in Accreditation: A Guide for Faculty*[13] and disseminate the revised paper upon its adoption by fall 2025.

Contact: Nghiem Thai, Merritt College, Area B

M/S/U

3.0 Diversity and Equity

03.01 F22 Advancing IDEAA in Guided Pathways

Whereas, Funds have been allocated from the California Community College Chancellor's Office to California community colleges for Guided Pathways implementation;

Whereas, The California Community College Guided Pathways work seeks to advance equity, transform institutions, redefine readiness, and redesign supports to remove barriers and holistically support students' attainment of skills, credentials, and socioeconomic mobility[14]; and

Whereas, A focus on helping all students succeed may result in minoritized student communities- such as African American, LatinX, Pacific Islanders, Southeast Asians, and Native Americans- that experience equity gaps not being a main focus of local guided pathways efforts, and California Community College Guided Pathways has featured presentations and information about guided pathways community college work outside of California, and has yet to feature guided pathways work in or from the California community colleges that centers advancing equity and/or removing barriers or improving support for minoritized students experiencing equity gaps;

Resolved, That Academic Senate for California Community Colleges encourage local academic senates to ensure that their campus' guided pathways work maintains the commitment to advancing equity and removing barriers for minoritized students and address these student populations' academic and non-academic needs holistically;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to ensure that guided pathways professional learning robustly supports

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[12] "Effective Practices in Accreditation: A Guide for Faculty" can be found at https://www.asccc.org/sites/default/files/ASCCC%20Accreditation%20Paper%20Final.pdf.
[13] "Effective Practices in Accreditation: A Guide for Faculty" can be found at https://www.asccc.org/sites/default/files/ASCCC%20Accreditation%20Paper%20Final.pdf.
[14] More information on Guided Pathways can be found at https://www.cccco.edu/College-Professionals/Guided-Pathways.

faculty to implement pedagogical practices that are inclusion, diversity, equity, anti-racism, accessibility (IDEAA) centered; and

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to identify and present California Community College Guided Pathways implementations specifically addressing the California Community Colleges Chancellor's Office Updated Vision for Success systemwide goals[15] at upcoming systemwide webinars, convenings, and events.

Contact: Adrean Askerneese, MiraCosta College, Area D

M/S/U

4.0 Articulation and Transfer

04.01 F22 General Education in the California Community College System Resources

Whereas, Multiple general education patterns have been established to meet requirements for California community college students who are seeking to earn an associate degree, baccalaureate degree, or transfer eligibility;

Whereas, Policies and practices regarding general education align directly with the 10+1[16] areas of academic and professional matters under the purview of the academic senates, including curriculum, degree and certificate requirements, and standards or policies regarding student preparation and success, and require collegial consultation with local academic senates;

Whereas, Legislation, including AB 1460 (Weber, 2020),[17] AB 928 (Berman, 2021),[18] AB 927 (Medina, 2021) the expansion of the California community college baccalaureate programs,[19] the new proposed California Intersegmental General Education Transfer Curriculum (CalGETC),[20] and the new California Community Colleges' ethnic studies graduation requirement,[21] will require colleges to re-examine local general education policies and practices; and

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[15] "Update To the Vision For Success: Reaffirming Equity In A Time of Recovery" Systemwide Goal #5 is "Reduce equity gaps by 40% across all [Vision For Success goal] measures by 2022, and fully close those gaps by 2027." Source can be found at https://www.cccco.edu/-/media/CCCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf (see p. 6).

[16] 10+1 list and title 5 reference can be found on the ASCCC website at https://www.asccc.org/10_1.

[17] AB 1460 (Weber, 2020): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460.

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

[19] AB 927 (Medina, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927.

[20] Proposed CalGETC Pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png.

[21] Proposed Revisions to California Code of Regulations, title 5, §55063. Minimum Requirements for the Associate Degree (Ethnic Studies Requirement) can be found on the California Community Colleges Chancellor's Office website on the Board of Governors Meeting Schedule, Minutes and Agendas page under the July 12–13, 2021 tab, agenda item 4.3 attachment located at https://go.boarddocs.com/ca/ccccchan/Board.nsf/files/C44RX3700FBB/$file/revisions-to-title-5-55063-a11y.pdf.

Whereas, Local academic senate leaders and other practitioners look to the Academic Senate for California Community Colleges' publications to support local decisions and discussions on academic and professional matters, and therefore resources need to be up to date to reflect the current status of general education;

Resolved, That the Academic Senate for California Community Colleges develop resources such as a paper or guidebook on general education in the California Community College system by the 2024 Spring Plenary Session.

Contact: Ty Simpson, San Bernardino Valley College, Transfer, Articulation, and Student Services Committee

M/S/U

04.02 F22 Proactive Planning and Support for Articulation and Counseling

Whereas, Recent legislative actions including AB 1460 (Weber, 2020),[22] AB 928 (Berman, 2021),[23] and AB 1111 (Berman, 2021)[24] have changed the landscape of general education, transfer, and articulation in California higher education;

Whereas, Articulation officers and counselors play an integral role in supporting transfer policies and practices as well as communicating locally, regionally, and intersegmentally to support students and faculty through these changes; and

Whereas, The introduction of the proposed California General Education Transfer Curriculum (CalGETC),[25] the new ethnic studies general education requirements (California State University), the upcoming Ethnic Studies Area of the Intersegmental General Education Transfer Curriculum (IGETC),[26] and the introduction of common course numbering will require significant time, effort, and expertise of system articulation officers and counselors;

Resolved, That the Academic Senate for California Community Colleges work with internal and external partners to support regulatory changes and provide professional learning support and guidance for local practitioners, as well as opportunities for intersegmental, regional, and statewide dialogue;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to have proactive planning discussions regarding changes to transfer and articulation that include significant involvement of articulation officers and counselors; and

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[22] AB 1460 (Weber, 2020): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460.

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

[24] AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111.

[25] Proposed CalGETC Pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png.

[26] Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum Version 2.3 can be found at https://icas-ca.org/wp-content/uploads/2022/06/IGETC_STANDARDS-2.3_02June2022-Final.pdf.

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with local administrators and collective bargaining agents to support additional time and personnel, as needed, to plan for and enact these systemwide transfer and articulation changes.

Contact: Ty Simpson, San Bernardino Valley College, Area D

M/S/U

7.0 Consultation with the Chancellor's Office

07.01 F22 Comprehensive Title 5 Revision to Align Associate Degree General Education with the AB 928-required General Education Pathway

Whereas, The Intersegmental Committee of Academic Senates created and recommended the proposed California General Education Transfer Curriculum (CalGETC)[27] that meets the requirements of AB 928 (Berman, 2021) for a "singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California" [28];

Whereas, The California Community Colleges Curriculum Committee drafted revisions[29] to the language of the California Code of Regulations, title 5, §§ 55060–55064 for the associate degree during the 2021–2022 academic year, yet the specific minimum requirements for general education within an associate degree have not undergone a thorough nor holistic review and update in over 20 years;

Whereas, Recent legislation, such as AB 705 (Irwin, 2017),[30] AB 927 (Medina, 2021),[31] AB 928 (Berman, 2021),[32] and AB 1705 (Irwin, 2022),[33] and feedback during the 2022 Academic Senate for California Community Colleges Curriculum Institute, make it clear that it is time for a comprehensive review and update of the California community colleges general education requirements in California Code of Regulations, title 5, §55063, and that alignment with the AB 928 (Berman, 2021) requirement of a "singular lower division general education pathway"[34] will streamline and clarify general education pathways to be more easily understood by students, college staff, and the community; and

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[27] Proposed CalGETC Pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png.

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

[29] Proposed revisions to California Code of Regulations, title 5, §§55060–55064 may be found on the *California Community Colleges Associate Degree title 5 Comments* survey page in the "Introduction and Contact Page" at https://survey.alchemer.com/s3/6812374/Associate-Degree-title-5-Comments.

[30] AB 705 (Irwin, 2017): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705.

[31] AB 927 (Medina, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927.

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

[33] AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705.

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

Whereas, The Academic Senate for California Community Colleges (ASCCC) drafted a general education pathway[35] for the associate degree in alignment with the proposed California General Education Transfer Curriculum (CalGETC)[36] consistent with the current general education requirements and additional requirements as stated in California Code of Regulations, title 5, §55063, and collected feedback from August through September of 2022 via a survey on "Proposing a GE Pattern" that was disseminated broadly through the ASCCC listservs and posted on the ASCCC website home page;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to amend California Code of Regulations, title 5, §55063(c) and §55063(d) in light of the Proposed General Education Pathway for the Associate Degree[37] so that the requirements align with the "singular lower division general education pathway" resulting from AB 928 (Berman, 2021)[38]; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the California Community Colleges Chancellor's Office to include any new amendments of California Code of Regulations (CCR), title 5, §55063 along with the proposed amendments to CCR, title 5, §§ 55060–55064 by the California Community Colleges Curriculum Committee[39] and bring revised language to the ASCCC 2023 Spring Plenary Session for consideration by the ASCCC delegates.

Contact: LaTonya Parker, Executive Committee

M/S/C

07.02 F22 Support Revisions to Lower Division General Education Requirements for California Community College Baccalaureate Degrees

Whereas, Resolution S22 9.03[40] called for the Academic Senate for California Community Colleges to work with the California Community Colleges Chancellor's Office to develop a lower division general education pathway specific to California community colleges baccalaureate degree programs;

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[35] Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf.

[36] Proposed CalGETC Pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png.

[37] Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf.

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

[39] Proposed revisions to California Code of Regulations, title 5, §§55060–55064 may be found on the *California Community Colleges Associate Degree title 5 Comments* survey page in the "Introduction and Contact Page" at https://survey.alchemer.com/s3/6812374/Associate-Degree-title-5-Comments.

[40] Resolution S22 9.03 Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs: https://asccc.org/resolutions/develop-lower-division-ge-pathway-ccc-baccalaureate-degree-programs.

Whereas, Current California community colleges baccalaureate degree students are required to complete either the Intersegmental General Education Transfer Curriculum (IGETC) of 34 units or CSU General Education Breadth (CSU GE Breadth) of 39 units lower division general education patterns as determined locally,[41] which are both in excess of the 27 lower division general education units - 36 total general education units less nine upper division general education units - required for accreditation by the Accrediting Commission for Community and Junior Colleges[42];

Whereas, The baccalaureate degree lower division general education pattern being proposed[43] was vetted in its first form, which was consistent with current associate degree requirements in California Code of Regulations, title 5, §55063(c)(d), plus the additional units required for the lower division general education of baccalaureate degrees, by baccalaureate degree programs (BDP), BDP articulation officers, and attendees at the baccalaureate degree breakout session at the 2022 Curriculum Institute, and then adjusted for alignment with the proposed singular lower division general education pathway required by AB 928 (Berman, 2021)[44] and proposed associate degree revisions; and

Whereas, Delegates to the ASCCC Fall 2022 Plenary Session are being asked to support a holistic realignment and revision of the general education required by California Code of Regulations, title 5, §55063 to align it with the proposed California General Education Transfer Curriculum (CalGETC) pattern required by AB 928 (Berman, 2021),[45] and students would benefit from alignment of all three lower division general education patterns;

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[41] *California Community Colleges Baccalaureate Degree Pilot Program Handbook* (2016) found at https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Baccalaureate-Degree-Pilot-Program/Files/CCC16_BA-Degree-Pilot-Program_Final_HiRez.pdf?la=en&hash=AE1555C1CFC4D74370C37EAF77F5C3329A6B12A4.

[42] Accrediting Commission of Community and Junior Colleges. *Informational Webinar: Baccalaureate*. 27 April 2016. page 10. Accessed 30 Sep 2022 at https://asccc.org/sites/default/files/2022-09/ACCJC_Webinar_Baccalaureate_04_27_2016%20%281%29.pdf; *ACCJC Guide to Institutional Self-Evaluation, Improvement, and Peer Review* (August 2022) found at https://accjc.org/wp-content/uploads/Guide-to-Institutional-Self-Evaluation-Improvement-and-Peer-Review.pdf.

[43] Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf.

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

[45] Ibid.

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to incorporate the proposed lower division general education pattern for California community colleges baccalaureate degrees[46] into the *Baccalaureate Degree Handbook* and, as appropriate, into California Code of Regulations, title 5.

Contact: Cheryl Aschenbach, Executive Committee

M/S/C

07.03 F22 Model the Common Course Numbering System and Processes after C-ID

Whereas, The California legislature approved and the governor of California signed AB 1111 (Berman, 2021)[47] Common Course Numbering on October 6, 2021, in which the legislature declared, "C-ID provides a mechanism to identify comparable courses and is a critical step to developing a student-facing common course numbering system" and that requires the California Community College system to "adopt a common course numbering system for all general education requirement courses and transfer pathway courses"[48];

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback from faculty statewide via a survey on the ASCCC website homepage[49] as requested during the ASCCC 2022 Curriculum Institute ranging from support to concern about the details;

Whereas, Previous iterations of common course numbering in California have demonstrated that faculty participation and support are integral to the success and implementation of a common course numbering system as demonstrated by the Academic Senate for California Community Colleges' established and functioning C-ID Course Identification Numbering System[50] that primarily leverages faculty to drive curricular changes; and

Whereas, The implementation of AB 1111 (Berman, 2021)[51] will likely add pressure to the operations of the C-ID Course Identification Numbering System as it experiences unprecedented demands on its operations, including the course review and submission processes, arising from the expected significant increase in the number of courses submitted to C-ID for review and approval;

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[46] Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf.

[47] AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111.

[48] Ibid.

[49] "Submit Input on Common Course Numbering Implementation" form located at https://asccc.org/content/submit-input-common-course-numbering-implementation.

[50] *C-ID/TMC/AD-T Handbook* located on the ASCCC website at https://asccc.org/sites/default/files/2022-10/C-ID%20TMC%20ADT%20Handbook%20F2022%20%281%29.pdf.

[51] Ibid.

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers, the California Community Colleges Chancellor's Office, and system and intersegmental partners as appropriate to implement the common course numbering system framework established by the intersegmental AB 1111 Common Course Numbering Task Force, as required by AB 1111 (Berman, 2021),[52] through processes modeled after the established and functioning C-ID Course Identification Numbering System; [53] and

Resolved, That the Academic Senate for California Community Colleges evaluate the existing operational capacity of the current C-ID Course Identification Numbering System, identify any necessary changes to C-ID policies and procedures needed to ensure the optimal operational capacity of the C-ID system required for the successful implementation of common course numbering system required by AB 1111 (Berman, 2021),[54] and broadly disseminate its recommendations through its events, publications, and other appropriate venues for review and input by fall 2023.

Contact: Eric Wada, Executive Committee

M/S/C

07.04 F22 Establishing an Effective and Sustainable Zero Textbook Cost Program

Whereas, California Education Code §78052 states that community colleges must "[d]evelop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented,"[55] suggesting that the California Community Colleges Chancellor's Office should discourage colleges from employing unsustainable mechanisms to establish degrees such as buying textbooks for students or implementing automatic billing or inclusive access that may cause financial and psychological trauma to students;

Whereas, The Academic Senate for California Community Colleges recognizes that open educational resources (OER) are "the preferred and most sustainable mechanism for eliminating course costs"[56] and that it should "work with the California Community Colleges Chancellor's Office, as part of the Zero-Textbook-Cost Degree Program, to establish the funding and process necessary to ensure that Zero Textbook Cost (ZTC) resources will remain current and relevant beyond the 2027-reporting deadline established in California Education Code §78052,"[57] thereby showing the faculty commitment to ZTC and OER sustainability; and

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[52] *C-ID/TMC/AD-T Handbook* located on the ASCCC website at https://asccc.org/sites/default/files/2022-10/C-ID%20TMC%20ADT%20Handbook%20F2022%20%281%29.pdf.

[53] Ibid.

[54] Ibid.

[55] California Education Code §78052: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052.

[56] Resolution F21 03.05 Zero Means Zero Textbook Cost: https://www.asccc.org/resolutions/zero-means-zero-textbook-cost.

[57] Resolution S22 07.02 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program: https://www.asccc.org/resolutions/ensure-sustainability-zero-textbook-cost-degree-program.

Whereas, The California Community Colleges Chancellor's Office must follow California Education Code §78052 in implementing the Zero Textbook Cost Program, but the law does not prohibit or discourage consultation or partnership with the Academic Senate for California Community Colleges in designing and implementing the program;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge the California Community Colleges Chancellor's Office to consult and partner with the ASCCC in designing the implementation of California Education Code §78052[58] to ensure the practicality, feasibility, and viability of the Zero Textbook Cost Program.

Contact: Julie Bruno, Open Educational Resources Initiative

M/S/C

07.05 F22 Incorporating Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) Principles Explicitly into Title 5, §53200

Whereas, It is stated in California Education Code §70902(b)(7) that "the governing board of each district shall establish procedures to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards"[59];

Whereas, There is no explicit mention of or focus on inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) principles, referred to as diversity, equity, inclusion, and accessibility (DEIA) by the California Community Colleges Chancellor's Office and Board of Governors, in California Code of Regulations, title 5, §53200[60] that defines the academic and professional matters ("the 10+1") over which academic senates are given authority, yet the systemic institutionalization of IDEAA is critical to the faculty expertise that informs academic senate authority over academic and professional matters;

Whereas, The California Community Colleges Chancellor's Office Call to Action[61] and the Center for Urban Education report "California Community College Student Equity Plan Review: A Focus on Racial Equity"[62] both cite the necessity and urgency of examining racism through self-inquiry and in systemic barriers; and

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[58] California Education Code §78052:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052.
[59] California Education Code §70902(b)(7):
https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article.
[60] California Code of Regulations, title 5, §53200. Definitions.
https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).
[61] California Community Colleges Chancellor's Office Call to Action can be found at https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-famil.
[62] "California Community College Student Equity Plan Review: A Focus on Racial Equity" can be found at https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review_A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf.

Whereas, The Board of Governors of the California Community Colleges adopted the new California Code of Regulations, title 5, §51200 and §51201[63] that establish diversity, equity, and inclusion (as it is stated in the regulations) as central to fulfilling the mission of the California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise California Code of Regulations, title 5, §53200, titled "Definitions," as follows: (e) In furtherance of §51200 and §51201, the aforementioned definitions shall mean that when the academic senate makes recommendations on an academic and professional matter and the district governing board consults collegially with the academic senate, the highest consideration shall be given to the promotion of inclusion, diversity, equity, anti-racism, and accessibility; and

Resolved, That the Academic Senate for California Community Colleges work to include guidance and multiple examples in future publications, webinars, and other resources on how local academic senates can promote inclusion, diversity, equity, anti-racism, and accessibility, such as infusing cultural responsiveness and equity-mindedness in each of the academic and professional matters.[64]

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

ACCLAMATION

07.06 F22 Action Plan for Increasing Library Staffing in Accordance with Title 5

Whereas, Instructional support faculty are not hired at an appropriate level and the student to non-instructional faculty ratio— based on the type of position— varies greatly and is generally not in line with the Academic Senate for California Community Colleges recommendations and California Code of Regulations, title 5 language[65];

Whereas, California community college libraries are not staffed in accordance with California Code of Regulations, title 5, §58724,[66] which sets forth the minimum staffing levels for certificated and classified staffing in libraries and media centers, and libraries are required to have a certificated librarian on staff during all hours the library is open; and

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[63] "California Community College Student Equity Plan Review: A Focus on Racial Equity" can be found at https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/16116143970 14/CCC+Equity+Plan+Review_A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf.

[64] California Code of Regulations, title 5, §53200. Definitions. https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&origin ationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).

[65] See ASCCC paper titled "The Role of the Library Faculty in the California Community College, p. 20 found at https://asccc.org/sites/default/files/Role_of_Library_Faculty.pdf.

[66] Code of Regulations, title 5, §58724: https://govt.westlaw.com/calregs/Document/I6C46F7744C6911EC93A8000D3A7C4BC3?viewType=FullText&origin ationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).

Whereas, "Librarians are central to education as they provide a safe and inclusive environment for students to bring questions about their courses, explore new ideas, and learn to become information literate in a quickly changing world,"[67] and research indicates library resources and instruction are related to improved student success and retention;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for an action plan to reach district compliance with the library staffing minimum standards set forward in California Code of Regulations, title 5, §58724.[68]

Contact: Teresa Mendes, Clovis Community College, Area A

ACCLAMATION

07.07 F22 Establish Title 5 Regulations on Counselor to Student Ratios

Whereas, Counseling and instruction are equal partners in the education of community college students, more than at any other level of education[69];

Whereas, The Academic Senate for California Community Colleges Resolution S03 7.01[70] adopted a report stating the counselor to student ratio should be determined by using the number of hours counselors are available to serve the broad needs of the general student population and not solely on MIS (management information system) data, which indicates the number of counseling faculty in the California Community Colleges system but does not distinguish between counseling faculty who provide direct counseling to students and those who are reassigned to other activities[71];

Whereas, Coordination time to implement student support programs and services is essential and equally important to provide students with comprehensive counseling services[72]; and

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[67] See ASCCC paper titled "The Role of the Library Faculty in the California Community Colleges, p. 2 found at https://www.asccc.org/sites/default/files/Role_of_Library_Faculty.pdf.

[68] Code of Regulations, title 5, §58724: https://govt.westlaw.com/calregs/Document/I6C46F7744C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).

[69] "National Committee for Appraisal and Development of Junior College Student Personnel Programs" (1965). *Carnegie Report*, found at https://files.eric.ed.gov/fulltext/ED013065.pdf.

[70] Resolution 7.01 S03 Adoption of the Consultation Council Task Force Report on Counseling: https://www.asccc.org/resolutions/adoption-consultation-council-task-force-report-counseling.

[71] The ASCCC paper "Consultation Council Task Force on Counseling" (Spring 2003), p.14 found at https://www.asccc.org/sites/default/files/publications/ConsultationCouncil_0.pdf.

[72] Ibid, p.8.

Whereas, California Code of Regulations, title 5, §51018[73] articulates the regulations for California community colleges to provide comprehensive counseling services for students, and California Code of Regulations, title 5, §55520[74] defines the components minimally required for student matriculation services provided by counseling faculty, all of which contribute to student success and completion;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the California Community Colleges Chancellor's Office to advocate for the creation of California Code of Regulations, title 5 language that defines the minimum number of counseling faculty required based on the ASCCC's recommended counselor to student ratio (1:370)[75] and support implementation.

Contact: Teresa Mendes, Clovis Community College, Area A

M/S/C

07.08 F22 Establishing Consistent Definitions for Course Resources

Whereas, Provisions of the Higher Education Opportunity Act require each institution of higher education receiving federal financial assistance to "disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule" [76];

Whereas, California Education Code §66406.9 requires that California community colleges "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 digital course materials that are free of charge to students,"[77] and California Education Code §78052 defines zero-textbook-cost degrees as "community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies"[78];

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[73] California Code of Regulations, title 5, §55518: https://govt.westlaw.com/calregs/Document/I5F26D4234C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).

[74] California Code of Regulations, title 5, §55520: https://govt.westlaw.com/calregs/Document/I64F816234C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).

[75] The ASCCC paper "Consultation Council Task Force on Counseling" (Spring 2003), p.17 found at https://www.asccc.org/sites/default/files/publications/ConsultationCouncil_0.pdf.

[76] Pinhel, R. (2008). *Higher education opportunity act of 2008*. https://www.cga.ct.gov/2008/rpt/2008-R-0470.htm.

[77] California Education Code §66406.9: https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html.

[78] California Education Code §78052: https://codes.findlaw.com/ca/education-code/edc-sect-78052/.

Whereas, California Code of Regulations, title 5, §59402 states that required instructional materials "means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve the required objectives of a course,"[79] establishing "instructional materials" as inclusive of textbooks, supplemental materials, and course supplies required to achieve course objectives but not included in the federal requirement of the costs required to be displayed in an institution's Internet course schedule; and

Whereas, Discussions regarding approaches to minimizing the costs associated with attending college and legislation related to course cost transparency should clearly differentiate between the costs of textbooks and supplemental materials (the focus of the Higher Education Opportunity Act, California Education Code § 66406.9,[80] and California Education Code §78052[81]) and course supplies;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that the phrase "instructional materials" is defined as textbooks, supplemental materials, and course supplies, a more inclusive definition than that employed in the Higher Education Opportunity Act's cost transparency requirements, California Education Code §66406.9[82] no-cost section marking requirement, and the California Education Code §78052[83] definition of zero-textbook-costs.

Contact: Michelle Pilati, Rio Hondo College, Area C

M/S/C

07.09 F22 Clarify Components of XB12, the Instructional-Material-Cost Section-Level Data Element

Whereas, The Academic Senate for California Colleges advocated to establish a course section data element that, at a minimum, differentiates between sections requiring the purchase of a textbook or other instructional materials including those requiring purchase of an access code and all instances when a printed resource is required and not provided, those sections that are zero textbook cost (ZTC) due to the use of no-cost open educational resources, those that are ZTC but the resources have a cost that is not passed on to students, those that use no textbook, and those that are low-cost as defined locally (Resolution S21 11.02)[84];

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

[80] California Education Code §66406.9: https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html.

[81] California Education Code §78052: https://codes.findlaw.com/ca/education-code/edc-sect-78052/.

[82] California Education Code §66406.9: https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html.

[83] California Education Code §78052: https://codes.findlaw.com/ca/education-code/edc-sect-78052/.

[84] Resolution S21 11.02 Advocate for Development of a ZTC Data Element: https://asccc.org/resolutions/advocate-development-ztc-data-element.

Whereas, XB12, Instructional-Material-Cost section level data element, was added to the California Community Colleges Management Information System Data Element Dictionary[85] for implementation in summer 2022;

Whereas, While the XB12 Instructional-Material-Cost data element, as introduced, is aligned with the intent of Resolution S21 11.02,[86] components of it are open to interpretation and important distinctions have not been made, including code A (section has no associated instructional material), which is intended for those sections that have no required instructional materials, code B (section uses only no-cost open educational resources), which inappropriately presumes that the only no-cost resources are open educational resources and that all open educational resources are no cost, and code D (section has low instructional material costs as defined locally), which presumes that there is a common understanding of what it means to establish a low-cost definition locally; and

Whereas, The Academic Senate for California Community Colleges encourages colleges to implement a mechanism for identifying course sections that employ low-cost course materials because efforts to substantially decrease the costs of course materials should be recognized (Resolution F17 13.01[87]), and recognizing the need for an alternative to the legislated zero-cost designation (California Education Code §66406.9[88]) some colleges and districts have implemented a low-cost designation with low-cost being defined as below a locally specified dollar amount;

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor's Office clarify that XB12 code A is to be used when a course section has no required instructional materials;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to modify the XB12 data element codes to differentiate between those sections that use no-cost open educational resources and those that use other no-cost resources; and

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office to clarify that "low instructional materials costs as defined locally" refers to a locally established cost threshold that must not be exceeded.

Contact: Michelle Pilati, Rio Hondo College, Area C

M/S/C

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[85] California Community Colleges Management Information System Data Element Dictionary can be found at https://webdata.cccco.edu/ded/xb/xb12.pdf.

[86] Resolution S21 11.02 Advocate for Development of a ZTC Data Element: https://asccc.org/resolutions/advocate-development-ztc-data-element.

[87] Resolution F17 13.01 Recognition of Course Sections with Low-Cost Course Material Options: https://asccc.org/resolutions/advocate-development-ztc-data-element.

[88] California Education Code §66406.9: https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html.

07.10 F22 Title 5 Regulations Governing Catalog Rights

Whereas, California community college district catalog rights are governed by contract law, as stated in Chancellor's Office Legal Opinion 09-04, which states that "(c)atalog rights are based in contract law and students can enforce the catalog rights only against the original college. . . [and] colleges are authorized to grant additional rights to students on a permissive basis,"[89] thus permitting the establishment of district-based catalog rights policies and procedures not subject to any standards established in regulations approved by the California Community Colleges Board of Governors;

Whereas, Catalog rights are intended to protect students from changes in program requirements by affording them the ability to complete such requirements based on any catalog in force while they are in attendance at a college, yet the current lack of statewide regulations governing the existing catalog rights policies and procedures established by California community college districts results in the inconsistent, and potentially inequitable, application of catalog rights for students who attend colleges between districts and who are likely not aware that inconsistencies in catalog rights policies and procedures may delay or prevent them from completing their educational goals in a timely manner; and

Whereas, The California State University (CSU) Board of Trustees has long established through California Code of Regulations, title 5, §40401- which was last amended December 4, 1984- uniform catalog rights requirements for the entire CSU system that are applicable to any "undergraduate student remaining in attendance in regular sessions at any California State University campus, at any California community college, or any combination of California community colleges and campuses of The California State University"[90];

Resolved, That the Academic Senate for California Community Colleges assert that uniform statewide standards for catalog rights that remove unnecessary barriers to students seeking to complete their educational goals are essential for improving student success and ensuring equitable outcomes for students; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and appropriate system partners to research possible alternatives for crafting California Code of Regulations, title 5 language that establishes minimum requirements for catalog rights for all California community colleges, removing unnecessary and inequitable barriers to completion for all California community college students, and report their findings and recommendations at the 2023 Spring Plenary Session.

Contact: John Freitas, Los Angeles Community College District, Area C

M/S/U

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[89] Chancellor's Office Legal Opinion 09-04 can be found at https://www.cccco.edu/-/media/CCCCO-Website/Files/General-Counsel/2009-04-opinion-application-of-catalog-rights-to-new-degree-requirments-a11y.pdf?la=en&hash=5F9E0ACB70E3D0779F8688E6811F871CAB957585.

[90] California Code of Regulations, title 5, §40401 https://govt.westlaw.com/calregs/Document/I56AABD734C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).

07.11 F22 Determining When Pre-transfer English and Mathematics Meets the Needs of a Defined Student Population

Whereas, The Academic Senate for California Community Colleges resolved to support the right of any student to choose to take pre-transfer level English or mathematic[s] courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education[91];

Whereas, The Academic Senate for California Community Colleges resolved to oppose AB 1705 (Irwin, 2022) (Resolution 06.03 Upholding the California Community College Mission–Oppose AB 1705 (Irwin, 2022) as of April 9, 2022 Unless Amended) unless specified amendments were enacted to protect the mission and serve the students of the California community colleges, including that "placement and enrollment of students in a transfer-level English or mathematics course should not prevent students from enrolling in a pretransfer-level English or mathematics course when a student determines a course fulfills their academic needs"[92];

Whereas, In response to amendments suggested by the Academic Senate for California Community Colleges, the Faculty Association of California Community Colleges, and other faculty leaders, AB 1705 (Irwin, 2022) was amended to include the following reaffirmation of the importance of pretransfer-level English and mathematics for the mission of the California community colleges: "Pretransfer-level mathematics and English courses may be appropriate to meet the needs of a defined student population in order to achieve the broader community college mission or if these courses are shown to be the best option to help students progress toward their academic goals"[93]; and

Whereas, The Standing Orders of the California Community Colleges Board of Governors provide that "the advice and judgment of the Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter,"[94] and determining whether pretransfer-level mathematics and English courses may be appropriate to meet the needs of a defined student population is an academic and professional matter as it pertains to "curriculum, including establishing prerequisites and placing courses within disciplines" and "standards or policies regarding student preparation and success"[95];

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[91] Resolution S22 06.04 Students' Right to Choose to Take a Pre-Transfer Level English or Mathematics Course: https://asccc.org/resolutions/students-right-choose-take-pre-transfer-level-english-or-mathematics-course.

[92] Resolution 06.03 Upholding the California Community College Mission–Oppose AB 1705 (Irwin, 2022) as of April 9, 2022 Unless Amended: https://asccc.org/resolutions/upholding-california-community-college-mission-oppose-ab-1705-irwin-2022-april-9-2022.

[93] AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705.

[94] Procedures and Standing Orders of The Board of Governors, California Community Colleges (July 2022) can be found at https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/Procedures-and-Standing-Orders/july-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=9E4EEC96C433281D9FCD44C60D52A1BF5889CD8C (see p. 42).

[95] California Code of Regulations, title 5, §53200, Definitions. https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&amp%3BoriginationContext=documenttoc&amp%3BtransitionType=CategoryPageItem&amp%3BcontextData=%28sc.Default%29&transitionType=Default&contextData=%28sc.Default%29&bhcp=1.

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the California Community Colleges Board of Governors by providing its advice and judgment in the formation of state policies and related implementation guidance for determining whether pretransfer-level mathematics and English courses may be appropriate to meet the needs of a defined student population in order to achieve the broader community college mission.

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

M/S/U

07.12 F22 Re-evaluating the California Promise Grant Regulations regarding Probation, Dismissal, and Denial

Whereas, The California community colleges are open-access institutions dedicated to serving all in their communities who desire access to higher education opportunities;

Whereas, The current California Code of Regulations, title 5, §§55031–55034 on probation and dismissal[96] require that districts place struggling students on either academic or progress probation, which require the loss of the California Promise Grant— formerly known as the Board of Governors Fee Waiver— after two consecutive primary terms on probation (California Code of Regulations, title 5, §58621[97]), and may require dismissal after three consecutive primary terms on probation; and

Whereas, Unlike the disciplinary actions of suspension and expulsion, which are rooted in reasonable expectations for student conduct, the actions of probation, dismissal, and removal of eligibility for the California Promise Grant (formerly known as the Board of Governors Fee Waiver) are punitive actions not related to violations of student conduct codes that are antithetical to the values and mission of the California Community College system;

Resolved, That the Academic Senate for California Community Colleges support suspending and ultimately repealing the current regulatory requirements established in California Code of Regulations, title 5, §58621[98] that California Promise Grants— formerly known as the Board of Governors Fee Waiver— be denied to students who are on academic or progress probation for more than two consecutive primary terms; and

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[96] California Code of Regulations, title 5, §§55031–55034
https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6240BE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default).
[97] California Code of Regulations, title 5, §58621
https://govt.westlaw.com/calregs/Document/I6C01B1134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).
[98] Ibid.

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to re-evaluate the necessity of the non-disciplinary actions of subjecting students to probation, dismissal (California Code of Regulations (CCR), title 5, §§55031–55034[99]), and denial of the California Promise Grants—formerly known as the Board of Governors Fee Waiver, CCR, title 5, §58621[100]—, and instead identify non-punitive alternatives that truly support student success and align with the values and mission of the California Community College system, and report its findings and any recommendations at the 2023 Spring Plenary Session.

Contact: John Freitas, Los Angeles Community College District, Area C

M/S/U

07.13 F22 Overhaul of Attendance Accounting

Whereas, The current system of attendance accounting is exceedingly complex and rooted in outdated concepts of seat time inherited from procedures established when the California community colleges were part of the K-14 system;

Whereas, The complexities and intricacies of the current attendance accounting system have the effect of suppressing creative course scheduling in response to the needs of California's diverse student population, especially as colleges emerge from the COVID-19 global pandemic;

Whereas, The California Community Colleges Chief Instructional Officers Board Goal 1 states, "Take an active leadership role in proposing regulatory changes and implementation of DEIA [diversity, equity, inclusion, accessibility] Priority Efforts as well as other instructional matters such as curriculum, scheduling and strategic enrollment management" which includes, "overhaul of Attendance Accounting rules"[101]; and

Whereas, Delegates to the Academic Senate for California Community Colleges plenary sessions have passed at least four resolutions[102] calling for regulatory changes to attendance accounting to create equitable access for course-taking options for the diverse needs of the students in the California community colleges;

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[99] California Code of Regulations, title 5, §§55031–55034:
https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6240BE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default).
[100] California Code of Regulations, title 5, §58621:
https://govt.westlaw.com/calregs/Document/I6C01B1134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).
[101] CIO Report to ASCCC at September 30 Executive Committee Meeting:
https://www.asccc.org/sites/default/files/Agendas/CCC%20Chief%20Instructional%20Officers%20ASCCC%20Report%209.30.22.pdf.
[102] Resolution S21 06.05 Aligning Attendance Accounting for Asynchronous Credit Distance Education Courses with Synchronous Credit Distance Education Courses: https://www.asccc.org/resolutions/aligning-attendance-accounting-asynchronous-credit-distance-education-courses.

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers Board and the California Community Colleges Chancellor's Office to form a task force or work group to explore options for regulatory changes that would overhaul the current attendance accounting rules in order to create equitable access for course-taking options for the diverse needs of the students in the California community colleges.

Contact: Ric Epps, Imperial Valley College

M/S/U

07.14 F22 Reaffirming the Mission and Vision of the California Community Colleges

Whereas, California Education Code §66010.4 section (a) notes that the "California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school," and section (3) notes that "A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement"[103];

Whereas, The California Community Colleges Chancellor's Office recently released "Update to the Vision for Success: Reaffirming Equity in a Time of Recovery," arguing that "community colleges are accessible and personal institutions that can [also] help students on an individual level regain their hopes and rebuild their futures" and "[t]he California Community Colleges have always been an instrument for achieving broad access to higher education,"[104] where the core vision of the California Community Colleges is to put students first;

Resolution F20 13.02 Noncredit Distance Education Attendance Collection Procedures for Open-Entry/Exit Courses: https://www.asccc.org/resolutions/noncredit-distance-education-attendance-collection-procedures-open-entryexit-courses.

Resolution F17 07.02 Identify and Remove Barriers to Offering Noncredit Distance Education Courses: https://www.asccc.org/resolutions/identify-and-remove-barriers-offering-noncredit-distance-education-courses.

Resolution S13 13.03 Aligning Attendance Accounting for Credit Distance Education Courses with Credit Onsite Courses: https://www.asccc.org/resolutions/aligning-attendance-accounting-credit-distance-education-courses-credit-onsite-courses.

[103] California Education Code §66010.4: https://codes.findlaw.com/ca/education-code/edc-sect-66010-4.html.

[104] Update to the Vision for Success: Reaffirming Equity in a Time of Recovery (July 2021, pg. 5) https://www.cccco.edu/-/media/CCCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf.

Whereas, The California community colleges have historically demonstrated "unparalleled commitment to affordability and accessibility,"[105] and in its 2022–23 System Budget Proposal titled, "Students First: Leading California's Equitable Recovery,"[106] noted that the California Community Colleges Chancellor's Office will "ensure that colleges can function at maximum effectiveness to support the success of all students in meeting their educational goals"[107] by prioritizing college affordability, among other student-centered goals; and

Whereas, The proposed California General Education Transfer Curriculum,[108] as part of the implementation of AB 928 (Berman, 2021),[109] creates a singular lower-division general education pathway for students enrolled in higher education in California, potentially eliminating choices in Lifelong Learning and Self-Development and Language Other Than English, thereby striking at the core mission of the California Community Colleges by reducing student access and steering students away from courses that they would otherwise complete at the community colleges;

Resolved, That the Academic Senate for the California Community Colleges work with the California Community Colleges Chancellor's Office and the California Community Colleges Board of Governors to reaffirm its mission and values, vowing to put students first;

Resolved, That the Academic Senate for the California Community Colleges work with the California Community Colleges Chancellor's Office and California Community Colleges Board of Governors to ensure that California community colleges provide access to students, particularly as it relates to Lifelong Learning and Self-Development and Language Other Than English; and

Resolved, That the Academic Senate for the California Community Colleges call upon the California Community Colleges Chancellor's Office and the Intersegmental Committee of the Academic Senates to recognize the benefits of the community colleges, including their relative affordability, and work to preserve open access to students at the California community colleges.

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

ACCLAMATION

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[105] Ibid, pg. 10.

[106] Students First Leading California's Equitable Recovery: 2022-23 System Budget Proposal (September 2021). https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/September-2021/2022-23-System-Budget-Request_For-BOG-Approval-V2.pdf?la=en&hash=3C80202CA5CA33709515A814A38679200A386CEF.

[107] Ibid, p.5.

[108] Proposed CalGETC Pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png.

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

9.0 Curriculum

09.01 F22 Removing Barriers to the Adoption of Open Educational Resources

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to establish 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 (Resolution S19 09.05[110]);

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to collaborate with other constituencies to integrate open educational resources into their colleges' guiding resources, including institutional goals, educational master plans, equity plans, accreditation institutional self-evaluation reports, board policies, and administrative procedures or regulations (Resolution S21 13.01[111]);

Whereas, The technologies employed to manage curriculum and specify course resources may discourage or prevent specification of an open educational resource on the course outline of record or complicate resource identification by requiring the provision of an international standard book number (ISBN) or a copyright date; and

Whereas, The 2022 "Standards, Policies and Procedures for Intersegmental General Education Curriculum" version 2.3 states that textbooks "must be identified in the course outline of record (COR) and published within seven years of the course submission date or clearly identified as a classic in the COR,"[112] a requirement that is also found in the Course Identification Numbering System (Submitting Course Outlines for C-ID Designation A Guide for Articulation Officers [113]);

Resolved, That the Academic Senate for California Community Colleges support removing the requirement of an international standard book number (ISBN) and a copyright date from all curriculum and articulation processes when open educational resources are specified;

Resolved, That the Academic Senate for California Community Colleges request that the Intersegmental Committee of Academic Senates review and revise as necessary the "Standards, Policies and Procedures for Intersegmental General Education Curriculum" to remove any requirements that act as barriers to the use of open educational resources; and

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[110] Resolution S19 09.05 Support the Development of Open Educational Resources (OER): https://asccc.org/resolutions/support-development-open-educational-resources-oer.
[111] Resolution S21 13.01 Institutionalizing Open Educational Resources: https://www.asccc.org/resolutions/institutionalizing-open-educational-resources.
[112] Standards, Policies and Procedures for Intersegmental General Education Transfer Curriculum Version 2.3 is located on the Intersegmental Committee of Academic Senates website found at https://icas-ca.org/wp-content/uploads/2022/06/IGETC_STANDARDS-2.3_02June2022-Final.pdf.
[113] Submitting Course Outlines for C-ID Designation A Guide for Articulation Officers is located on the C-ID website on the Articulations Officers tab under the section titled Submitting Course Outlines for C-ID Designation found at https://c-id.net/articulation-officers#courseoutlines_CID.

Resolved, That the Academic Senate for California Community Colleges work with all appropriate statewide entities that establish textbook-related policies and requirements that impact the California community colleges to remove any requirements that act as barriers to the use of open educational resources.

Contact: Michelle Pilati, Open Educational Resources Initiative

M/S/C

09.02 F22 Adding Lifelong Learning and Self-Development Requirement to the Proposed Lower Division General Education Pathway for the California Community College Baccalaureate Degree

Whereas, On October 6, 2021, California Governor Gavin Newsom signed AB 927 (Medina, 2021)[114] authorizing the California community colleges to extend the operation of the statewide baccalaureate degree pilot program indefinitely and authorize the California Community Colleges Board of Governors to establish up to 30 baccalaureate degree programs annually;

Whereas, Due to AB 928 (Berman, 2021) and the new proposed California General Education Transfer Curriculum (CalGETC), Area E Lifelong Learning and Self-Development will not be included, but the California State University (CSU) may still require completion of this general education area as an upper-division requirement for all of the CSU campuses; and

Whereas, The *Vision for Success* Commitment, published by the California Community Colleges Chancellor's Office Diversity, Equity, Inclusion, and Accessibility (DEIA), states, ". . . the California Community Colleges is continually working to break down barriers to racial justice and equity for the millions of students in our colleges"[115]; and

Whereas, Lifelong learning and self-development help to empower underrepresented groups with the knowledge to challenge racial justice barriers, close gaps in equitable access to societal resources,[116] and promote a higher quality of life for individuals emotionally, mentally, physically, and spiritually;[117]

Resolved, That the Academic Senate for California Community Colleges consider formalizing Lifelong Learning and Self-Development as a general education area for the baccalaureate degree program thus reducing the six flexible units to three units.

Contact: Tiffany Tran, Irvine Valley College

M/S/C

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[114] AB 927 (Medina, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927.

[115] Vision for Success, Diversity, Equity, Inclusion and Accessibility Our Commitment section, published by the California Community Colleges Chancellor's Office, can be found at https://www.cccco.edu/About-Us/Vision-for-Success/diversity-equity-inclusion.

[116] English, L. and Mayo, P. (2021). *Lifelong Learning, Global Social Justice and Sustainability.* Palgrave Macmillan.

[117] Rojo-Perez, F. and Fernandez-Mayoralas, G. (2021). *Handbook of Active Ageing and Quality of Life: From Concepts to Applications*. Springer.

13.0 General Concerns

13.01 F22 Prioritize Countering the Effects of Learning Disruption with COVID-19 Recovery Block Grant

Whereas, Multiple reports indicate that, since 2020, the COVID-19 pandemic has caused learning loss and educational disruption that has resulted in alarming declines in K-12 student mathematics and English scores, chronic absenteeism, lack of student engagement, and mental health challenges, negatively affecting student success and exacerbating longstanding equity gaps[118];

Whereas, The Academic Senate for California Community Colleges has urged all stakeholders to address COVID-19 related learning disruption to provide all students with access to a community college education by offering adequate math and English courses to serve the needs of all students, especially those who have been disproportionately impacted by the pandemic (Resolution F19 20.01 Improve Math and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption[119]);

Whereas, The 2022–2023 state budget provides $650 million in one-time funding to establish the California Community College COVID-19 Recovery Block Grant, with the intention that funds are used for activities that directly support community college students and mitigate learning losses related to the impacts of the COVID-19 pandemic (see California Community Colleges Chancellor's Office, Memo Number: FS22-10 California Community College COVID-19 Recovery Block Grant[120]); and

Whereas, Local districts must engage in collegial consultation with local academic senates on "policies regarding student preparation and success" and "processes for institutional planning and budget development'' (California Code of Regulations, title 5, §53200. Definitions[121]);

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[118] Esquivel, P. and Blume, H. (September 2, 2022). Worst national reading and math scores in decades show large pandemic-fueled equity gaps. *Los Angeles Times*. https://www.latimes.com/california/story/2022-09-02/worst-reading-and-math-scores-in-decades-fueled-by-pandemic.

Reading and mathematics scores decline during COVID-19 pandemic. NAEP Long-Term Trend Assessment Results: Reading and Mathematics. *The Nation's Report Card*. https://www.nationsreportcard.gov/highlights/ltt/2022/.

Educational Recovery Now: LA's Children and Schools Need a Comprehensive Plan-2021. (2022). *Great Public Schools Now*. https://gpsnla.org/educationalrecoverynow/.

[119] Resolution F19 20.01 Improve Math and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption: https://asccc.org/resolutions/improve-math-and-english-outcomes-expanding-access-and-addressing-covid-19-related.

[120] California Community Colleges Chancellor's Office, Memo Number: FS22-10 California Community College COVID-19 Recovery Block Grant, found in the 2022-23 California Community Colleges Compendium of Allocations and Resources at https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/2022-23-Compendium-of-Allocations-and-Resources/2022-Compendium-of-Allocations-and-Resources-_August-2022-Final---ADA-Fixes.pdf?la=en&hash=5F87F0F5CD008C31E64270BF38A20DE270E10711 (see p. 78).

[121] California Code of Regulations, title 5, §53200. Definitions: https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to engage in collegial consultation with their districts to prioritize countering the effects of learning disruption in the budgeting of their COVID-19 Recovery Block Grant funds.

Contact: Angela Echeverri, Los Angeles Community College District, Area C

M/S/U

13.02 F22 Updating Codes of Conduct to Support Safe and Welcoming Classrooms and Learning Spaces in a Politically Charged Climate

Whereas, A safe and welcoming academic environment in the classroom and learning spaces is essential for student engagement, dialogue, and success;

Whereas, The politically-charged climate in California and across the nation as a whole has encouraged subjective and often aggressive responses, especially to conversations and efforts around anti-racism and equity, including in classrooms where such responses are more often targeted at women of color, disrupt teaching, and threaten safe classroom environments and learning spaces;

Whereas, Many colleges may currently have procedures in place to address disruptions, such as racelighting[122] and discriminatory behavior, but faculty may not be familiar with those policies, and in some cases those procedures have not been revisited or revised in a way to address issues related to racelighting and discriminatory behavior exacerbated by the current political climate; and

Whereas, College administrators can demonstrate strong support for safe and welcoming classrooms as well as for faculty's efforts to engage in difficult conversations around advancing anti-racism and mitigating discrimination by ensuring that a well-developed and well-publicized policy addressing disruptions in classroom and learning spaces is in place;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their college administrators and student governments to revisit, and, if necessary, revise or update their code of conduct policies to protect all constituents against racelighting and discriminatory behavior as well as revise or update procedures dealing with disruptions in the classroom and other learning spaces, and develop a plan to ensure that faculty are aware of them; and

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[122] Wood, L. and Harris, F. (February 12, 2021). Racelighting: a prevalent version of gaslighting facing people of color. *Diverse Issues in Higher Education*. https://www.diverseeducation.com/opinion/article/15108651/racelighting-a-prevalent-version-of-gaslighting-facing-people-of-color.

Resolved, That the Academic Senate for California Community Colleges develop resources beginning in spring of 2023, such as a toolkit or a position paper in order to support the efforts of local academic senates to maintain safe, welcoming classroom environments and learning spaces to promote up-to-date and well-publicized codes of conduct and procedures for dealing with discriminatory disruptions and racelighting.

Contact: Manuel Velez, Executive Committee, Area D

M/S/U

15.0 Intersegmental Issues

15.01 F22 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC[123]

Whereas, AB 928 (Berman, 2021) requires the Intersegmental Committee of Academic Senates establish a "singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California"[124] by May 31, 2023;

Whereas, The Intersegmental Committee of Academic Senates (ICAS) formed a special committee on AB 928 (Berman, 2021) consisting of representatives from ICAS, system administrators, articulation officers, and students, and that committee created and recommended the California General Education Transfer Curriculum (CalGETC)[125] that meets the requirements of AB 928;

Whereas, The Academic Senate for California Community Colleges, the Academic Senate of the California State University, and the Academic Senate of the University of California are vetting the proposed CalGETC among faculty within each system during fall 2022 to gather intersegmental support for and to inform the final determination of the "singular lower division general education pathway"[126] required of the Intersegmental Committee of Academic Senates; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback from May through September of 2022 on the proposed California General Education Transfer Curriculum (CalGETC) via a survey that was disseminated broadly through the ASCCC listservs and posted on the ASCCC website home page;

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[123] Proposed CalGETC Pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png.

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

[125] Proposed CalGETC Pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png.

[126] Ibid.

Resolved, That the Academic Senate for California Community Colleges endorse the proposed California General Education Transfer Curriculum (CalGETC)[127] and urge that the California State University (CSU) change the "Lifelong Learning and Self-Development" area to serve as a CSU graduation requirement instead of restricting it to a CSU upper division general education requirement.

Contact: Virginia "Ginni" May, Executive Committee

M/S/C

15.02 F22 Options for Transfer Students Enrolled Prior to the Implementation of CalGETC

Whereas, The Student Transfer Achievement Reform Act of 2021, AB 928 (Berman, 2022) requires that "a singular lower division general education pathway,"[128] be established to be used by California community college students intending to transfer to either the California State University or the University of California, which replaces the current California State University General Education Breadth (CSU GE-B) and Intersegmental General Education Transfer Curriculum (IGETC) general education patterns effective in the 2025–2026 academic year, and the proposed pathway is to be known as the California General Education Transfer Curriculum (CalGETC);

Whereas, Students enrolled at California community colleges prior to the implementation of the singular lower division general education pathway, proposed to be known as the California General Education Transfer Curriculum (CalGETC), may only be aware of the California State University General Education Breadth (CSU GE-B) and Intersegmental General Education Transfer Curriculum (IGETC) general education patterns, and therefore have based their expectations for meeting transfer requirements on their knowledge and understanding of CSU GE-B and IGETC requirements; and

Whereas, The California State University and University of California systems are responsible for establishing policies and regulations for admitting students transferring from the California community colleges;

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[127] Proposed CalGETC Pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png.
[128] AB 928 (Berman, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB928.

Resolved, That the Academic Senate for California Community Colleges work with the Academic Senate of the California State University and the University of California Academic Senate partners to ensure that students enrolled at California community colleges prior to the implementation of the singular lower division general education pathway, proposed to be known as the California General Education Transfer Curriculum (CalGETC),[129] are provided flexibility of options for meeting lower division general education requirements for transfer so that no otherwise qualified community college transfer student is denied admission to the California State University or the University of California.

Contact: John Freitas, Los Angeles Community College District, Area C

M/S/U

15.03 F22 Establish an Equitable California State University General Education Breadth Ethnic Studies Area F Review Process

Whereas, AB 1460 (Weber, 2020) required the California State University to institute, "as an undergraduate graduation requirement, the completion of, at minimum, one 3-unit course in ethnic studies, as specified"[130];

Whereas, California community colleges are the custodians of the California State University General Education Breadth pattern[131] and annually submit course proposals to the California State University Chancellor's Office for Ethnic Studies Area F inclusion, a requirement students can fulfill by completing a 3-unit course;

Whereas, The implementation of AB 1460 (Weber, 2020)[132] by the California State University Chancellor's Office resulted in an inconsistent and flawed process for California State University General Education Breadth Ethnic Studies Area F review of the four disciplines which make up Ethnic Studies; and

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[129] Proposed CalGETC Pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png.

[130] AB 1460 (Weber, 2020): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460. According to AB 1460, Ethnic Studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans.

[131] CSU GE Breadth pattern can be found at https://www.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/academic-preparation/pages/eo-1100-and-1110-policy-changes.aspx.

[132] AB 1460 (Weber, 2020): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460.

Whereas, Numerous approvals and denials of California community college (CCC) courses proposed for Ethnic Studies Area F inclusion occurred due to a discrepancy between the information from the California Community Colleges Chancellor's Office (CCCCO) and the California State University General Education Breadth Ethnic Studies Area F policy in the June 29, 2022 memorandum stating CSU GE-B Requirements indicates "courses that are approved to meet this requirement shall meet at least 3 of the 5 the [sic] following core competencies,"[133] whereas the CCCCO June 29, 2022 memorandum ESS 22-300-011, titled "Ethnic Studies Course Certification for CSU GE Breadth Area F," under the header "Guidance for Effective Ethnic Studies Course Approval" indicates "the ethnic studies core competencies (at least 3 of 5) must be listed (verbatim) within the Course Outline of Record (COR) as stated in CSU GE Breadth Policy"[134];

Resolved, That the Academic Senate for California Community Colleges partner with the California State University Chancellor's Office, California Community College Ethnic Studies Faculty Council, and the California State University Council on Ethnic Studies to work toward establishing a well-structured, equitable Ethnic Studies Area F review process with integrity, appropriate guidelines, timelines, and qualified reviewers from the California State University and the California Community Colleges in each of the four ethnic studies disciplines; and

Resolved, That the Academic Senate for California Community Colleges partner with the California State University Chancellor's Office and the California Community Colleges Ethnic Studies Faculty Council to facilitate Ethnic Studies Area F reviewer training to ensure the appropriate awareness of and adherence to the law, policies, and procedures, that govern the California community college curriculum, are applied during the Ethnic Studies Area F review process.

Contact: Thekima Mayasa, San Diego Mesa College, Area D

M/S/C

15.04 F22 Request Clarification and Support of Area F Requirements

Whereas, Ethnic studies curriculum is essential to the holistic development and educational experiences of California community college (CCC) students, and a growing number of California community colleges are developing courses in the four core autonomous disciplines collectively referred to as ethnic studies;

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[133] CSU GE Breadth Requirements can be found in Executive Order 1100 at https://calstate.policystat.com/policy/8919100/latest/#autoid-zvggy.

[134] This Chancellor's Office memorandum was sent in email and cannot be located on the CCCCO website; see the memorandum located in ASCCC Resolutions shared folder at https://drive.google.com/file/d/1g9Hbf_KP6Noh_H7h2bBFXe4npYd7h2N-/view?usp=sharing.

Whereas, During the California State University (CSU) Chancellor's Office "Office Hours for GE Submission" in January of 2021, the then Associate Vice Chancellor of the CSU told California community college (CCC) faculty not to "cut and paste" the CSU Ethnic Studies core competencies for Area F proposals, but the California State University Chancellor's Office denied the inclusion of California community college (CCC) courses submitted for CSU General Education Breadth Area F Ethnic Studies consideration that did not include Area F core competency language verbatim in the course outline of record course objectives, despite the lack of any such requirement being published or shared during any of the Area F submission information sessions;

Whereas, The California Community Colleges Chancellor's Office attempted to assist California community colleges in securing Area F approval with Memo ESS-22-300-11, June 29, 2022, addressing "difficulties being faced," and recommending "Guidance for Effective Ethnic Studies Approval" including that "the Ethnic Studies core competencies (at least 3 of the 5) must be listed (verbatim) within the Course Outline of Record"[135]; and

Whereas, In October of 2022, during the Southern California Intersegmental Articulation Council Meeting, the California State University (CSU) released a new "CSU Area F Ethnic Studies Requirement Rubric," which was not included in the annual reminder for December submissions and does not indicate that the competencies need to be included verbatim, but whether or not that rubric and annual reminder for Intersegmental General Education Transfer Curriculum and CSU General Education Breadth submissions are officially approved by the CSU Academic Senate and CSU Ethnic Studies Faculty Council is unclear to California community college faculty;

Resolved, That the Academic Senate for California Community Colleges request the California State University Chancellor's Office convey to the California community colleges publicly whether courses approved for Area F of the California State University General Education Breadth pattern must include at least 3 of the 5 core competencies *verbatim*;

Resolved, That the Academic Senate for California Community Colleges work with the Academic Senate for the California State University to discern and convey whether the new California State University Area F Rubric has been officially approved or sanctioned by the California State University Ethnic Studies Faculty Council;

Resolved, That the Academic Senate for California Community Colleges request that the California State University Chancellor's Office publicly and transparently share requirements for Area F approval; and

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[135] Memo ES-22-300-011 Ethnic Studies Area F Course Certifications can be found at https://drive.google.com/drive/folders/1uDQgqNL_O87rGSaV_8JBxGNiIdgunfQQ

Resolved, That the Academic Senate for California Community Colleges continue to work with the California State University system to gain additional information on how to better support California community colleges seeking approval of courses for Area F of the California State University General Education Breadth pattern.[136]

Contact: Thekima Mayasa, San Diego Mesa College, Area D

ACCLAMATION

15.05 F22 Propose Definitions for Baccalaureate Degree Duplication and Non-Duplication

Whereas, SB 850 (Block, 2014) established the statewide baccalaureate degree pilot program at no more than 15 California community colleges in subject areas with unmet workforce needs and in program areas that do not "unnecessarily duplicate similar programs offered by nearby public four-year institutions"[137] [Section 1.(e)], suggesting that while there may be some amount of duplication between programs proposed by California community colleges and programs offered at California State University or University of California, duplication may be necessary and is acceptable if unmet workforce needs exist or the duplication is between colleges that are not located in close proximity to each other;

Whereas, SB 850 (Block, 2014) stated that community college baccalaureate degree programs enable "place-bound local students and military veterans the opportunity to earn the baccalaureate degrees needed for new opportunities and promotion"[138] [Section 1.(f)], acknowledging the existence of place-bound students and the need for local access to a baccalaureate program;

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[136]California community college academic senates are empowered by AB 1725 (Vasconcellos, 1988) "to assume primary responsibility for making recommendations in areas of curriculum and academic standards" to governing boards of community college districts, reinforced by California Code of Regulations (CCR) , title 5, §53200 and CCR, title 5, §55002 Standards and Criteria for the Course Outline of Record.

   CSUGE-B Requirements indicate "courses that are approved to meet this requirement shall meet at least 3 of the 5 the [sic] following core competencies" (see CSU Executive Order 1100 found at https://calstate.policystat.com/policy/8919100/latest/#autoid-zvggy). However, the CCCCO June 29, 2022, memorandum ESS 22-300-011 titled Ethnic Studies Course Certification for CSU GE Breadth Area F under the header Guidance for Effective Ethnic Studies Course Approval indicates "the ethnic studies core competencies (at least 3 of 5) must be listed (verbatim) within the Course Outline of Record (COR) as stated in CSU GE Breadth Policy" (CCCCO memorandum can be found in the ASCCC Resolutions shared folder at https://drive.google.com/file/d/1g9Hbf_KP6Noh_H7h2bBFXe4npYd7h2N-/view).

   On October 20, 2022, the CSU Associate Director of General Education and Intersegmental Partnerships emailed California community college articulation officers the message, "Annual Submission of CCC Outlines for IGETC, CSU GE Breadth, and American Institutions" inviting them to submit courses "for the state's transfer curriculum in IGETC, CSU GE Breadth, or American Institutions (AI)" which included prefix and cross-listing requirements for Area F submissions, but no mention of including the competencies "verbatim" or applying the new rubric https://drive.google.com/file/d/19p_jt-Fjah7ogaR3Az9CFP0Hh4hqkUac/view?usp=sharing

[137] SB 850 (Block, 2014): https://openstates.org/ca/bills/20132014/SB850/.

[138] Ibid.

Whereas, AB 927 (Medina, 2021) extended the operation of the California Community College baccalaureate degree program indefinitely and expanded the opportunity to all California community colleges, while requiring that a district "identify and document unmet workforce needs in the subject area of the baccalaureate degree to be offered and offer a baccalaureate degree at a campus in a subject area with unmet workforce needs in the local community or region of the district,"[139] again acknowledging the importance of locality in considerations of duplication; and

Whereas, Education Code § 78042(i)(1-3) require that the Chancellor of the California Community Colleges "consult with and seek feedback from the Chancellor of the California State University, the President of the University of California, and the President of the Association of Independent California Colleges and Universities," who may "notify institutions with physical campuses in the service area of the community college district seeking the proposed baccalaureate degree"[140] and may submit written objections if proposed baccalaureate degrees are duplicative of existing baccalaureate degrees offered by the state universities, acknowledging the importance of locality in assessing need and potential for duplication;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system stakeholder groups to define duplication as it relates to California community college baccalaureate degree programs, with consideration to local unmet workforce needs, regional rather than statewide duplication, and potential impact on place-bound students; and

Resolved, That the Academic Senate for California Community Colleges work with leaders of the University of California Academic Senate and Academic Senate of the California State University through the Intersegmental Committee of Academic Senates (ICAS) to advocate for a definition of duplication that includes consideration for local unmet workforce needs, regional rather than statewide duplication, and potential impact on place-bound students while acknowledging the different roles and philosophical intentions of each system's baccalaureate degrees, including in preparing students for careers, post-graduate education, and on-going research.

Contact: Cheryl Aschenbach, Executive Committee

M/S/U

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[139] AB 927 (Medina, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927.
[140] Education Code §78042 https://codes.findlaw.com/ca/education-code/edc-sect-78042/.

15.06 F22 Supporting Health Equity in the Implementation of AB 928 (Berman, 2021)[141]

Whereas, "[H]ealth disparities are preventable differences in the burden of disease, injury, violence, or opportunities to achieve optimal health that are experienced by socially disadvantaged populations" and result from multiple factors, including poverty, inadequate access to healthcare, individual and behavioral factors, and educational inequalities[142] and "[h]ealth equity is achieved when every person has the opportunity to 'attain his or her full health potential' and no one is 'disadvantaged from achieving this potential because of social position or other socially determined circumstances,'"[143];

Whereas, Lifelong Learning and Self-Development classes equip the student with skills for academic and career success and personal health and wellness, expose students to a wide variety of study and career pathways, and provide essential life-changing education on a variety of time-sensitive topics needed early on in college, including success strategies, human behavior, reproductive options, physical and mental health, critical thinking, stress management, information literacy, social relationships, avoiding addiction and drug and alcohol abuse, relationship to environment, self, and others involving sexuality, nutrition, and exercise, and requirements in this area motivate students to complete classes in these highly important topics, help to ensure growth in all learning domains, and contribute breadth to higher education in many essential topics which are not addressed in any other area of higher education requirements, and research demonstrates the broad benefits of physical activity on brain function, physical and mental health, and safe and effective participation in many physical activities, forms of exercise, and sport requires skill, knowledge, and appropriate instruction and supervision, and the benefits to many factors necessary to academic and career success including cognition, reduced anxiety, and depression, improved quality of life, and improved sleep outcomes[144];

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[141] AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.
[142] CDC- Adolescent and School Health-Health Disparities. (24 November 2020). https://www.cdc.gov/healthyyouth/disparities/index.htm.
[143] CDC- National Center for Chronic Disease Prevention and Health Promotion-Health Equity. (3 March 2022). https://www.cdc.gov/chronicdisease/healthequity/index.htm.
[144] Ehrman, J. K., Liguori, G., Magal, M., & Riebe, D. (2018). *ACSM guidelines for exercise testing and prescription (Tenth edition)*. pp. 6-21. Wolters Kluwer. https://www.acsm.org/docs/default-source/publications-files/acsm-guidelines-download-10th-edabf32a97415a400e9b3be594a6cd7fbf.pdf?sfvrsn=aaa6d2b2_0; *Physical Activity Guidelines for Americans, 2nd Edition.* (2019). https://health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition.pdf.

Whereas, Delaying access to Lifelong Learning and Self-Development (LLSD) education can have profoundly negative consequences on a student's life due to the topics covered, and California State University (CSU) and University of California (UC) institutions are less accessible due to entrance requirements[145] and less affordable than community colleges,[146] and CSUs and UCs (combined) serve fewer students than community colleges,[147] and many students and community members who would benefit from LLSD education at California community colleges (CCC) will never have the opportunity to attend a CSU or UC institution, and CCCs already have broad infrastructure, curriculum, faculty, and bond-funded facilities in place to widely deliver LLSD classes, and removing LLSD requirements and the opportunity for students to fulfill LLSD units at CCCs would reduce community college student educational access, impair equity, and be wasteful of public resources; and

Whereas, The California community colleges (CCC) have diverse student bodies, and, in both absolute and relative terms, when compared to California State University and University of California institutions, serve more individuals from racial, ethnic, and socio-economic groups that suffer disproportionately high levels of health disparities,[148] and serve more first generation college students,[149] removing the Lifelong Learning and Self-Development (LLSD) requirement and thereby reducing exposure and access to education in health, physical activity, and other LLSD classes at the CCCs would be immoral, unethical, and based on the populations served and the health disparities of many of those populations, and the factors contributing to health inequity including lack of access to education and removing this requirement and access would also constitute a form of structural and institutional racism[150];

[145] UC vs CSU minimum freshman admission requirements (2022 August). https://admission.universityofcalifornia.edu/counselors/_files/documents/csu-uc-a-g-comparison-matrix.pdf.

[146] Community College Fee Example: the fees for LAMC can be found here: https://lamission.edu/Business-Office/Student-Fees.aspx.

[147] Resources Pertaining to CSU, CCC, and UC Enrollment and Demographic Data: California Community College students' demographic data (2020-2021): https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx.

[148] Bahls, C. (2011 October 6). Health policy brief: Achieving equity in health. *Health Affairs*, 1-6. http://healthaffairs.org/healthpolicybriefs/brief_pdfs/healthpolicybrief_53.pdf.

[149] Resources Pertaining to CSU, CCC, and UC Enrollment and Demographic Data: California Community College students' demographic data (most recent data is from 2020-2021): https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx.

[150] Gee, G.C., Ford, C.L. (2011 April). Structural racism and health inequities: Old issues, new directions. *De Bois Review*. pp. 115-132. https://pubmed.ncbi.nlm.nih.gov/25632292/; CSU data center website with enrollment dashboard demographics: https://www.calstate.edu/data-center/institutional-research-analyses/Pages/enrollment.as px;UC disaggregated data: https://www.universityofcalifornia.edu/about-us/information-center/disaggregated-data; Resources pertaining to entrance requirements and cost to attend: Admission requirements for CA Community Colleges: https://home.cccapply.org/en/colleges/requirements; Community College Fee Example: the fees for LAMC can be found here: https://lamission.edu/Business-Office/Student-Fees.aspx.

Resolved, That the Academic Senate for California Community Colleges recognize Lifelong Learning and Self-Development as a vital component of early college education to support student success and health equity and recommend that it should be broadly accessible at all California community colleges to support health equity and educational equity for students, communities, and society.

Contact: Tracy Harkins, Los Angeles Mission College

M/S/C

15.07.01 F22 Withdraw 15.07 Retain Lifelong Learning and Self-Development as a CSU Lower Division Graduation Requirement

Motion To Withdraw Resolution 15.07

Contact: Damien Jordan, Golden West College

M/S/C

17.0 Local Senates

17.01 F22 Establishing an Equitable Placement and Student Success Liaison

Whereas, After the passage of AB 705 (Irwin, 2017),[151] the November 2020 California Community Colleges Chancellor's Office "Validation of Practices Memo"[152] clarified specific guidance on how community colleges are to place students in English and mathematics, directing them in most cases to place students directly into transfer level English and mathematics;

Whereas, AB 1705 (Irwin, 2022)[153] may result in additional California Community Colleges Chancellor's Office guidance on "limit[ing] the use of multiple measures and the enrollment into noncredit coursework by colleges in the placement and enrollment of students . . . [and] establish[ing] those placement regulations to achieve the placement goal . . . and prohibit[ing] a community college district or community college from recommending or requiring students to enroll in pretransfer level English or mathematics coursework, except under specified circumstances"[154];

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[151] AB 705 (Irwin, 2017): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705.
[152] California Community Colleges Chancellor's Office Memorandum (November 13, 2020). ESS 20-300-009. Equitable Placement (AB 705) Validation of Practices Data Reporting located at https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5fc58b022dd96f5918ab5cbd/16067817009 31/ess-20-300-009-ab-705-validation-of-practices-a11y.pdf.
[153] AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705.
[154] *TrackBill*. California AB1705. Retrieved 19 Sept. 2022 from https://trackbill.com/bill/california-assembly-bill-1705-seymour-campbell-student-success-act-of-2012-matriculation-assessment/2209058/.

Whereas, Disruptions to learning during the pandemic have resulted in significant declines in California K-12 student performance in English and mathematics in 2021, where "about half of all California students tested did not meet state standards in English language arts and about two-thirds did not meet standards in math. The scores of Black, Latino and economically disadvantaged students were significantly lower, with more than 60% not meeting English standards and about 80% not meeting math standards" and "about 40% of 11th graders" in California not meeting grade standards in English[155]; and

Whereas, California community college faculty would benefit from sharing of ideas and strategies on how to ensure that all students, especially from communities identified as experiencing equity success gaps, succeed in not only passing transfer level English and mathematics after direct placement into those courses, but also would ensure successful attainment of student educational goals;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge local academic senates to establish an Equitable Placement and Student Success Liaison position to facilitate communication between and among the ASCCC, local academic senates, and faculty;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify one or more faculty members supporting students in placement into mathematics, English as a Second Language/English for Speakers of Other Languages, and English courses to act as Equitable Placement and Student Success Liaison(s); and

Resolved, That the Academic Senate for California Community Colleges support communication with the California Community Colleges Chancellor's Office and the California Community Colleges Curriculum Committee for input by the Equitable Placement and Student Success Liaisons on academic and professional matters focused on equitable placement practices and student support strategies per California Code of Regulations, title 5, §53200.[156]

Contact: Davena Burns, San Bernardino Valley College, Relations with Local Senates Committee

M/S/C

17.02 F22 Textbook Automatic Billing Concerns

Whereas, Automatic billing or inclusive access strategies have been introduced by publishers and bookstore vendors as a mechanism to grant students access to course resources by billing them for those resources at the time of registration and requiring that a student opt out of the program for all courses if the student determines the program is not beneficial;

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[155] Esquivel, P. (7 Jan. 2022) First comprehensive data in two years show big academic setbacks for California students. *Los Angeles Times.* Retrieved from https://www.latimes.com/california/story/2022-01-07/california-students-suffered-major-academic-setbacks-last-year-data-shows.

[156] California Code of Regulations, title 5, §53200 refers to academic and professional matters commonly known as the 10+1.

Whereas, Inclusive access strategies may be cost-effective in educational settings where students are primarily full-time and efforts to contain textbook costs have been without impact, but such an approach to establishing a zero textbook cost pathway would be inherently unsustainable and inconsistent with the California Education Code §78052[157] funding the Zero-Textbook-Cost Degree Grant Program;

Whereas, When the implementation of inclusive access requires students to pay a per unit fee for their resources, these costs may exceed the actual costs of the required resources, misleading students to believe they are saving money or putting the burden on the students to opt out if the arrangement is not financially beneficial; and

Whereas, Inclusive access has come under scrutiny for the challenges it creates for students, such as opt out mechanisms that are unclear or have unrealistic deadlines, implementations where access is temporary, and affordability for some students, as well as approaches that limit faculty academic freedom to choose the best resources for their students;

Resolved, That the Academic Senate for California Community Colleges oppose the use of inclusive access strategies and other approaches that maintain reliance upon commercial publishers, as such mechanisms are not consistent with the intent and requirements of the Zero-Textbook-Cost Degree Grant Program of California Education Code §78052[158]; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to critically evaluate proposals to employ inclusive access as a means to decrease student costs, with an emphasis on ensuring that savings are being realized and that options for opting out are clear and explicit.

Contact: Michelle Pilati, Open Educational Resources Initiative

M/S/C

17.03 F22 Using Zero Textbook Cost Funds to Support an Open Educational Resource/Zero Textbook Costs Faculty Coordinator

Whereas, The Academic Senate for California Community Colleges has urged local academic senates to identify an open educational resources (OER) liaison (Resolution F18 17.02)[159] and subsequently encouraged local colleges to identify and support a faculty OER coordinator because various opportunities for obtaining funding for local OER efforts require that a coordinator be identified to oversee the work and significant increases in OER usage are reported when a local advocate has dedicated time to support OER adoption (Resolution S19 13.02)[160];

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[157] California Education Code §78052:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052.
[158] California Education Code §78052:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052.
[159] Resolution F18 17.02 Establish Local Open Educational Resources Liaisons:
https://asccc.org/resolutions/establish-local-open-educational-resources-liaisons.
[160] Resolution S19 13.02 Support for Faculty Open Educational Resources Coordinators:
https://asccc.org/resolutions/support-faculty-open-educational-resources-coordinators-0.

Whereas, The Academic Senate for California Community Colleges Open Educational Resources Initiative (OERI) has established and supported a statewide network of OER Liaisons who facilitate OER-related communication between the colleges and the Academic Senate for California Community Colleges but who may not be locally supported to serve as OER coordinators who would engage in activities above and beyond those of OER Liaisons;

Whereas, Resolution S16 09.09[161] asserted the primacy of faculty in curricular decisions regarding degree and program developments, including zero textbook cost (ZTC) degrees and emphasized the need to ensure that the primacy of faculty is retained by including the local academic senate's approval of the development of such degrees, and Phase 1 of the ZTC Program is composed of grants in the amount of $20,000 awarded to the 115 accredited degree-granting California community colleges to plan the development and implementation of a ZTC degree or certificate program, an endeavor that requires faculty leadership and the support of administration and staff; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) recognizes open educational resources (OER) as the preferred and most sustainable mechanism for eliminating course costs (Resolution F21 03.05),[162] positioning the ASCCC OER Initiative and local OER Liaisons to advocate for OER to be the focus when implementing the Zero Textbook Cost Program;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to consult with their Open Educational Resources Liaisons when developing their Zero Textbook Cost Program plans;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their administrations and other appropriate college constituencies to establish a faculty coordinator position that plays a leadership role with respect to the local implementation of the Zero Textbook Cost Program and may serve as the college's Open Educational Resources Liaison; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with their administrative colleagues to use a portion of the Zero Textbook Cost Program funds to support a faculty coordinator who leads the college's open educational resources and Zero Textbook Cost Program efforts.

Contact: Michelle Pilati, Rio Hondo College, Area C

M/S/C

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[161] Resolution S16 09.09 Z-Degrees and Faculty Primacy: https://asccc.org/resolutions/z-degrees-and-faculty-primacy.
[162] Resolution F21 03.05 Zero Means Zero Textbook Cost: https://asccc.org/resolutions/zero-means-zero-textbook-cost.

17.04 F22 Advancing Equal Employment Opportunity Policies and Practices within Hiring Committees

Whereas, Funds have been allocated from the California Community Colleges Chancellor's Office to California community colleges for Equal Employment Opportunity implementation;

Whereas, California community colleges need to move beyond performative statements and awareness to operational processes for hiring faculty to increase the diversity of candidates applying and being interviewed for full-time faculty positions;

Whereas, Respective college districts have established processes and procedures for addressing diversity throughout all steps and levels of the hiring process, including such matters as screening committee compositions, the steps for job announcements, and interview processes, among others; and

Whereas, College administrators can demonstrate strong support for the Equal Employment Opportunity process to mitigate racelighting[163] and racial microaggressions in hiring committees;

Resolved, That the Academic Senate for California Community Colleges provide resources for local academic senates to ensure that their respective districts demonstrate that they have operationalized board policies and resolutions that evidence a commitment to creating hiring processes and procedures that will diversify faculty membership;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to ensure that their campus' hiring committees contain diverse membership to provide a variety of perspectives in selecting candidates, as per California Code of Regulations, title 5, §53024[164];

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their college administrators and human resources to implement accountability measures for failure to comply with the Equal Employment Opportunity policy and procedures for dealing with biased behavior on hiring committees; and

Resolved, That the Academic Senate for California Community Colleges develop resources such as a toolkit or position paper in order to support the efforts of local academic senates to implement up-to-date and well-publicized codes of conduct to prevent failed hiring searches.

Contact: Sharon Sampson, Grossmont College

ACCLAMATION

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[163] Wood, J. Luke and Harris, F. (2021). Racelighting in the Normal Realities of Black, Indigenous, and People of Color. *Community College Equity Assessment Lab*. http://bmmcoalition.com/wp-content/uploads/2021/03/Racelighting-BRIEF-2021-3.pdf.

[164] California Code of Regulations, title 5, §53024: https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-4-employees/subchapter-1-equal-employment-opportunity-programs/article-2-other-specific-responsibilities-of-community-college-districts/section-53024-screening-and-selection-procedures.

17.05 F22 Adopt Student Senate for California Community Colleges Low-Cost Recommendation

Whereas, Resolution 03.04 F21, "Develop Statewide Recommendation for Definition of Low-Cost Course Materials" tasked the Academic Senate for California Community Colleges to work with the Student Senate for California Community Colleges and the California Community Colleges Chancellor's Office to identify a recommended definition of low-cost to be considered for adoption throughout the California Community College system; and

Whereas, The Student Senate for California Community Colleges Board of Directors has recommended $30 as the definition for "low-cost";

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to adopt $30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for designating and reporting purposes.

Contact: Michelle Pilati, Rio Hondo College

M/S/C

REFERRED RESOLUTIONS

01.04 F22 Alternating Area Meeting Days

Whereas, The Academic Senate for California Community Colleges Area A and Area B meetings have been consistently held on a Friday, and the Area C and Area D meetings have been consistently held on a Saturday; and

Whereas, Saturday is often outside of the traditional work week;

Resolved, That the Academic Senate for California Community Colleges, beginning with the spring 2023 term, hold the Area C and Area D meetings on a Friday and hold the Area A and Area B meetings on a Saturday every spring term; and

Resolved, That the Academic Senate for California Community Colleges, beginning with the fall 2023 term, hold the Area C and Area D meetings on a Saturday and hold the Area A and Area B meetings on a Friday every fall term.

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

M/S/R: Referred to the Executive Committee to research feasibility and report back information by 2023 Spring Plenary Session.

01.05 F22 Recognition of Caucus Appointed Delegates

Whereas, The Academic Senate for California Community Colleges serves as "the official voice of California community college faculty in academic and professional matters" and part of its mission is "to include diverse faculty, perspectives, and experiences that represent our student populations";

Whereas, The Academic Senate for California Community Colleges caucuses were established to "form a collective voice on issues of common concern that caucus members feel are of vital importance to faculty and the success of students as they relate to academic and professional matters";

Whereas, The Academic Senate for California Community Colleges' resolutions process provides a formal use of resolutions to identify and record the will of academic senates of the California community colleges and are presented and voted upon by delegates representing their colleges, which gives faculty the opportunity to make the most direct and significant impact on statewide-level issues; and

Whereas, Extending voting rights to the Academic Senate for California Community Colleges caucuses will lead to stronger participation and input from faculty representing diverse experiences and perspectives;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) amend its bylaws to allow for ASCCC caucuses to appoint a delegate with full voting privileges at the fall and spring plenary sessions; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the ASCCC caucuses, who will identify their delegate by writing a letter of support signed by active caucus members and documenting this support in the caucus meeting minutes.

Contact: Bethany Tasaka, San Bernardino Valley College, Area D

M/S/R: Referred to the Executive Committee to research constitutional changes that would be needed and report back information by 2023 Spring Plenary Session.

01.05.01 F22 Amend 01.05 Recognition of Caucus Appointed Delegates

Amend the first Resolved:

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the ASCCC caucuses to amend its ASCCC's bylaws to allow for ASCCC caucuses to appoint a delegate with the full voting privileges defined by ASCCC Bylaws Article 1, Section 1.E[165] at the fall and spring plenary sessions in time for caucus delegate voting at the 2023 fall plenary session with voting at all fall and spring plenary sessions going forward; and

Strike the second Resolved:

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the ASCCC caucuses, who will identify their delegate by writing a letter of support signed by active caucus members and documenting this support in the caucus meeting minutes.

Contact: Bethany Tasaka, San Bernardino Valley College

M/S/R: Referred to the Executive Committee to research constitutional changes that would be needed and report back information by 2023 Spring Plenary Session.

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[165] ASCCC Bylaws can be found at https://asccc.org/about/bylaws.

FAILED RESOLUTIONS

07.14.01 F22 Amend 07.14 Reaffirming the Mission and Vision of the California Community Colleges

Strike the second Resolved:

~~Resolved, That the Academic Senate for the California Community Colleges work with the California Community Colleges Chancellor's Office and California Community Colleges Board of Governors to ensure the progress on the proposed CalGETC preserves the California Community College's mission to provide access to students, particularly as it relates to Lifelong Learning and Self-Development and Language Other Than English; and~~

Contact: Soni Verma, Sierra College

M/S/F

07.15 F22 Minimum General Education Unit Requirement for High-Unit Majors

Whereas, The current proposal to revise the associate degree general education pattern to align with the proposed lower division general education pathway would increase the minimum unit requirement to complete general education from 18 units to 21 units, which could have unintended and burdensome consequences for students completing what are commonly termed "high-unit majors"; and

Whereas, The allowance of flexibility in meeting the general education unit requirements for the associate degree for students in "high-unit majors" (many of whom are in Career and Technical Education programs that are not transfer programs) and guidance on what constitutes a high-unit major are important for meeting the needs of all students seeking to earn an associate degree;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to ensure that any revisions to the associate degree general education pattern allow students in "high-unit majors" the continued opportunity to complete the general education requirement in 18 units, rather than 21 units, inclusive of the current requirement to complete a transfer-level ethnic studies course of at least 3 units; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to provide guidance on what attributes identify majors as "high-unit majors" in order to allow local academic senates and governing boards to determine what associate degrees may be completed with 18 units of general education, and provide that guidance to all stakeholders by fall 2023.

Contact: John Freitas, Los Angeles Community College District

M/S/F

09.01.02 F22 Amend 09.01 Removing Barriers to the Adoption of Open Educational Resources

Add a Resolved:

Resolved, That the Academic Senate for California Community Colleges support expanding date of publication requirements to include relevant dates other than publication or copyright date, including statements of "Content reviewed and approved date" when no date of publication is available as part of all curriculum and articulation processes when OER are specified; and

Contact: Jeramy Wallace, College of San Mateo

M/S/F

15.01.01 F22 Amend 15.01 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges endorse the proposed California General Education Transfer Curriculum (CalGETC)[166] ~~and urge that~~ if the California State University (CSU) change the "Lifelong Learning and Self-Development" area to serve as a CSU graduation requirement instead of restricting it to a CSU upper division general education requirement.

Contact: Damien Jordan, Golden West College

M/S/F

15.07 F22 Local Academic Senate Proposals for Transfer Model Curriculum for Associate Degrees for Transfer

Whereas, The passage of SB 1440 (Padilla, 2010) and SB 440 (Padilla, 2013)[167] established the Associate Degree for Transfer (ADT) and requirements for colleges to adopt ADTs for every local associate degree which matched ADT majors;

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[166] Proposed CalGETC Pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png.

[167] SB 1440 (Padilla, 2010): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=200920100SB1440 and SB 440 (Padilla, 2013): http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb_0401-0450/sb_440_bill_20130912_enrolled.html.

Whereas, The policies, procedures, and guidelines governing the identification and creation of new Transfer Model Curricula (TMC),[168] including discipline selection, and on which the Associate Degrees for Transfer are based, are established and implemented by the Intersegmental Curriculum Workgroup (ICW)[169] and only allow ICW to initiate TMC development through Faculty Discipline Review Groups (FDRGs)[170] established and overseen by ICW, but do not allow for TMC development to be initiated through proposals submitted by local academic senates; and

Whereas, The lack of a mechanism allowing for local academic senates to submit proposals for the creation of new Associate Degrees for Transfer means that potentially valuable insights into curricular trends, and the interests and needs of students, may not be fully considered or understood;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Curriculum Workgroup to draft revisions to its policies, procedures, and guidelines in order to permit local academic senates to submit proposals for the creation of new Transfer Model Curriculum, which is the foundation of Associate Degree for Transfer, and report its recommendations by the 2023 Fall Plenary Session.

Contact: Mickey Hong, Los Angeles City College, Area C

M/S/F

WITHDRAWN RESOLUTION

15.08 F22 Retain Lifelong Learning and Self-Development as a CSU Lower Division Graduation Requirement

Whereas, AB 928 (Berman, 2021) requires the Intersegmental Committee of Academic Senates establish a "singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California"[171] by May 31, 2023;

Whereas, The Intersegmental Committee of Academic Senates (ICAS) formed a special committee on AB 928 (Berman, 2021) consisting of representatives from ICAS, system administrators, articulation officers, and students that created and recommended the California General Education Transfer Curriculum (CalGETC) that meets the requirements of AB 928;

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[168] The ICW document "Transfer Model Curriculum (TMC) Development Guidelines" can be found at https://www.c-id.net/cms-uploads/cms/TMC_Development_Guidelines_June_16_2013_FINAL.doc.
[169] All ICW policies are available at https://www.c-id.net/page/1.
[170] The ICW document "TMC Development – An Overview of Discipline Selection" is available at https://www.c-id.net/cms-uploads/cms/TMC_Development-An_Overview_of_Discipline_Selection-June_2_2015.doc.
[171] AB 928 (Berman, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB928.

Whereas, The Academic Senate for California Community Colleges, the Academic Senate of the California State University, and the Academic Senate of the University of California are vetting the proposed CalGETC among faculty within each system during fall 2022 to gather intersegmental support for and to inform the final determination of the "singular lower division general education pathway"[172] required of the Intersegmental Committee of Academic Senates; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback May through September of 2022 on the proposed California General Education Transfer Curriculum (CalGETC) via a survey that was disseminated broadly through the ASCCC;

Resolved, That the Academic Senate for California Community Colleges endorse the proposed California General Education Transfer Curriculum (CalGETC) if the California State University (CSU) maintains the "Lifelong Learning and Self-Development" area to serve as a CSU lower division graduation requirement.

Contact: Damien Jordan, Golden West College

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[172] AB 928 (Berman, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB928.

DELEGATES

110 voting delegates at 2022 Fall Plenary as listed below:

COLLEGE	FIRST NAME	LAST NAME
Alameda, College of	Jeffrey	Sanceri
Antelope Valley College	Van	Rider
American River College	Carina	Hoffpauir
Bakersfield College	Lisa	Harding
Barstow College	Rodolfo	Duque Jr
Berkeley City College	Gabriel	Martinez
Cabrillo College	Anna	Zagorska
Calbright College	Michael	Stewart
Canada College	David	Eck
Canyons, College of	David	Andrus
Cerro Coso College	Yvonne	Mills
Chaffey College	Nicole	DeRose
Citrus College	Michelle	Plug
Clovis College	Teresa	Mendes
College of Marin	Maria	Coulson
Columbia College	Lahna	VonEpps
Compton College	Sean	Moore
Contra Costa CCD	Lisa	Smiley-Ratchford
Contra Costa College	Gabriela	Segade
Copper Mountain College	Victoria	Velasquez

Cosumnes River College	Scott	Crosier
Crafton Hills College	Brandi	Bailes
Cuesta College	Wesley	Sims
Cuyamaca College	Manuel	Mancillas-Gomez
Cypress College	Damon	de la Cruz
De Anza College	Cheryl Jaeger	Balm
Desert, College of	Kim	Dozier
Diablo Valley College	John	Freytag
East Los Angeles College	Jeffrey	Hernandez
El Camino College	Darcie	McClelland
Evergreen Valley College	Garry	Johnson
Foothill DeAnza CCD	Erik	Woodbury
Fresno City College	Michael	Takeda
Gavilan College	Cherise	Mantia
Glendale College	Roger	Dickes
Golden West College	Damien	Jordan
Grossmont College	Sharon	Sampson
Hartnell College	Jason	Hough
Imperial Valley College	Ric	Epps
Laney College	Nathan	Failing
Las Positas College	Craig	Kutil
Lassen College	Adam	Runyan

Los Angeles City College	Mickey	Hong
Los Angeles Mission College	Carole	Akl
Los Angeles Pierce College	Barbara	Anderson
Los Angeles Southwest College	Naja	El-Khoury
Los Angeles Trade Tech College	Marvin	Da Costa
Los Angeles Valley College	Edgar	Perez
Los Medanos College	Mark	Lewis
Madera College	Lynette	Cortes Howden
Mendocino College	Nicholas	Petti
Merced College	Patrick	Mitchell
Merritt College	Monica	Ambalal
MiraCosta College	Leila	Safaralian
Mission College	Aram	Shepherd
Modesto Junior College	Aishah	Saleh
Monterey Peninsula College	Frank	Rivera
Moorpark College	Ruth	Bennington
Moreno Valley College	Felipe	Galicia
Mt. San Jacinto College	Nicholis	Zappia
Napa Valley College	Eileen	Tejada
Norco College	Kimberly	Bell
Ohlone College	Susan	Myers
Oxnard College	Elissa	Caruth

Palomar College	Wendy	Nelson
Peralta CCD	Donald	Saotome Moore
Porterville College	Robert	Simpkins
Rancho Santiago CCD	Mike	Taylor
Reedley College	Andrew	Strankman
Rio Hondo College	Farrah	Nakatani
Saddleback College	Heidi	Ochoa
San Bernardino Valley College	Davena	Burns-Peter
San Diego City College	Maria-Jose	Zeledon-Perez
San Diego Mesa College	John	Crocitti
San Diego Miramar College	Pablo	Martin
San Joaquin Delta College	Becky	Plaza
San Jose City College	Judith	Bell
San Jose-Evergreen CCD	Phuong (Emily)	Banh
Santa Barbara City College	Melanie	Eckford-Prosson
Santa Monica College	Jamar	London
Santa Rosa Junior College	Nancy	Persons
Santiago Canyon College	Craig	Rutan
Sequoias, College of the	Ramyar Alavi	Moghaddam
Sierra College	Soni	Verma
Siskiyous, College of the	Andrea	Craddock

Skyline College	Cassidy	Ryan-White
Solano College	Joshua	Scott
Southwestern College	Caree	Lesh
Taft College	Sharyn	Eveland
Victor Valley College	Lynne	Glickstein
West Hills Coalinga	Matt	Magnusun
West Hills College - Lemoore	Jacqui	Shehorn
West Los Angeles College	Patricia	Zuk
West Valley College	Gretchen	Ehlers
Woodland College	Matt	Clark
Yuba College	Meridith	Selden

EXECUTIVE MEMBER	FIRST NAME	LAST NAME
President	Virginia "Ginni"	May
Vice President	Cheryl	Aschenbach
Treasurer	Michelle	Bean
Secretary	LaTonya	Parker
Area A	Stephanie	Curry
Area B	Karen	Chow
Area C	Erik	Reese
Area D	Manuel	Velez
North Rep	Christopher	Howerton
North Rep	Eric	Kirk
South Rep	Amber	Gillis
South Rep	Robert L.	Stewart Jr.
At Large Rep	Juan	Arzola
At Large Rep	Carrie	Roberson

FOOTHILL COLLEGE

New Degree or Certificate Proposal

Faculty Author(s): Cassandra Pereira

Division: Business & Social Sciences

Proposed Title of Degree/Certificate: Educational Immersive Media

Type of Award: Certificate of Achievement

Workforce/CTE Program: Yes

Which academic departments will be involved in the creation of this new degree/ certificate? Are any new departments being created? LINC (Learning in New Media Classrooms)

Does De Anza offer a similar degree or certificate? No

What is the educational need for this new degree/ certificate? Immersive Media (virtual reality, augmented reality, mixed reality, etc.) is a rapidly growing field with large impacts on the future of education. This program will prepare educators to harness the power of this new technology to improve instruction in their classrooms, as well as empower them to develop educational immersive media assets of their own.

How does the degree/ certificate align with Foothill's Strategic Vision for Equity? By empowering K-12 educators to utilize cutting edge technology with their students, we are exposing students from all backgrounds to future-ready careers and skills. By improving classroom instruction, we are giving more students the opportunity for a valuable and meaningful education that prepares them for success in a changing world.

Comments and other relevant information for discussion: This certificate is designed to stack with the existing LINC Certificate of Achievement in Online and Blended Instruction.

Cross-Listed Course Removal Information

The Sociology and Psychology departments are requesting removal of the cross-listing of SOC 10 and PSYC 10. In order to fulfill the C-ID requirements for the SOCI 120 descriptor, SOC 10 must include the prerequisite of SOC 1. Currently, PSYC 10 is approved for the PSY 205B descriptor, which requires the prerequisite of PSYC 1. Thus, in order for each course to meet these individual C-ID requirements, the courses must include different prerequisites and cannot be cross-listed.

PSYC F010. : RESEARCH METHODS & DESIGNS

Proposal Type
Course Revision

Effective Term
Summer 2023

Subject
Psychology (PSYC)
Course Number
F010.

Department
Psychology (PSYC)

Division
Business and Social Sciences (1SS)

Units
5

Course Title
RESEARCH METHODS & DESIGNS

Former ID

Cross Listed

Related Courses

Maximum Units
5

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
3

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
84

Total Student Learning Hours
180

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade Only

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
AA Degree
Certificate of Achievement
AA-T Degree
Foothill GE

Foothill GE Status
Area IV: Social & Behavioral Sciences

Need/Justification
This course is a required core course for the AA degree and ADT in Psychology, and it satisfies the Foothill GE requirement for Area IV, Social & Behavioral Sciences.

Course Description
Survey of the various quantitative and qualitative research methods. Emphasis on the research design, planning, experimental procedures, and the collection, analysis, interpretation, and reporting of data. Laboratory emphasis on group work, data entry, and analysis of data with statistical software.

Course Prerequisites
Prerequisites: PSYC 1 or 1H; and PSYC 7, SOC 7, MATH 10, or MATH 17.

Course Corequisites

Course Advisories
Advisory: ENGL 1A or 1AH; not open to students with credit in SOC 10.

Course Objectives

The student will be able to:

1. Compare and contrast different types of research methods and designs
2. Explain the basic principles of the scientific method
3. Evaluate research studies
4. Synthesize a body of research findings (literature review)
5. Design a research project
6. Explain the ethical treatment of human and animal participants in research
7. Collect appropriate data and conduct analyses of the data using statistical software
8. Interpret the results of these statistical analyses
9. Communicate these research findings to others in written and oral formats

Course Content

1. Introduction to research methods
    1. Uses of research methods
    2. The scientific approach
    3. Goals of science
    4. Basic and applied research
    5. Hypotheses and predictions
    6. Library research
    7. Components of a research article
2. Ethical research
    1. APA ethical standards
    2. Assessment of risks and benefits
    3. Informed consent
    4. Importance of debriefing
    5. Institutional review boards (IRBs)
    6. Researcher commitments
3. Studying behavior
    1. Operational definition of variables
    2. Relationships between variables
    3. Non-experimental versus experimental methods
    4. Independent and dependent variables
    5. Causality
4. Measurement concepts
    1. Reliability of measures
    2. Construct validity of measures
    3. Personality and individual differences
    4. Reactivity of measures
    5. Variables and measurement scales
5. Observational methods

4. Correlation coefficients
5. Effect size
6. Statistical significance
7. Regression
8. Multiple correlation, partial correlation
9. Structural equation modeling, path analysis
12. Understanding results
    1. Samples and populations
    2. Inferential statistics
    3. Null and research hypotheses
    4. Probability and sampling distributions
    5. T and F tests
    6. Type I and Type II errors
    7. Choosing a significance level
    8. Choosing a sample size
    9. Computer analysis of data
    10. Selecting the appropriate statistical test
13. Generalizing results
    1. Generalizing to other populations of research participants
    2. Cultural factors
    3. Generalizing to other experimenters and laboratory settings
    4. Literature reviews, meta-analysis
    5. Using research to improve lives

Lab Content

1. Practice identifying different "mock" research designs
2. Enter dummy data and conduct statistical analyses on "mock" research studies
3. Locate information necessary to conduct research, use computerized databases, and access psychology web-based resources
4. Formulate a hypothesis and select the appropriate design to test it
5. Collect data for research project
6. Code, enter, and analyze data with statistical software
7. Give oral presentation of research project
8. Write up research project using APA format
9. Conduct research using a team approach

Special Facilities and/or Equipment
When taught via Foothill Global Access, reliable and continuous internet access is required. Students should take note of the software and/or hardware requirements to access the online platform and are encouraged to not use smart phones to complete their online work.

Methods of Evaluation

Methods of Evaluation
Quizzes
Exams (multiple choice and short answer/essay questions)
Problem solving exercises
Oral presentation on research project
Written research project in APA style
Group work

Method(s) of Instruction

Method(s) of Instruction
Lecture
Class discussions
Active learning exercises
Laboratory work (e.g., entry of dummy data and analysis)

Representative Text(s)

Author(s)	Title	Publication Date
Cozby, Paul, and Scott Bates	Methods in Behavioral Research, 14th ed.	2020
Schutt, Russell	Investigating the Social World: The Process and Practice of Research, 9th ed.	2018
American Psychological Association	Publication Manual, 7th ed.	2020
Cuttler, Carrie, Rajiv S. Jhangiani, and Dana C. Leighton	Research Methods in Psychology, 4th ed. (OER)	2019

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

Other Required Materials

Cuttler, et al., text available as OER: https://open.umn.edu/opentextbooks/textbooks/75

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

1. Required to choose a topic of interest from class lectures or readings
2. Conduct a literature review on a specific psychological or sociological concept or theory
3. Conduct research by accessing psychological and sociological web-based databases (e.g., PsyArticles, Jstor, Psychology and Behavioral Sciences Collection)
4. Meet with other group members to conduct research project

5. Read textbook and research articles in psychology and sociology
6. Write 10-page final research paper using APA format

Authorized Discipline(s):
Psychology

Faculty Service Area (FSA Code)
PSYCHOLOGY

Taxonomy of Program Code (TOP Code)
2001.00 - Psychology, General

Attach Historical Forms/Documents (if applicable)
CR-PSYC 10 - MATH 17 prereq.docx
PSYC 10 GE App-S&B.doc
CR-PSYC 10 - PSYC 7 or SOC 7 prereq.pdf
CR-PSYC 10 - PSYC 1 prereq.docx
CR-PSYC 10 - MATH 10 prereq.docx

Articulation Office Only

C-ID Notation
PSY 205B

IGETC Notation
Area 4: Social and Behavioral Sciences

CSU GE Notation
Area D: Social Sciences

Transferability
CSU/UC

Validation Date
6/12;10/21/13; 2/15;1/19; 6/6/22

Division Dean Only

Seat Count
40

Load
.137

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code

121101 - Psychology

Account Code

1320

Program Code

200100 - Psychology, General

SOC F010. : SOCIAL RESEARCH METHODS & DESIGNS

Proposal Type
Course Revision

Effective Term
Summer 2023

Subject
Sociology (SOC)
Course Number
F010.

Department
Sociology (SOC)

Division
Business and Social Sciences (1SS)

Units
5

Course Title
SOCIAL RESEARCH METHODS & DESIGNS

Former ID

Cross Listed

Related Courses

Maximum Units
5

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
3

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
84

Total Student Learning Hours
180

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade Only

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
AA Degree
Certificate of Achievement
AA-T Degree
Foothill GE

Foothill GE Status
Area IV: Social & Behavioral Sciences

Need/Justification
This course is a required core course for the AA degree and ADT in Sociology, and it satisfies the Foothill GE requirement for Area IV, Social & Behavioral Sciences.

Course Description
How do we know what we know? This course develops students' analytical abilities and understanding of the fundamental importance of the social science research process in knowledge construction or how we come to "know" things, interpret the world, and move forward in ways that help us address issues, solve problems, and improve the human condition. The course is applicable to everyday citizens and social scientists alike and is relevant to people in all walks of life, not only social scientists. Students examine fundamental elements of empirical research and the ways in which sociologists, social

scientists, academics, policy makers, community members, concerned citizens, and others approach, create, gather data, evaluate, critique, and interpret social research. Includes attention to the nature of theory, hypotheses, variables, and ethics of research. Application of qualitative and quantitative analytic tools, including logic and research design, such as survey, observational, experimental, case study, and comparative historical research. Emphasis on research design and statistical techniques, planning, experimental procedures, and the collection, analysis, interpretation, and reporting of data. Laboratory emphasis on group work, data entry, and analysis of data. Computer applications recommended.

Course Prerequisites
Prerequisite: SOC 1 or 1H.

Course Corequisites

Course Advisories
Advisory: PSYC 7, SOC 7, MATH 10, or MATH 17; and ENGL 1A or 1AH; not open to students with credit in PSYC 10.

Course Objectives

The student will be able to:

1. Examine scientific inquiry in the social sciences
2. Understand the importance of social research in the creation of greater good in the human and environmental condition
    1. Explore the importance of social research in the creation of greater understanding of human society with the aim of recognizing and advancing diversity, equity, inclusion, and sustainability at micro, meso, and global levels
3. Explore the relationship between theoretical paradigms, theory, and social research
4. Compare and contrast different types of research methods and designs
5. Explore various types of social research, including survey research, ethnography/field research, unobtrusive research, evaluation research
6. Compare and contrast qualitative and quantitative analysis of data, including current statistical software
7. Read and write about social research
8. Explain the basic principles of the scientific method
9. Evaluate research studies
10. Synthesize a body of research findings (literature review)
11. Design a research project
12. Explain the ethical treatment of human and animal participants in research
13. Collect appropriate data and conduct analyses of the data using statistical software
14. Interpret the results of statistical analyses
15. Communicate research findings to others in written and oral formats

Course Content

1. Scientific inquiry in the social sciences and social research
2. Paradigms, theory, and social research
3. The ethics and politics of social research
4. Research design
5. Conceptualizing and operationalizing measurement
6. Indexing and scale construction
7. Sampling
8. Observation modes: survey research, field research, unobtrusive research, evaluation research
9. Qualitative and quantitative analysis of data, including current statistical software
10. Reading and writing social research
11. Using research to improve the human condition—research in broad societal applications—for the greater good

Lab Content

1. Identify various research designs
2. Enter data and conduct statistical analyses on practice research studies
3. Create a research study that contributes to the greater good
    1. Locate information necessary to conduct research
    2. Use computerized databases
    3. Access sociology web-based resources to create a literature review on a proposed study
4. Formulate and test a hypothesis using appropriate research designs
5. Collect data for a research project
6. Code, enter, and analyze data using statistical software
7. Write up research project using ASA format
8. Give oral presentation of research project
9. Conduct research using a team approach
10. Reflect on how research studies can be used to create greater good

Special Facilities and/or Equipment
When taught via Foothill Global Access, reliable and continuous internet access is required. Students should take note of the software and/or hardware requirements to access the online platform and are encouraged to not use smart phones to complete their online work.

Methods of Evaluation

Methods of Evaluation
Quizzes
Exams (multiple choice and short answer/essay questions)
Problem solving exercises

Methods of Evaluation
Oral presentation on research project
Written research project in ASA style
Group work

Method(s) of Instruction

Method(s) of Instruction
Lecture
Class discussions
Active learning exercises
Laboratory work (e.g., research study creation and analysis)

Representative Text(s)

Author(s)	Title	Publication Date
Babbie, Earl	The Practice of Social Research	2021
Carr, D., E.H. Boyle, B. Cornwell, S. Correll, R. Crosnoe, J. Freese, and M.C. Waters	The Art and Science of Social Research	2020
Cozby, Paul, and Scott Bates	Methods in Behavioral Research	2020
Neuman, W. Lawrence	Social Research Methods: Qualitative and Quantitative Approaches	2020
Schutt, Russell	Investigating the Social World: The Process and Practice of Research	2018

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

Other Required Materials

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

1. Required to choose a topic of interest from class lectures, readings, or real world examples
2. Conduct a literature review on a specific sociological term, concept, or theory
3. Conduct research by accessing psychological and sociological web-based databases (e.g., SOCArticles, Jstor, Sociology and Behavioral Sciences Collection)
4. Meet with other group members to conduct research project
5. Read textbook and research articles in sociology and related fields
6. Write final research paper or alternative format project using ASA format

Authorized Discipline(s):
Sociology

Faculty Service Area (FSA Code)
SOCIOLOGY

Taxonomy of Program Code (TOP Code)
2208.00 - Sociology

Attach Historical Forms/Documents (if applicable)
SOC 10 GE Appl-S&B.doc

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
6/4/12;10/13;2/15;1/19; 11/1/2021; 10/14/22

Seat Count
40

Load
.137

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
121131 - Sociology

Account Code
1320

Program Code
220800 - Sociology

Program Deactivation: Certificate of Achievement in CPA Examination Preparation

The Accounting Department respectfully requests deactivation of the Certificate of Achievement in CPA Examination Preparation. The reason for deactivation is that this certificate was missing courses that CPA applicants need to adequately prepare for the Certified Public Accountant (CPA) exam. Thus, this certificate is being replaced by five new certificates that would allow CPA applicants a greater chance of successfully passing the five parts of the CPA exam. The new certificates aligned with the five parts of the CPA exam are as follows:

1. Certificate of Achievement in Accounting Ethics (15 units)
2. Certificate of Achievement in CPA Exam Preparation - Audit (25 units)
3. Certificate of Achievement in CPA Exam Preparation - Business Environment and Concepts (25 units)
4. Certificate of Achievement in CPA Exam Preparation - Financial Accounting Reporting (25 units)
5. Certificate of Achievement in CPA Exam Preparation - Regulations (23 units)

BSS Division Curriculum Committee Approval: 10/25/2022

AATA F101A : MAGNETIC PARTICLE TESTING LEVEL 1

Proposal Type
New Course

Effective Term
Summer 2023

Subject
Apprenticeship: Aerospace (AATA)
Course Number
F101A

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
1.5

Course Title
MAGNETIC PARTICLE TESTING LEVEL 1

Former ID

Cross Listed

Related Courses

Maximum Units
1.5

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
20

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
40

Special Hourly Notation

Total Contact Hours
20

Total Student Learning Hours
60

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Pass/No Pass Only

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select
Temporary

In this case, identify the degree/certificate to which the course will be added:

Certificate of Achievement in Nondestructive Testing

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

February 2023

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Workforce/CTE

Criteria B. Need

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

Evidence

Please see attached Center of Excellence NDT Program Program Endorsement Brief: 0956.80/Industrial Quality Control

Attach evidence
NDT COE.PDF
PQNDT-Salary-Survey-Results-2019-Final (1).pdf

Need/Justification

This course covers the required hours for Level 1 classroom training for magnetic particle testing and prepares students to work within the Nondestructive Testing industry as state-registered apprentices.

Course Description

Introduction to and theory of magnetism, including magnetic fields, material types, penetration variations, flux leakage, Fleming's Rule, and hysteresis curve. Methods of magnetism, including types of currents, field types and their advantages/disadvantages, and AC/DC field distribution. Equipment introduction, including equipment types, equipment uses, and accessories. Mediums for inspection, including different methods and their properties.

Course Prerequisites

Prerequisite: This course is limited to students admitted to the Nondestructive Testing Technician Apprenticeship Program.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Understand the physics of magnetism
2. Understand and work within the limitations of the method
3. Select equipment to conduct test

Course Content

1. Theory of magnetism
   1. Magnetic field, lines of force, flux density
   2. Permeability, reluctance, retentivity, residual magnetism and coercive force
   3. Diamagnetic, paramagnetic and ferromagnetic materials
   4. Flux leakage
   5. Fleming's Right Hand and Left Hand Rule
   6. Magnetic fields
   7. Hysteresis curve
2. Methods of magnetization
   1. Faraday's Law
   2. Types of current
   3. Circular field
   4. Circular field advantages/disadvantages

5. Longitudinal field
6. Longitudinal field advantages/disadvantages
7. AC/DC field distribution
3. Equipment
1. Equipment consideration
2. Wet, horizontal, mobile, and portable
3. Fluorescent testing and black light
4. Light meter and accessories

Lab Content

Not applicable.

Special Facilities and/or Equipment
When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Methods of Evaluation

Methods of Evaluation
Results of written test

Method(s) of Instruction

Method(s) of Instruction
Discussion
Slideshow
Video
Demonstration

Representative Text(s)

Author(s)	Title	Publication Date
American Society for Nondestructive Testing	Personnel Training Publications: Magnetic Particle Testing (MT), Classroom Training Book, 2nd ed.	2015

Please provide justification for any texts that are older than 5 years
This text is still widely used within the industry and is the most current text used for training.

Other Required Materials

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

1. Reading: Reach Chapter 3 - Magnetization
2. Writing: Complete Quiz 3 on page 57. Quiz results will be reviewed in class as a group

Authorized Discipline(s):
Industrial Maintenance

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*0956.80 - Industrial Quality Control

Attach Historical Forms/Documents (if applicable)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Seat Count

Load

FOAP Codes:

Fund Code

Org Code

Account Code
1320

Program Code

AATA F101B : MAGNETIC PARTICLE TESTING LEVEL 2

Proposal Type
New Course

Effective Term
Summer 2023

Subject
Apprenticeship: Aerospace (AATA)
Course Number
F101B

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
1

Course Title
MAGNETIC PARTICLE TESTING LEVEL 2

Former ID

Cross Listed

Related Courses

Maximum Units
1

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
15

Total Lab Hours per quarter
5

Total Out of Class Hours per quarter
30

Special Hourly Notation

Total Contact Hours
20

Total Student Learning Hours
50

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Pass/No Pass Only

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select
<mark>Temporary</mark>

In this case, identify the degree/certificate to which the course will be added:

<mark>Certificate of Achievement in Nondestructive Testing</mark>

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

<mark>February 2023</mark>

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
<mark>Workforce/CTE</mark>

Criteria B. Need

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

Evidence

<mark>Please see attached Center of Excellence NDT Program Program Endorsement Brief: 0956.80/Industrial Quality Control</mark>

Attach evidence
<mark>NDT COE.PDF</mark>
<mark>PQNDT-Salary-Survey-Results-2019-Final (1).pdf</mark>

Need/Justification

This course covers the required hours for Level 2 classroom training for magnetic particle testing and prepares students to work within the Nondestructive Testing industry as state-registered apprentices.

Course Description

Industry codes and standards; performing a test, including selecting equipment, steps to conduct a test, interpreting results, and writing test reports. Methods of applications and the different particles included in these.

Course Prerequisites

Prerequisite: This course is limited to students admitted to the Nondestructive Testing Technician Apprenticeship Program.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Select appropriate equipment for the testing environment
2. Perform a complete MT test
3. Maintain a work station
4. Read and understand code and standard

Course Content

1. Mediums and preparation
    1. Dry and wet method
    2. Particles: Dry and wet
    3. Properties of particles
    4. Visibility of particles
    5. Methods of application
    6. Contamination of magnetic particles
    7. Settling test procedure
    8. Concentration for wet suspensions as per ASME Sec V Article 7
    9. Bath maintenance
2. Application
    1. Residual and continuous method
    2. Magnetic particle inspection of solid cylindrical parts, gears, multiple diameter articles, discs, hollow cylindrical articles
    3. Selection of proper method of magnetization

       4. Verification of magnetic fields
       5. Checking the adequacy of field using the Pie Gauge, shims
       6. Fluorescent inspection
       7. Black light warm up time
       8. Minimum intensity and light meter
       9. Visual adaptation
       10. Visual inspection
       11. Minimum light intensity and light meter
       12. Magnetic rubber inspection

3. Types of indications
       1. Interpretation, including relevant, false, non-relevant indications MODULE 8: CODES AND STANDARDS (specific training)
       2. MT inspection procedures

4. Codes and standards: Most recent codes and standards will be used
       1. Example:
          1. ASME Section V Article 7: Magnetic Particle Examination
          2. ASME Section VIII (Accept/Reject Criteria)
          3. ASTM E-709: Standard Guide for Magnetic Particle Testing
          4. ASTM E-1444: Standard Practice for Magnetic Particle Testing
       2. Other codes and standards can be discussed if pre-arranged with the instructor at the time of registration

Lab Content

1. Magnetic yoke, dry visible, wet visible, wet fluorescent
2. Central conductor
3. Coil shot - longitudinal
4. Ketos (Betz) Ring - depth of penetration
5. Training on weld flaw samples

Special Facilities and/or Equipment
1. Magnetic yoke, aerosol penetrant.
2. When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Methods of Evaluation

Methods of Evaluation
Results of written test
Results of practical test

Method(s) of Instruction

Method(s) of Instruction
Discussion

Method(s) of Instruction
Slideshow
Video
Demonstration
Hands-on training

Representative Text(s)

Author(s)	Title	Publication Date
American Society for Nondestructive Testing	Personnel Training Publications: Magnetic Particle Testing (MT), Classroom Training Book, 2nd ed.	2015

Please provide justification for any texts that are older than 5 years
This text is still widely used within the industry and is the most current text used for training.

Other Required Materials

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

1. Reading: Reach Chapter 3 - Magnetization
2. Writing: Complete Quiz 3 on page 57. Quiz results will be reviewed in class as a group

Authorized Discipline(s):
Industrial Maintenance

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*0956.80 - Industrial Quality Control

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Division Dean Only

Seat Count

Load

FOAP Codes:

Fund Code

Org Code

Account Code
1320

Program Code

AATA F102A : PENETRANT TESTING LEVEL 1

Proposal Type
New Course

Effective Term
Summer 2023

Subject
Apprenticeship: Aerospace (AATA)
Course Number
F102A

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
1.5

Course Title
PENETRANT TESTING LEVEL 1

Former ID

Cross Listed

Related Courses

Maximum Units
1.5

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
20

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
40

Special Hourly Notation

Total Contact Hours
20

Total Student Learning Hours
60

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Pass/No Pass Only

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

Are you requesting Stand Alone approval for the course on a temporary or permanent basis?
• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Temporary

In this case, identify the degree/certificate to which the course will be added:

Certificate of Achievement in Nondestructive Testing

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

February 2023

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Workforce/CTE

Criteria B. Need

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

Evidence

Please see attached Center of Excellence NDT Program Program Endorsement Brief: 0956.80/Industrial Quality Control

Attach evidence
NDT COE.PDF
PQNDT-Salary-Survey-Results-2019-Final (1).pdf

Need/Justification
This course covers the required hours for Level 1 classroom training for liquid penetrant testing and prepares students to work within the Nondestructive Testing industry as state-registered apprentices.

Course Description
This course covers the principles of liquid penetrant testing and prepares students to understand the different products/equipment; select equipment and setup test equipment and area; understand the steps to conduct a test; and become familiar with codes and standards.

Course Prerequisites
Prerequisite: This course is limited to students admitted to the Nondestructive Testing Technician Apprenticeship Program.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Understand the physical principles and purpose of liquid penetrant testing
2. Name and understand the categories of test processes, types of dye, methods of removal, and sensitivity levels
3. Select the correct process for testing
4. Understand the limitations of liquid penetrant testing
5. Perform the basic steps of a test

Course Content

1. Principles
2. Purpose of liquid penetrant testing
3. Physical properties: Wetting ability and contact angle, surface tension, capillary action, reverse capillary action, viscosity
4. Visibility of indications: Types, visual indicators
5. Categories of test processes
6. Types of dye: Type I (Fluorescent), Type II (Visible)
7. Methods of removal: Excess penetrant, water washable, emulsifiers, solvent removable
8. Sensitivity levels: 1/2 - 4, the appropriate uses
9. Limitations
    1. When liquid penetrant should not be used and why
    2. Using liquid penetrant with other methods of testing

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Methods of Evaluation

Methods of Evaluation
Results of written test

Method(s) of Instruction

Method(s) of Instruction
Discussion
Slideshow
Video
Demonstration

Representative Text(s)

Author(s)	Title	Publication Date
American Society for Nondestructive Testing	Personnel Training Publications: Liquid Penetrant Testing (PT) Classroom Training Book, 2nd ed.	2019

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

This text is still widely used within the industry and is the most current text used for training.

Other Required Materials

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

1. Reading: Read Chapter 2, section 2-4
2. Writing: Complete Quiz 2 on page 13. Quiz results will be reviewed in class as a group

Authorized Discipline(s):

Industrial Maintenance

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0956.80 - Industrial Quality Control

Attach Historical Forms/Documents (if applicable)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Division Dean Only

Seat Count

Load

FOAP Codes:

Fund Code

Org Code

Account Code
1320

Program Code

AATA F102B : PENETRANT TESTING LEVEL 2

Proposal Type
New Course

Effective Term
Summer 2023

Subject
Apprenticeship: Aerospace (AATA)
Course Number
F102B

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
1.5

Course Title
PENETRANT TESTING LEVEL 2

Former ID

Cross Listed

Related Courses

Maximum Units
1.5

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
20

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
40

Special Hourly Notation

Total Contact Hours
20

Total Student Learning Hours
60

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Pass/No Pass Only

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select
Temporary

In this case, identify the degree/certificate to which the course will be added:

Certificate of Achievement in Nondestructive Testing

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

February 2023

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Workforce/CTE

Criteria B. Need

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

Evidence

Please see attached Center of Excellence NDT Program Program Endorsement Brief: 0956.80/Industrial Quality Control

Attach evidence
NDT COE.PDF
PQNDT-Salary-Survey-Results-2019-Final (1).pdf

Need/Justification

This course covers the required hours for Level 2 classroom training for liquid penetrant testing and prepares students to work within the Nondestructive Testing industry as state-registered apprentices.

Course Description

This course covers the application of liquid penetrant testing and prepares students to understand the different products/equipment; select equipment and setup test equipment and area; understand the steps to conduct a test; interpret and evaluate indications; and become familiar with standards and codes.

Course Prerequisites

Prerequisite: This course is limited to students admitted to the Nondestructive Testing Technician Apprenticeship Program.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Understand all applicable industry codes and standards
2. Interpret results with respect to applicable codes and standards
3. Understand limitation of the test method
4. Write test reports

Course Content

1. Application and removal of penetrants
   1. Selection of penetrant materials
      1. Cleaners
      2. Penetrant
      3. Developer
      4. Selection based on family
   2. Application of penetrant
   3. Standard temperature limits
   4. Dwell time
   5. Drying
      1. Drying parameters
      2. Drying time limits
   6. Application of developers
      1. Types of developers

                1. Aqueous
                2. Non-aqueous
        2. Developing time
    7. Fluorescent inspection
        1. Black light warm up time
        2. Minimum intensity and light meter
        3. Visual adaptation
    8. Visual inspection
        1. Minimum light intensity and light meter
    9. Post cleaning
    10. Limitation of penetrant testing
2. Interpretation
    1. Interpretation of test results
        1. Flow chart for interpretation
        2. True, false, relevant and non-relevant indications
        3. Categories of indications: Rounded and linear
3. Examination of indications
    1. ASTM E-433 Reference Photographs of Indications Types
    2. MODULE 7: CODES & STANDARDS (Specific Training)
    3. Codes
        1. ASME Section V, Article 6
        2. ASME Section VIII, Appendix 8 (Accept/Reject Criteria)
    4. Standards
        1. ASTM E-165 Standard Practice for Liquid Penetrant Examination
        2. ASTM E-1209 Fluorescent Water Washable Liquid Penetrant Testing
    5. Other codes and standards can be discussed at the request of the student, at the time of registration

Lab Content

Not applicable.

Special Facilities and/or Equipment
When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Methods of Evaluation

Methods of Evaluation
Results of written test

Method(s) of Instruction

Method(s) of Instruction
Discussion

Method(s) of Instruction
Slideshow
Video
Demonstration

Representative Text(s)

Author(s)	Title	Publication Date
American Society for Nondestructive Testing	Personnel Training Publications: Liquid Penetrant Testing (PT) Classroom Training Book, 2nd ed.	2019

Please provide justification for any texts that are older than 5 years
This text is still widely used within the industry and is the most current text used for training.

Other Required Materials

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

1. Reading: Read Chapter 5, section 3
2. Writing: Complete Quiz 5 on page 57. Quiz results will be reviewed in class as a group

Authorized Discipline(s):
Industrial Maintenance

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*0956.80 - Industrial Quality Control

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Division Dean Only

Seat Count

Load

FOAP Codes:

Fund Code

Org Code

Account Code
1320

Program Code

AATA F103A : ULTRASONIC TESTING LEVEL 1

Proposal Type
New Course

Effective Term
Summer 2023

Subject
Apprenticeship: Aerospace (AATA)
Course Number
F103A

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
3

Course Title
ULTRASONIC TESTING LEVEL 1

Former ID

Cross Listed

Related Courses

Maximum Units
3

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
40

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
80

Special Hourly Notation

Total Contact Hours
40

Total Student Learning Hours
120

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Pass/No Pass Only

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select
Temporary

In this case, identify the degree/certificate to which the course will be added:

Certificate of Achievement in Nondestructive Testing

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

February 2023

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Workforce/CTE

Criteria B. Need

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

Evidence

Please see attached Center of Excellence NDT Program Program Endorsement Brief: 0956.80/Industrial Quality Control

Attach evidence
NDT COE.PDF
PQNDT-Salary-Survey-Results-2019-Final (1).pdf

Need/Justification
This course covers the required hours for Level 1 classroom training for ultrasonic testing and prepares students to work within the Nondestructive Testing industry as state-registered apprentices.

Course Description
This course introduces the basic principles of ultrasonics and prepares the student for straight beam inspections and thickness measurement.

Course Prerequisites
Prerequisite: This course is limited to students admitted to the Nondestructive Testing Technician Apprenticeship Program.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Select equipment to conduct test
2. Follow instructions to conduct UT Level 1 inspections
3. Follow step-by-step written calibration procedure
4. Understand all applicable industry codes and standards
5. Interpret results with respect to applicable codes and standards
6. Understand limitation of the test method
7. Write test reports
8. Conduct thickness testing on various reference materials

Course Content

1. Personnel certification
    1. ASNT SNT-TC-1A, 2021
    2. NAS 410
    3. Training, experience and examination requirements
    4. Training requirements
    5. Certification of NDT Personnel: Level I, Level II and Level III
    6. Recommended course outlines for NDT training
    7. Required training hours
    8. Practical
    9. Quizzes and examinations
2. Wave Modes
    1. Waves - velocity, wavelength, and frequency

2. Wave modes: Longitudinal and shear waves
3. Velocity of waves
4. Factors affecting velocity - temperature
3. Ultrasonic transducer and sound field
    1. Piezoelectric crystal
    2. Near field concept
    3. Beam spread and sound loss
    4. Reducing beam spread: Frequency and diameter
    5. Single and dual transducers
    6. Resolution in flaw detection: Frequency and damping
    7. Transducer selection: Frequency and diameter
4. UT equipment
    1. Pulser-Receivers
    2. Instrument controls: Gain, range, velocity, delay
    3. Displays, A-, B-, and C-scans
    4. Selection of UT equipment for ultrasonic testing
    5. UT equipment demonstration
5. Thickness measurement
    1. Thickness measurement concept
    2. Probe selection: Single vs. dual
    3. Setting the UT equipment for thickness measurement
    4. Thickness measurement practical
6. Sound attenuation and decibels
    1. Attenuation - loss of sound with distance
    2. Maximum range of inspection
    3. What are decibels (dB)?
    4. Reducing attenuation - ultrasonic frequency
    5. Attenuation and its effects on testing of materials
    6. Attenuation and probe selection
7. Acoustic impedance
    1. Reflection and transmission at interfaces
    2. Impedance matching
8. Refraction and reflection
    1. Reflection and refraction at interfaces
    2. Snell's Law
    3. Mode conversion to shear waves at interfaces
    4. Introduction to angle beam testing of welds (covered in detail in UT Level 2 course)
9. Flaw detection - straight beam
    1. Flaw detection, lamination, corrosion mapping, bolts
    2. Use of flat bottom holes for establishing reference
    3. Compensating sound loss from beam spread distance amplitude correction curves (DAC)
    4. Inspection of forgings and castings: ASTM standards

Lab Content

Not applicable.

Special Facilities and/or Equipment
1. UT thickness machine, transducers, test/sample pieces, couplant.
2. When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Methods of Evaluation

Methods of Evaluation
Results of written test
Results of practical test

Method(s) of Instruction

Method(s) of Instruction
Discussion
Slideshow
Video
Demonstration
Hands-on training

Representative Text(s)

Author(s)	Title	Publication Date
American Society for Nondestructive Testing	Personnel Training Publications: Ultrasonic Testing (UT) Classroom Training Book	2015

Please provide justification for any texts that are older than 5 years
This text is still widely used within the industry and is the most current text used for training.

Other Required Materials

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

1. Reading: Read Chapter 4 - UT Equipment
2. Writing: Complete Quiz 4 on page 82. Quiz results will be reviewed in class as a group

Authorized Discipline(s):
Industrial Maintenance

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*0956.80 - Industrial Quality Control

Attach Historical Forms/Documents (if applicable)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Seat Count

Load

FOAP Codes:

Fund Code

Org Code

Account Code
1320

Program Code

AATA F103B : ULTRASONIC TESTING LEVEL 2

Proposal Type
New Course

Effective Term
Summer 2023

Subject
Apprenticeship: Aerospace (AATA)
Course Number
F103B

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
3

Course Title
ULTRASONIC TESTING LEVEL 2

Former ID

Cross Listed

Related Courses

Maximum Units
3

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
40

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
80

Special Hourly Notation

Total Contact Hours
40

Total Student Learning Hours
120

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Pass/No Pass Only

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select
Temporary

In this case, identify the degree/certificate to which the course will be added:

Certificate of Achievement in Nondestructive Testing

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

February 2023

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Workforce/CTE

Criteria B. Need

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

Evidence

Please see attached Center of Excellence NDT Program Program Endorsement Brief: 0956.80/Industrial Quality Control

Attach evidence
NDT COE.PDF
PQNDT-Salary-Survey-Results-2019-Final (1).pdf

Need/Justification
This course covers the required hours for Level 2 classroom training for ultrasonic testing and prepares students to work within the Nondestructive Testing industry as state-registered apprentices.

Course Description
This course dives deeper into ultrasonic inspection, including flaw detection using angle beam inspection, application of immersion testing, weld testing, and evaluation and interpretation of codes and standards.

Course Prerequisites
Prerequisite: This course is limited to students admitted to the Nondestructive Testing Technician Apprenticeship Program.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Select equipment to conduct test
2. Set up test equipment
3. Conduct UT inspections of reference samples to find discontinuities and anomalies in materials
4. Create a Distant Amplitude Curve and apply to reference materials and UT inspections
5. Understand all applicable industry codes and standards
6. Interpret results with respect to applicable codes and standards
7. Understand limitation of the test method
8. Write test reports

Course Content

1. UT test modes
    1. Pulse-echo mode
    2. Pitch-catch mode
    3. Thru-transmission mode
    4. Scan plans and weld volume coverage
2. Immersion testing
    1. Normal beam
    2. Angle beam
    3. Focused immersion probes

     4. Immersion tanks
3. Calibration blocks
     1. IIW Blocks Type I and II
     2. Miniature angle beam
     3. DSC Block
     4. AWS Resolution Block
     5. Step wedge
     6. Area Amplitude Block
     7. Distance Amplitude Block
4. Angle beam inspections - basics
     1. Selection of screen range
     2. Measurement of beam exit point
     3. Measurement of refracted angle
     4. Range calibration using IIW, DSC Block
     5. Angle selection for weld inspection
     6. Surface distance, skip distance, depth, 1/2 vee and full V path
     7. Weld inspection and plotting discontinuities - for example, crack, lack of fusion, lack of penetration, slag, porosity in welds
5. Angle beam inspections - DAC and other issues
     1. Sensitivity calibration: Piping and non-piping calibrations
     2. Distance Amplitude Correction (DAC) curve
     3. Time Corrected Gain (TCG)
     4. Weld volume coverage and scan plan
     5. High temp angle beam inspections
     6. Discontinuity length sizing using 6 dB and 20 dB drop method
     7. Worksheet: Plotting of discontinuities for butt welds
6. ASME V, Article 4, Writing an Ultrasonic Procedure
     1. ASME Section V
     2. Essential variables
     3. Non-essential variables
7. ASME V codes and standards
     1. ASME Section V, Article 4 Weld Examination
     2. SA 388 Heavy Steel Forging
     3. Additional codes and standards as per student's requirements, as requested at the time of registration
8. ASME V cladding inspection techniques
     1. Detection of disbond and cladding flaws
     2. Techniques: One and Two
     3. Calibration blocks
9. AWS D1.1 and API RP 2X
     1. Establishing reference level (b)
     2. Indication rating (d), indication level (a), attenuation factor (c)

Lab Content

Not applicable.

Special Facilities and/or Equipment
1. UT testing machine, transducers, test/sample pieces, couplant.
2. When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Methods of Evaluation

Methods of Evaluation
Results of written test
Results of practical test

Method(s) of Instruction

Method(s) of Instruction
Discussion
Slideshow
Video
Demonstration
Hands-on training

Representative Text(s)

Author(s)	Title	Publication Date
American Society for Nondestructive Testing	Personnel Training Publications: Ultrasonic Testing (UT) Classroom Training Book	2015

Please provide justification for any texts that are older than 5 years
This text is still widely used within the industry and is the most current text used for training.

Other Required Materials

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

1. Reading: Read Chapter 16 - ASME V Cladding Inspection Techniques
2. Writing: Complete Quiz 16 on page 102. Quiz results will be reviewed in class as a group

Authorized Discipline(s):
Industrial Maintenance

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*0956.80 - Industrial Quality Control

Attach Historical Forms/Documents (if applicable)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Seat Count

Load

FOAP Codes:

Fund Code

Org Code

Account Code
1320

Program Code

AATA F104A : ULTRASONIC PHASED ARRAY THEORY

Proposal Type
New Course

Effective Term
Summer 2023

Subject
Apprenticeship: Aerospace (AATA)
Course Number
F104A

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
3

Course Title
ULTRASONIC PHASED ARRAY THEORY

Former ID

Cross Listed

Related Courses

Maximum Units
3

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
40

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
80

Special Hourly Notation

Total Contact Hours
40

Total Student Learning Hours
120

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Pass/No Pass Only

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select
<mark>Temporary</mark>

In this case, identify the degree/certificate to which the course will be added:

<mark>Certificate of Achievement in Nondestructive Testing</mark>

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

<mark>February 2023</mark>

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
<mark>Workforce/CTE</mark>

Criteria B. Need

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

Evidence

<mark>Please see attached Center of Excellence NDT Program Program Endorsement Brief: 0956.80/Industrial Quality Control</mark>

Attach evidence
<mark>NDT COE.PDF</mark>
<mark>PQNDT-Salary-Survey-Results-2019-Final (1).pdf</mark>

Need/Justification
This course covers the required hours for phased array ultrasonic testing classroom training for ultrasonic testing and prepares students to work within the Nondestructive Testing industry as state-registered apprentices.

Course Description
This course introduces the basic principles of ultrasonic phased arrays and prepares students to use phased array for ultrasonic examinations.

Course Prerequisites
Prerequisite: This course is limited to students admitted to the Nondestructive Testing Technician Apprenticeship Program.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Understand the theory, principles, and physics of ultrasonic phased array testing
2. Conduct a PAUT test
3. Use PAUT appropriately in lieu of radiography
4. Navigate PAUT machine menus and submenus

Course Content

1. Phased array certification
2. Phased array physics
    1. Beam profile of a conventional probe
    2. Near field and beam spread
    3. Conventional focusing
    4. Phased array focusing using time delays
    5. Beam steering and element size
3. Phased array technology
    1. Probe frequency, element size and aperture L-wave probes
    2. S-wave probes
    3. Probe definition
    4. Module PA3 phased array equipment
    5. Starting the instrument
    6. Navigating menus
    7. Submenus

Lab Content

Not applicable.

Special Facilities and/or Equipment
When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Methods of Evaluation

Methods of Evaluation
Results of a written test

Method(s) of Instruction

Method(s) of Instruction
Discussion
Slideshow
Video
Demonstration

Representative Text(s)

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

Other Required Materials

Handouts provided by instructor.

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

Reading of in-class handouts.

Authorized Discipline(s):
Industrial Maintenance

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*0956.80 - Industrial Quality Control

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Seat Count

Load

FOAP Codes:

Fund Code

Org Code

Account Code
1320

Program Code

AATA F104B : ULTRASONIC PHASED ARRAY LABORATORY

Proposal Type
New Course

Effective Term
Summer 2023

Subject
Apprenticeship: Aerospace (AATA)
Course Number
F104B

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
1

Course Title
ULTRASONIC PHASED ARRAY LABORATORY

Former ID

Cross Listed

Related Courses

Maximum Units
1

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
0

Total Lab Hours per quarter
40

Total Out of Class Hours per quarter
0

Special Hourly Notation

Total Contact Hours
40

Total Student Learning Hours
40

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Pass/No Pass Only

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select
<mark>Temporary</mark>

In this case, identify the degree/certificate to which the course will be added:

<mark>Certificate of Achievement in Nondestructive Testing</mark>

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

<mark>February 2023</mark>

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
<mark>Workforce/CTE</mark>

Criteria B. Need

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

Evidence

<mark>Please see attached Center of Excellence NDT Program Program Endorsement Brief: 0956.80/Industrial Quality Control</mark>

Attach evidence
<mark>NDT COE.PDF</mark>
<mark>PQNDT-Salary-Survey-Results-2019-Final (1).pdf</mark>

Need/Justification
This course covers the required hours and hands-on training for phased array ultrasonic testing classroom training for ultrasonic testing and prepares students to work within the Nondestructive Testing industry as state-registered apprentices.

Course Description
Ultrasonic phased array testing laboratory, in which students will receive hands-on training using plates and pipes with embedded flaws. Students will be able to perform tests, analyze results, and categorize flaws.

Course Prerequisites
Prerequisite: This course is limited to students admitted to the Nondestructive Testing Technician Apprenticeship Program.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Navigate the menus and set up an Omniscan machine
2. Upload software programs to the Omniscan machine
3. Calibrate the Omniscan machine
4. Perform element check
5. Use PAUT in lieu of RT when applicable
6. Understand the limitations of PAUT

Course Content

1. Omniscan menus and setups, navigation
    1. Menus, submenus
    2. UT settings, focal laws
    3. Straight beam and angle beam module PA5: Omniscan calibration
    4. Sound velocity
    5. Wedge delay
    6. Sensitivity
    7. TCG
2. OmniPC - analysis software, loading data
    1. Analysis tools
3. Phasor menus and setup
    1. Menus
    2. Setting

3. Setting sectorial scan
4. Phasor calibration
   1. Sound velocity
   2. Wedge delay
   3. Sensitivity
   4. TCG
5. Element check
6. Straight beam inspection
   1. Probe selection
   2. Focal law
   3. Sweep angle
7. Weld inspection
   1. Setup
   2. Probe/part
   3. Scanning weld samples
8. Encoded scans
   1. Setup of scanner
   2. Encoder calibration
   3. Scanning weld samples
9. PAUT in lieu of RT
   1. ASME Section V, Article 4, Appendix VIII and IX
   2. ASME Section VIII, Section 7.5.5 (previously Code Case 2235-09)
   3. B31.3 Code Case 181-2, Use of Alternate Acceptance Criteria
   4. Examples of accept/reject
10. Special applications; inspection of stainless steel, duplex steels and A 625 welds using refracted L-waves
    1. Generating of refracted L-waves
    2. Limitation of refracted L-waves
    3. Inspection of welds in stainless steels and duplex steel
    4. Inspection of A625 closure welds
    5. Inspection of A625 clad

Lab Content

Phased array UT inspections to be completed on reference samples to find, size, locate, and decide rather or not anomalies are accepted or rejected to industry standards.

Special Facilities and/or Equipment
1. Omniscan MX 32:128, transducers, test pieces, couplant.
2. When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Methods of Evaluation

Methods of Evaluation
Results of practical exam Results of written test

Method(s) of Instruction

Method(s) of Instruction
Discussion Video Demonstration Hands-on training

Representative Text(s)

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

Other Required Materials

Handouts provided by instructor.

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

Reading of in-class handouts.

Authorized Discipline(s):
Industrial Maintenance

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*0956.80 - Industrial Quality Control

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

<u>Division Dean Only</u>

Seat Count

Load

FOAP Codes:

Fund Code

Org Code

Account Code
1320

Program Code

AATA F105A : RADIOGRAPHIC TESTING LEVEL 1

Proposal Type
New Course

Effective Term
Summer 2023

Subject
Apprenticeship: Aerospace (AATA)
Course Number
F105A

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
3

Course Title
RADIOGRAPHIC TESTING LEVEL 1

Former ID

Cross Listed

Related Courses

Maximum Units
3

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
40

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
80

Special Hourly Notation

Total Contact Hours
40

Total Student Learning Hours
120

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Pass/No Pass Only

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

Are you requesting Stand Alone approval for the course on a temporary or permanent basis?
• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Temporary

In this case, identify the degree/certificate to which the course will be added:

Certificate of Achievement in Nondestructive Testing

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

February 2023

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Workforce/CTE

Criteria B. Need

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

Evidence

Please see attached Center of Excellence NDT Program Program Endorsement Brief: 0956.80/Industrial Quality Control

Attach evidence
NDT COE.PDF
PQNDT-Salary-Survey-Results-2019-Final (1).pdf

Need/Justification
This course covers the required hours for Level 1 classroom training for radiographic testing and prepares students to work within the Nondestructive Testing industry as state-registered apprentices.

Course Description
This course introduces the basic principles of radiography, radiation safety, physics of radiation, exposure, radiography film, and radiograph shots.

Course Prerequisites
Prerequisite: This course is limited to students admitted to the Nondestructive Testing Technician Apprenticeship Program.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Understand radiation physics, safety, and types
2. Identify radiation devices and sources and handle them properly
3. Understand the basic principles of radiographic testing
4. Perform a basic radiographic test

Course Content

1. Radiological safety
   1. Units
   2. Dosage and health effects
   3. Radiation detectors including dosimeter, survey meter, film badge, TLD
2. Types of radiation
   1. X-ray
   2. Gamma rays
   3. Properties of radiation
   4. Attenuation of electromagnetic radiation
3. Types of radiation
   1. Particulate radiation - alpha, beta, neutron
   2. Electromagnetic radiation - X-ray, gamma ray
   3. X-ray production
   4. Gamma ray production
   5. Gamma ray energy
   6. Energy characteristics of common radioisotopes
   7. Energy characterization of X-ray machines
4. Interaction of radiation with matter
   1. Ionization
   2. Radiation interaction with matter
   3. Units of radiation

    4. Attenuation and shielding
    5. Half value layer
    6. Inverse square law
5. Exposure devices and radiation sources
    1. Radioisotope sources
    2. Radioisotope exposure device characteristics
    3. Electronic radiation sources - 500 Kev or less
    4. Electronic device sources - medium and high energy
6. Basic principles of radiography
    1. Geometric exposure principles
    2. Radiographic screens
    3. Radiographic cassettes
    4. Composition of radiographic film
7. Exposure techniques
    1. Single wall
    2. Double wall
    3. Panoramic
    4. Use of multiple films
8. Film type selection
    1. Exposure time
    2. Radiographic technique setup
    3. Setup and geometrical unsharpness, establishing 2mR boundary
    4. IQI selection and placement
    5. Location markers
9. Radiographs
    1. Formation of the latent image on film
    2. Inherent unsharpness
    3. Arithmetic of radiographic exposure
    4. Characteristic curve
    5. Film speed and class description, Module 9: Radiographic Image Quality
    6. Radiographic sensitivity
    7. Radiographic contrast
    8. Film contrast
    9. Subject contrast
    10. Definition
    11. Film graininess
    12. Image Quality Indicators (IQI)

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Methods of Evaluation

Methods of Evaluation
Results of a written test

Method(s) of Instruction

Method(s) of Instruction
Discussion
Slideshow
Video
Demonstration

Representative Text(s)

Author(s)	Title	Publication Date
American Society for Nondestructive Testing	Personnel Training Publications: Radiographic Testing (RT), Classroom Training Book, 2nd ed.	2016

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

This text is still widely used within the industry and is the most current text used for training.

Other Required Materials

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

1. Reading: Read Chapter 5 - Basic Principles
2. Writing: Complete Quiz 5 on page 45. Quiz results will be reviewed in class as a group

Authorized Discipline(s):

Industrial Maintenance

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0956.80 - Industrial Quality Control

Attach Historical Forms/Documents (if applicable)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Division Dean Only

Seat Count

Load

FOAP Codes:

Fund Code

Org Code

Account Code
1320

Program Code

AATA F105B : RADIOGRAPHIC TESTING LEVEL 2

Proposal Type
New Course

Effective Term
Summer 2023

Subject
Apprenticeship: Aerospace (AATA)
Course Number
F105B

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
3

Course Title
RADIOGRAPHIC TESTING LEVEL 2

Former ID

Cross Listed

Related Courses

Maximum Units
3

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
40

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
80

Special Hourly Notation

Total Contact Hours
40

Total Student Learning Hours
120

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Pass/No Pass Only

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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Are you requesting Stand Alone approval for the course on a temporary or permanent basis?
• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Temporary

In this case, identify the degree/certificate to which the course will be added:

Certificate of Achievement in Nondestructive Testing

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

February 2023

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Workforce/CTE

Criteria B. Need

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

Evidence

Please see attached Center of Excellence NDT Program Program Endorsement Brief: 0956.80/Industrial Quality Control

Attach evidence
NDT COE.PDF
PQNDT-Salary-Survey-Results-2019-Final (1).pdf

Need/Justification
This course covers the required hours for Level 2 classroom training for radiographic testing and prepares students to work within the Nondestructive Testing industry as state-registered apprentices.

Course Description
This course prepares students to perform industrial radiography, including dark room facilities, image quality, indications, codes and standards.

Course Prerequisites
Prerequisite: This course is limited to students admitted to the Nondestructive Testing Technician Apprenticeship Program.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Perform RT tests
2. Develop or process film
3. Analyze results and interpret indications

Course Content

1. Dark room facilities
    1. Facilities and equipment
    2. Film loading
    3. Protection of radiographic
    4. Processing of film - manual
    5. Automatic film processing
    6. Film filing and storage
2. Radiographic image quality
    1. Radiographic sensitivity
    2. Radiographic contrast
    3. Definition
    4. Film graininess
    5. Image Quality Indicators (IQI)
3. Viewing radiographs
    1. Equipment
    2. Acceptable densities
    3. Film viewing considerations
    4. Indications: Relevant and non-relevant
4. Unsatisfactory radiographs
5. Weldments and castings
    1. Welding discontinuities
    2. Casting discontinuities

6. ASME V, Article 2
    1. Sensitivity, geometrical unsharpness and density requirements, ASME V Table T-276ASTM E-94 Standards
    2. Application of RT to pressure vessels
    3. ASME VIII

Lab Content

Not applicable.

Special Facilities and/or Equipment
1. Dummy source, caution tape, film, film viewer.
2. When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Methods of Evaluation

Methods of Evaluation
Results of a written test
Results of practical test

Method(s) of Instruction

Method(s) of Instruction
Discussion
Slideshow
Video
Demonstration
Hands-on training

Representative Text(s)

Author(s)	Title	Publication Date
American Society for Nondestructive Testing	Personnel Training Publications: Radiographic Testing (RT), Classroom Training Book, 2nd ed.	2016

Please provide justification for any texts that are older than 5 years
This text is still widely used within the industry and is the most current text used for training.

Other Required Materials

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

1. Reading: Read Chapter 17 - Application to Pressure Vessels
2. Writing: Complete Quiz 17 on page 105. Quiz results will be reviewed in class as a group

Authorized Discipline(s):
Industrial Maintenance

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*0956.80 - Industrial Quality Control

Attach Historical Forms/Documents (if applicable)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Seat Count

Load

FOAP Codes:

Fund Code

Org Code

Account Code
1320

Program Code

AATA F105C : NON-FILM RADIOGRAPHIC TESTING

Proposal Type
New Course

Effective Term
Summer 2023

Subject
Apprenticeship: Aerospace (AATA)
Course Number
F105C

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
2.5

Course Title
NON-FILM RADIOGRAPHIC TESTING

Former ID

Cross Listed

Related Courses

Maximum Units
2.5

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
30

Total Lab Hours per quarter
10

Total Out of Class Hours per quarter
60

Special Hourly Notation

Total Contact Hours
40

Total Student Learning Hours
100

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Pass/No Pass Only

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

Are you requesting Stand Alone approval for the course on a temporary or permanent basis?
• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Temporary

In this case, identify the degree/certificate to which the course will be added:

Certificate of Achievement in Nondestructive Testing

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

February 2023

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Workforce/CTE

Criteria B. Need

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

Evidence

Please see attached Center of Excellence NDT Program Program Endorsement Brief: 0956.80/Industrial Quality Control

Attach evidence
NDT COE.PDF
PQNDT-Salary-Survey-Results-2019-Final (1).pdf

Need/Justification
This course covers the required hours for Level 2 classroom training for non-film radiographic testing and prepares students to work within the Nondestructive Testing industry as state-registered apprentices.

Course Description
In this course students will learn the advanced radiographic techniques of computed radiography and digital radiography.

Course Prerequisites
Prerequisite: This course is limited to students admitted to the Nondestructive Testing Technician Apprenticeship Program.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Understand the principles of digital and computed radiography
2. Understand abbreviations and Greek symbols used
3. Select appropriate equipment
4. Know how to apply technique to code and standards

Course Content

1. Module 1: Carestream digital radiography course description
2. Module 2: Common abbreviations for digital imaging
3. Module 3: Greek symbols
4. Module 4: Flexible storage phosphor plate vs. film-based technology for erosion/corrosion profiling
5. Module 5: Myths vs. reality in computed radiography image quality
6. Module 6: Qualification of a computed radiography system's exposure range for optimum image quality
7. Module 7: Automated and quantitative method for quality assurance of digital radiography imaging systems
8. Module 8: Computed radiography
    1. Phosphor plates
    2. Film vs. CR
    3. Limitations of CR
9. Module 9: Digital radiography
    1. Flat panel detectors
    2. Image enhancement tools

Lab Content

1. Technique selection

2. Penetrameter requirements
3. Location marker and IQI placement
4. Identification of defects
5. Interpretation
6. Accept/Reject

Special Facilities and/or Equipment

1. CR film scanner, interpretation software, CR film, DR panels.
2. When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Methods of Evaluation

Methods of Evaluation
Results of a written test
Results of practical test

Method(s) of Instruction

Method(s) of Instruction
Discussion
Slideshow
Video
Demonstration
Hands-on training

Representative Text(s)

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

Other Required Materials

Handouts and equipment manuals provided by instructor.

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

1. Reading of in-class handouts
2. Reading of in-class manuals

Authorized Discipline(s):
Industrial Maintenance

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*0956.80 - Industrial Quality Control

Attach Historical Forms/Documents (if applicable)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Seat Count

Load

FOAP Codes:

Fund Code

Org Code

Account Code
1320

Program Code

AATA F105R : RADIATION SAFETY

Proposal Type
New Course

Effective Term
Summer 2023

Subject
Apprenticeship: Aerospace (AATA)
Course Number
F105R

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
3

Course Title
RADIATION SAFETY

Former ID

Cross Listed

Related Courses

Maximum Units
3

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
40

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
80

Special Hourly Notation

Total Contact Hours
40

Total Student Learning Hours
120

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Pass/No Pass Only

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

Are you requesting Stand Alone approval for the course on a temporary or permanent basis?
• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Temporary

In this case, identify the degree/certificate to which the course will be added:

Certificate of Achievement in Nondestructive Testing

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

February 2023

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Workforce/CTE

Criteria B. Need

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

Evidence

Please see attached Center of Excellence NDT Program Program Endorsement Brief: 0956.80/Industrial Quality Control

Attach evidence
NDT COE.PDF
PQNDT-Salary-Survey-Results-2019-Final (1).pdf

Need/Justification
This course covers the required hours for radiation safety training for radiographic testing and prepares students to work within the Nondestructive Testing industry as state-registered apprentices.

Course Description
This course teaches students how to work safely around radioactive materials and how to safely handle and store materials.

Course Prerequisites
Prerequisite: This course is limited to students admitted to the Nondestructive Testing Technician Apprenticeship Program.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Inform others of the safety area
2. Understand radioactivity and the harmful effects of radiation
3. Determine safety time, distance, and shielding
4. Detect and measure radiation
5. Operate exposure devices
6. Understand safety procedures and transport rules
7. Prevent accidents

Course Content

1. Module 1: Safety training of personnel
2. Module 2: Ionizing radiation
3. Module 3: Radioactivity
4. Module 4: Harmful effects of radiation
5. Module 5: How do time, distance, and shielding affect your personal dose?
6. Module 6: How do we detect and measure this radiation?
7. Module 7: How do radiography exposure devices operate?
8. Module 8: What are the rules for transporting radioactive sources?
9. Module 9: How can following safety procedures help us?
10. Module 10: How and why do radiographic exposure accidents happen?

Lab Content
Not applicable.

Special Facilities and/or Equipment
1. Examples of radiography exposure devices and radiation detection devices.
2. When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Methods of Evaluation

Methods of Evaluation
Results of a written test

Method(s) of Instruction

Method(s) of Instruction
Discussion
Slideshow
Video
Demonstration

Representative Text(s)

Author(s)	Title	Publication Date
American Society for Nondestructive Testing	ASNT Study Guide: Industrial Radiography Radiation Safety	2022
American Society for Nondestructive Testing	Gamma Radiation Safety Study Guide, 2nd ed.	1999

Please provide justification for any texts that are older than 5 years
The Gamma Radiations Safety Study Guide is still widely used within the industry and is the most current text used for training, as the principles and information regarding gamma radiation has not changed.

Other Required Materials

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

1. Reading: Read Chapter 3
2. Writing: Complete Quiz 3 on page 41. Quiz results will be reviewed in class as a group

Authorized Discipline(s):
Industrial Maintenance

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*0956.80 - Industrial Quality Control

Attach Historical Forms/Documents (if applicable)

Articulation Office Only
....

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Seat Count

Load

FOAP Codes:

Fund Code

Org Code

Account Code
1320

Program Code

Program Endorsement Brief: 0956.80/Industrial Quality Control
Industrial Applied Science Core Competencies
Los Angeles/Orange County Center of Excellence, March 2019

Summary:

The Los Angeles/Orange County Center of Excellence for Labor Market Research (COE) prepared this report to provide regional labor market supply and demand data related to quality assurance/quality control workers. This report is intended to help determine whether there is demand in the local labor market that is not being met by the supply from community college programs that align with relevant occupations.

The following summarizes key findings from this data brief:

- The number of jobs for the two occupations of interest is projected to decrease by 7% over through 2022; however, approximately 3,325 job openings will be available annually due to retirements and workers leaving the field.
- Over the past 12 months, there were 4,884 online job postings for jobs related to quality assurance/quality control in Los Angeles and Orange Counties.
- One other related program recommendation request was received in 2018 from a regional community college.
- Ten colleges in the region have Manufacturing and Industrial Technology programs.
- Between 2014 and 2017, community colleges in the region conferred an average of 55 awards annually (associate degrees and certificates) in related training programs.

Occupational Demand—In Los Angeles/Orange County, the number of jobs related to quality assurance/quality control (QA/QC) is projected to decrease by 7%. However, there will be more that 3,300 job openings per year through 2022 due to retirements and workers leaving the field (Exhibit 1).

Exhibit 1: Occupational demand in Los Angeles and Orange Counties[1]

Geography	2017 Jobs	2022 Jobs	2017-2022 Change	2017-2022 % Change	Annual Openings
Los Angeles	20,413	18,590	(1,823)	(9%)	2,257
Orange	9,504	9,109	(395)	(4%)	1,067
Total	**29,917**	**27,699**	**(2,218)**	**(7%)**	**3,325**

---

[1] Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Wages—Entry-level wages for QA/QC-related workers in the region are between $10.55 and $11.11. Entry-level wages for these occupations are lower than the MIT living hourly wage for one adult in the region ($13.54 in Los Angeles County and $15.31 in Orange County). Experienced workers earn between $24.00 and $32.67, which is higher than the living wage.

Job Postings—There were 4,884 online postings for jobs related to QA/QC listed in the past 12 months. The majority of job postings are for quality inspector, quality control inspector, quality assurance inspector, quality assurance specialist, and inventory specialist. Job postings indicate employers require the following skills and machine/tools knowledge: quality assurance and control; micrometers; calipers; quality management; and coordinate measuring machine (CMM).

Educational Attainment—The BLS lists a high school diploma or equivalent as the typical entry-level education for these occupations. The national-level educational attainment data indicates between 34% and 38% of workers in the field have completed some college or an associate degree. In Los Angeles/Orange County, 92% of job postings request a high school diploma or vocational training.

Community College Supply—Appendix A shows the annual and three-year average number of awards conferred by community colleges in Manufacturing and Industrial Technology (0956.00). Currently, Industrial Quality Control (0956.80) is offered at Cerritos College and Santiago Canyon, but there have been no awards granted in the past three academic years. The colleges with the most completions in the region are: Santiago Canyon and Mt. San Antonio. In 2018, there was one other related program recommendation request from a regional community college.

Appendix A: Regional community college awards (certificates and degrees), 2015-2018

TOP Code	Program	College	2015-16 Awards	2016-17 Awards	2017-2018 Awards	3-Year Award Average
0956.00	Manufacturing and Industrial Technology	Cerritos	4	3	6	4
		Compton	-	-	2	2
		El Camino	1	3	3	2
		Fullerton	10	3	11	8
		Irvine	9	7	1	6
		LA Valley	3	4	2	3
		Mt San Antonio	12	19	9	13
		Saddleback	6	5	9	7
		Santa Ana	4	-	1	3
		Santiago Canyon	-	-	27	27
		Total/Average	**49**	**44**	**71**	**55**

Appendix B: Occupational demand and wage data by county

Exhibit 2. Los Angeles County

Occupation (SOC)	2017 Jobs	2022 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings
Inspectors, Testers, Sorters, Samplers, and Weighers (51-9061)	16,847	15,107	(1,740)	(10%)	1,914	$10.94	$18.40	$33.82
Weighers, Measurers, Checkers, and Samplers, Recordkeeping (43-5111)	3,566	3,483	(83)	(2%)	344	$10.50	$13.46	$24.35
Total	**20,413**	**18,590**	**(1,823)**	**(9%)**	**2,257**			

Exhibit 3. Orange County

Occupation (SOC)	2017 Jobs	2022 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings
Inspectors, Testers, Sorters, Samplers, and Weighers (51-9061)	7,718	7,342	(376)	(5%)	895	$11.95	$18.77	$30.88
Weighers, Measurers, Checkers, and Samplers, Recordkeeping (43-5111)	1,786	1,767	(19)	(1%)	173	$11.04	$14.36	$23.51
Total	**9,504**	**9,109**	**(395)**	**(4%)**	**1,067**			

Exhibit 4. Los Angeles and Orange Counties

Occupation (SOC)	2017 Jobs	2022 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings
Inspectors, Testers, Sorters, Samplers, and Weighers (51-9061)	24,564	22,450	(2,114)	(9%)	2,809	$11.11	$18.51	$32.67
Weighers, Measurers, Checkers, and Samplers, Recordkeeping (43-5111)	5,352	5,249	(103)	(2%)	516	$10.55	$13.79	$24.00
Total	**29,917**	**27,699**	**(2,218)**	**(7%)**	**3,325**			

Appendix C: Sources

- O*NET Online
- Labor Insight/Jobs (Burning Glass)
- Economic Modeling Specialists, International (EMSI)
- Employment Development Department, Labor Market Information Division, OES
- Employment Development Department, Unemployment Insurance Dataset
- Living Insight Center for Community Economic Development
- California Community Colleges Chancellor's Office Management Information Systems (MIS)
- MIT Living Wage
- Chancellor's Office Curriculum Inventory (COCI 2.0)

For more information, please contact:

Lori Sanchez, Director
Center of Excellence, Los Angeles/Orange County Region
Lsanchez144@mtsac.edu

March 2019

C·O·E
CENTERS OF EXCELLENCE
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PQNDT

Salary Survey
2019

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ABOUT PQNDT

PQNDT (Personnel for Quality and Nondestructive Testing) is the premier personnel recruitment and placement agency for the nondestructive testing industry.

Founded in 1967, we have been serving the personnel needs of the NDT industry for more than 50 years. We are the only personnel agency in the world focusing exclusively on the technically demanding and highly specialized field of NDT and quality inspection.

PQNDT identifies, screens, pre-qualifies and positions skilled, experienced NDT personnel on both a permanent and contract basis for companies nationwide. Employers in all industries have come to rely on PQNDT to find the most qualified people, while candidates trust us to help them find the "path to the perfect job."

We meet the challenge of balancing the needs of employer and employee by establishing a relationship of mutual trust and respect. Our extensive analysis of candidates and career counseling services help ensure the best match between professional and employer.

Our web site – www.pqndt.com – offers the industry's most comprehensive database of qualified job candidates and current NDT positions available.

For additional information contact us at (800) 736-3841 or visit www.pqndt.com.

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PQNDT Salary & Benefits Survey Results 2019
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PQNDT

A SOLID YEAR, BUT AN UNPREDICTABLE FUTURE

Our annual survey of the NDT industry, the results of which you see here, was conducted just prior to the onset of the unprecedented disruption caused by the global COVID-19 pandemic. Nobody could have guessed at the economic turmoil that would emerge, or the unpredictability that has resulted. Which is too bad, because 2019 was a pretty good year for our industry.

Granted, the NDT industry, like many others, has benefitted from an extended run of solid economic progress across the U.S. economy. But, unlike other sectors, salaries and benefits in NDT have outpaced the average wage growth. The average annual compensation for a Full-Time NDT professional rose 3.6% from 2018 to 2019, a period during which the average American worker saw a pay raise of just 2.8% (according to Bureau of Labor Statistics data). This continues a multi-year trend of strong demand and steady wage growth in NDT.

Full-time NDT employment also ran ahead of the curve in 2019 at 3%, while overall unemployment hovered at just below 4% prior to the pandemic. It is no wonder that 92% of Full-Time NDT workers feel "Very Secure" (53%) or "Pretty Safe" (39%) when it comes to job security. Contractors were feeling a little less optimistic about their prospects for continued employment, with 67% saying they were "Very Confident" about finding new assignments.

MORE FULL-TIME STABILITY

Confidence in the decade long expansion of the economy finally began to show up in hiring patterns during 2019. Employers in several industries that had embraced outsourcing NDT work to Contractors showed a tendency to bring on more Full-Time workers, a sign that they felt more secure in a stable future. But what this will mean post-COVID is unknowable. It could well be that uncertainty about economic activity will see a shift back to hiring Contractors to reduce long-term commitment among employers.

WHAT DOES THE FUTURE HOLD?

As I am writing this there is simply no telling what effect the COVID-19 crisis will have on the NDT industry, either short-term or long-term. If key industries such as construction and petrochemical bounce back quickly that may help to ameliorate the more worrisome losses expected in aerospace and shipbuilding, whose customers include the airlines and cruise lines that have taken a terrific blow from the pandemic. Similarly, domestic oil production suffered a double hit from an international price war and a massive reduction in travel. A return to more stable pricing and resumption of more normal travel activity will help stabilize that industry.

However, in the short-term we can expect to see some layoffs of NDT technicians across many industry sectors, and an increase in competition for jobs as the economy regains momentum. Now may be a good time to make your sure certifications are up to date and to undertake that updated training you have been putting off.

STILL A NEED FOR NDT

Despite all that has occurred over the past few months, the need for nondestructive testing remains high. While some inspection processes may be automated in the future, the in-depth testing and analysis that is the hallmark of NDT professionals is not going away.

Sincerely,
Michael P. Serabian
President
PQNDT, Inc.

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PQNDT

KEY INSIGHTS

- The balance between Full-Time and Contract NDT professionals remains steady, a reflection of the stability of the pre-pandemic economy

- The industry continues to remain primarily dominated by male workers (96%), while the average age of an NDT worker continues to creep up (47 years)

- Average annual compensation for a Full-Time NDT professional rose 3.6% over the past year, while the average American worker saw a pay raise of just 2.8% (Bureau of Labor Statistics)
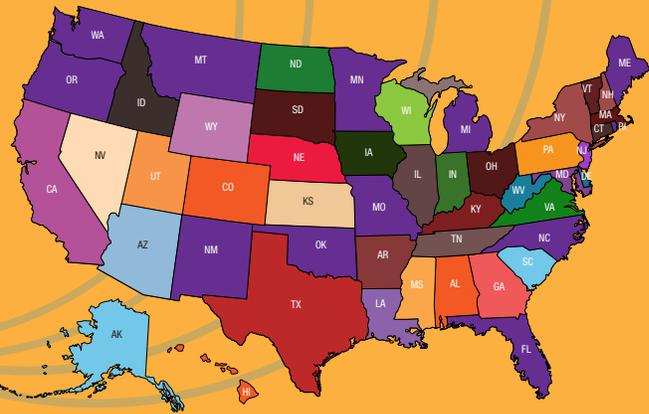
2019 SURVEY RESPONSES BY REGION

Region	%
North East (NY, MA, ME, NH, VT, CT, RI)	6%
Mid-Atlantic (PA, MD, WV, DE, NJ)	6%
Southern (FL, GA, AL, MS, NC, SC, KY, TN, VA)	23%
Great Lakes (MI, IL, OH, IN, MN, WI)	12%
North Central (IA, KS, NE, SD, ND, MT, CO, WY, UT, ID)	11%
South Central (TX, LA, OK, NM, AR, MO)	25%
Pacific (CA, OR, WA, NV, AZ, AK, HI)	17%

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EMPLOYMENT TYPE

Full-Time		85%
- Salaried	43%	
- Hourly	42%	
Contractor		15%

RESPONDENT PROFILE

Male	96%
Female	4%
Average Age	46 years
Average NDT Experience	19.7 years

PRIMARY INDUSTRY

Aerospace	33%
Construction	11%
Defense	4%
Laboratory	3%
Petrochemical	30%
Shipbuilding	2%
Steel & Foundry	6%
Utility & Power	11%

CERTIFICATION

Level I	7%
Level II	32%
Level III	34%
API Inspector	14%
CWI Inspector	13%

JOB DESCRIPTION

API Inspector	14%
CWI Inspector	4%
Director of Quality	1%
Level III Specialist	17%
NDT Manager	11%
NDT Supervisor	5%
NDT Technician	30%
QA/QC Inspector	9%
Quality Manager	7%
Sales	0%
Scientist/Engineer	1%
Other	1%

ON THE ECONOMY

Recovering Strongly	47%
Slowly Pulling Out of Recession	45%
Still in Recession, Little Change	6%
Getting Worse	2%

JOB PROSPECTS

Much Better Than Last Year	26%
A Little Better Than Last Year	30%
About the Same	40%
A Little Worse Than Last Year	3%
Much Worse Than Last Year	1%

CURRENTLY EMPLOYED

Yes	97%
No	3%

LAID OFF IN THE LAST 12 MONTHS

Yes	3%
No	97%

FEEL SECURE IN POSITION

Yes, Very Secure	53%
I'm Pretty Safe	39%
Not Sure How Secure Job Is	7%
Worried About Losing Job	1%

Respondent Profile

Male:	96%
Female:	4%
Average Age:	44 years
Average Years of Experience:	19.7 years
Annual Compensation:	$124,136

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PRIMARY INDUSTRY

Aerospace	34%
Construction	10%
Defense	5%
Laboratory	4%
Petrochemical	31%
Shipbuilding	2%
Steel & Foundry	5%
Utility & Power	9%

CERTIFICATION

Level I	7%
Level II	32%
Level III	35%
API Inspector	13%
CWI Inspector	13%

BENEFITS

401(k) Savings Plan	94%
Dental Insurance	88%
Disability Insurance	86%
Educational Assistance	61%
Life Insurance	84%
Medical Insurance	99%
Paid Vacation	97%

JOB DESCRIPTION

API Inspector	13%
CWI Inspector	5%
Director of Quality	1%
Level III Specialist	21%
NDT Manager	5%
NDT Supervisor	9%
NDT Technician	33%
QA/QC Inspector	6%
Quality Manager	4%
Sales	1%
Scientist/Engineer	1%
Other	1%

ON THE ECONOMY

Recovering Strongly	41%
Slowly Pulling Out of Recession	39%
Still in Recession, Little Change	12%
Getting Worse	8%

JOB PROSPECTS

Much Better Than Last Year	26%
A Little Better Than Last Year	34%
About the Same	33%
A Little Worse Than Last Year	6%
Much Worse Than Last Year	1%

CURRENTLY EMPLOYED

Yes	87%
No	13%

CONFIDENCE IN FINDING CONTRACTS

Very Confident	67%
Not Totally Confident	26%
Very Worried About Finding Assignment	6%
Findng Assignments Almost Impossible	1%

Respondent Profile

Male:	97%
Female:	3%
Average Age:	47 years
Average Years of Experience:	20 years

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PRIMARY INDUSTRY

Aerospace	31%
Construction	14%
Defense	6%
Laboratory	1%
Petrochemical	36%
Shipbuilding	2%
Steel & Foundry	2%
Utility & Power	8%

CERTIFICATION

Level I	4%
Level II	27%
Level III	22%
API Inspector	24%
CWI Inspector	23%

JOB DESCRIPTION

API Inspector	17%
CWI Inspector	10%
Director of Quality	0%
Level III Specialist	17%
NDT Manager	2%
NDT Supervisor	1%
NDT Technician	36%
QA/QC Inspector	14%
Quality Manager	0%
Sales	0%
Scientist/Engineer	3%
Other	0%

FINDING ASSIGNMENTS

Internet	34%
Newspaper Ads	1%
Magazine Ads	0%
Placement Agency	21%
Word-of-Mouth	43%
Other	1%

PQNDT Salary & Benefits Survey 2019
LEVEL I

KEY INSIGHTS

- Compensation for Full-Time NDT Level I professionals 3.1% over 2018, while hourly rates for Contractors rose 3.4%

- Representation of women in the NDT industry continues to be strongest among Level I professionals (17%)

- The Aerospace (32%) and Petrochemical (27%) industries continue to employee the highest percentage of Level I professionals

- Level I employment in the Steel & Foundry industry dropped by two-thirds over 2018

Respondent Profile

Full-Time Employee:	92%
Salaried:	9%
Hourly:	83%
Contractor:	8%
Male:	83%
Female:	17%
Average Age:	33 years
Average Years of Experience:	4.2 years

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FULL-TIME EMPLOYEES

Average Annual Compensation	$74,997
Average Hourly Rate:	$23.97

FULL-TIME BENEFITS

401 (k) Savings Plan	95%
Dental Insurance	91%
Disability Insurance	74%
Educational Assistance	66%
Life Insurance	87%
Medical Insurance	99%
Paid Vacation	97%

CONTRACTORS

Average Hourly Rate	$26.90
Average Weeks Per Assignment	12
Average Months Worked Per Year	9
Average Overtime Hours Per Week	19

PRIMARY INDUSTRY

Aerospace	33%
Construction	12%
Defense	3%
Laboratory	11%
Petrochemical	29%
Shipbuilding	1%
Steel & Foundry	1%
Utility & Power	10%

KEY INSIGHTS

- The average hourly rate paid to contract Level II workers increased by 3.4% over 2018, while Full-Time salaries increased by 3.7%

- Average annual compensation for Level II NDT professionals has increased 50% over the past nine years

- Level II Contractors worked more weeks (27) per assignment in 2019, but fewer hours per week

Respondent Profile

Full-Time Employee:	89%
Salaried:	12%
Hourly:	77%
Contractor:	11%
Male:	95%
Female:	5%
Average Age:	41 years
Average Years of Experience:	13.8 years

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FULL-TIME EMPLOYEES

Average Annual Compensation	$113,072
Average Hourly Rate:	$38.36

FULL-TIME BENEFITS

401 (k) Savings Plan	98%
Dental Insurance	89%
Disability Insurance	77%
Educational Assistance	64%
Life Insurance	88%
Medical Insurance	97%
Paid Vacation	98%

CONTRACTORS

Average Hourly Rate	$47.68
Average Weeks Per Assignment	27
Average Months Worked Per Year	10
Average Overtime Hours Per Week	18

PRIMARY INDUSTRY

Aerospace	37%
Construction	9%
Defense	7%
Laboratory	6%
Petrochemical	28%
Shipbuilding	1%
Steel & Foundry	1%
Utility & Power	11%

KEY INSIGHTS

- Full-Time Level III annual compensation rose 3.6% in 2019, while the hourly rate for Contractors rose 3.3% over 2018

- At 91%, Level III represents the highest percentage of Full-Time employment in the NDT industry

- The average length of an assignment for Level III professionals has dropped by 33.9 weeks to 24 weeks over the past decade

- The Aerospace industry (49%) continues to be - by far - the largest employer of Level III NDT professionals in the U.S.

Respondent Profile

Full-Time Employee:	91%
Salaried:	76%
Hourly:	15%
Contractor:	9%
Male:	95%
Female:	5%
Average Age:	51 years
Average Years of Experience:	26.9 years

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FULL-TIME EMPLOYEES

Average Annual Compensation	$131,273

FULL-TIME BENEFITS

401 (k) Savings Plan	99%
Dental Insurance	94%
Disability Insurance	88%
Educational Assistance	79%
Life Insurance	93%
Medical Insurance	99%
Paid Vacation	99%

CONTRACTORS

Average Hourly Rate	$76.33
Average Weeks Per Assignment	24
Average Months Worked Per Year	8
Average Overtime Hours Per Week	14

PRIMARY INDUSTRY

Aerospace	49%
Construction	7%
Defense	6%
Laboratory	5%
Petrochemical	18%
Shipbuilding	1%
Steel & Foundry	7%
Utility & Power	7%

KEY INSIGHTS

- Full-Time Certified Welding Inspectors saw an average compensation increase of 3.5% in 2019, and the average hourly wage for Contractors also rose 3.5%

- 22% of Certified Welding Inspectors are Contractors, the highest percentage of any job title in the NDT industry

- The average hourly rate paid to Certified Welding Inspector contractors has risen by 38.9% in the last nine years

Respondent Profile

Full-Time Employee:	78%
Salaried:	31%
Hourly:	47%
Contractor:	22%
Male:	96%
Female:	4%
Average Age:	47 years
Average Years of Experience:	18.9 years

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FULL-TIME EMPLOYEES

Average Annual Compensation	$116,517
Average Hourly Rate:	$48.47

FULL-TIME BENEFITS

401 (k) Savings Plan	92%
Dental Insurance	93%
Disability Insurance	76%
Educational Assistance	67%
Life Insurance	93%
Medical Insurance	99%
Paid Vacation	98%

CONTRACTORS

Average Hourly Rate	$63.91
Average Weeks Per Assignment	24
Average Months Worked Per Year	9.7
Average Overtime Hours Per Week	21

PRIMARY INDUSTRY

Aerospace	3%
Construction	41%
Defense	1%
Laboratory	3%
Petrochemical	18%
Shipbuilding	1%
Steel & Foundry	17%
Utility & Power	16%

PQNDT Salary & Benefits Survey 2019
API INSPECTOR

KEY INSIGHTS

- 85% of all API Inspectors work in the Petrochemical industry, a percentage that has remained relatively stable for more than a decade

- Full-Time compensation for API Inspectors increased 3.5% over 2018, while the average hourly rate paid to Contractors increased by 3.7%

- Both average weeks per assignment (down 6.8%) and the average number of months worked (down 7%) by API Inspectors decreased in 2019

Respondent Profile

Full-Time Employee:	83%
Salaried:	42%
Hourly:	41%
Contractor:	17%
Male:	97%
Female:	3%
Average Age:	48 years
Average Years of Experience:	21.9 years

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FULL-TIME EMPLOYEES

Average Annual Compensation	$157,461
Average Hourly Rate:	$52.66

FULL-TIME BENEFITS

401 (k) Savings Plan	97%
Dental Insurance	96%
Disability Insurance	87%
Educational Assistance	77%
Life Insurance	94%
Medical Insurance	98%
Paid Vacation	99%

CONTRACTORS

Average Hourly Rate	$74.36
Average Weeks Per Assignment	29
Average Months Worked Per Year	9.8
Average Overtime Hours Per Week	23

PRIMARY INDUSTRY

Aerospace	0%
Construction	7%
Defense	0%
Laboratory	8%
Petrochemical	85%
Shipbuilding	0%
Steel & Foundry	0%
Utility & Power	0%

KEY INSIGHTS

- Both Full-Time and Contractor compensation in the Aerospace industry rose 3.5% in 2019

- Contractor NDT professionals were busier in the Aerospace industry in 2019, with increases in average weeks per assignment, months worked, and overtime hours

- The complex nature of the industry is reflected in the fact that 89% of NDT professionals employed are Level II or Level III workers

Respondent Profile

Full-Time Employee:	94%
Salaried:	47%
Hourly:	47%
Contractor:	6%
Male:	94%
Female:	6%
Average Age:	46 years
Average Years of Experience:	21.7 years

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FULL-TIME EMPLOYEES

Average Annual Compensation	$105,299

FULL-TIME EMPLOYEE COMPENSATION

Level I	$74,563
Level II	$108,479
Level III	$128,246
CWI Inspector	n/a
API Inspector	n/a

FULL-TIME BENEFITS

401 (k) Savings Plan	96%
Dental Insurance	95%
Disability Insurance	88%
Educational Assistance	79%
Life Insurance	93%
Medical Insurance	99%
Paid Vacation	98%

CERTIFICATION

Level I	11%
Level II	45%
Level III	44%

CONTRACTOR COMPENSATION

Average Hourly Rate	$51.47
Average Weeks Per Assignment	33
Average Months Worked Per Year	10
Average Overtime Hours Per Week	15

KEY INSIGHTS

- Average compensation for NDT professionals in the Construction industry - both Full-Time employees and Contractors - increased by 3.5% in 2019

- The balance between Full-Time workers and Contractors in the Construction industry has remained stable over the last decade

- The number of Level I NDT professionals working in the Construction industry has tripled over the past nine years

Respondent Profile

Full-Time Employee:	78%
Salaried:	36%
Hourly:	42%
Contractor:	22%
Male:	97%
Female:	3%
Average Age:	46 years
Average Years of Experience:	19 years

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FULL-TIME EMPLOYEES

Average Annual Compensation	$123,136

FULL-TIME EMPLOYEE COMPENSATION

Level I	$77,407
Level II	$110,116
Level III	$134,248
CWI Inspector	$131,759
API Inspector	$146,977

FULL-TIME BENEFITS

401 (k) Savings Plan	95%
Dental Insurance	88%
Disability Insurance	73%
Educational Assistance	66%
Life Insurance	84%
Medical Insurance	99%
Paid Vacation	97%

CERTIFICATION

Level I	6%
Level II	21%
Level III	27%
API Inspector	7%
CWI Inspector	39%

CONTRACTOR COMPENSATION

Average Hourly Rate	$61.39
Average Weeks Per Assignment	31
Average Months Worked Per Year	11
Average Overtime Hours Per Week	20

KEY INSIGHTS

- Contractor assignments shrunk slightly in 2019, with average weeks per assignment down 5%, and months worked during the year down nearly 12%

- Compensation for both salaried Full-Time workers and Contractors rose by approximately 3.5% over 2018

- The percentage of Contractors in the Defense industry has nearly doubled over the past nine year

Respondent Profile	
Full-Time Employee:	82%
Salaried:	33%
Hourly:	49%
Contractor:	18%
Male:	95%
Female:	5%
Average Age:	47 years
Average Years of Experience:	20.1 years

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FULL-TIME EMPLOYEES

Average Annual Compensation	$106,684

FULL-TIME EMPLOYEE COMPENSATION

Level I	$76,983
Level II	$109,156
Level III	$134,331
CWI Inspector	n/a
API Inspector	n/a

FULL-TIME BENEFITS

401 (k) Savings Plan	98%
Dental Insurance	95%
Disability Insurance	76%
Educational Assistance	67%
Life Insurance	95%
Medical Insurance	99%
Paid Vacation	99%

CERTIFICATION

Level I	7%
Level II	46%
Level III	47%
API Inspector	n/a
CWI Inspector	n/a

CONTRACTOR COMPENSATION

Average Hourly Rate	$56.44
Average Weeks Per Assignment	39
Average Months Worked Per Year	9.6
Average Overtime Hours Per Week	23

KEY INSIGHTS

- Laboratories employ the highest percentage of female NDT professionals (8%), down slightly from 2018 (9%)

- Average annual compensation for Full-Time employees rose nearly 3.5% in 2019, and has increased over 34% in the past decade

- Hourly wages paid to Contractors rose 3.4% in 2019, and has risen more than 54% over the past decade

Respondent Profile	
Full-Time Employee:	95%
Salaried:	45%
Hourly:	50%
Contractor:	5%
Male:	92%
Female:	8%
Average Age:	44 years
Average Years of Experience:	20.6 years

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PQNDT

FULL-TIME EMPLOYEES

Average Annual Compensation	$120,674

FULL-TIME EMPLOYEE COMPENSATION

Level I	$74,166
Level II	$111,321
Level III	$133,458
CWI Inspector	$130,752
API Inspector	$151,808

FULL-TIME BENEFITS

401 (k) Savings Plan	98%
Dental Insurance	92%
Disability Insurance	74%
Educational Assistance	67%
Life Insurance	92%
Medical Insurance	99%
Paid Vacation	99%

CERTIFICATION

Level I	9%
Level II	46%
Level III	35%
API Inspector	7%
CWI Inspector	3%

CONTRACTOR COMPENSATION

Average Hourly Rate	$60.21
Average Weeks Per Assignment	32
Average Months Worked Per Year	11
Average Overtime Hours Per Week	21

KEY INSIGHTS

- The percentage of Full-Time employees in the Petrochemical industry rose 2.3% in 2019 over 2018

- NDT salaries and hourly wages rose approximately 3.4% across the Petrochemical industry

- At 44%, API Inspectors make up the largest percentage of NDT professionals in the Petrochemical industry

Respondent Profile

Full-Time Employee:	86%
Salaried:	37%
Hourly:	49%
Contractor:	14%
Male:	93%
Female:	7%
Average Age:	45 years
Average Years of Experience:	21.7 years

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PQNDT

FULL-TIME EMPLOYEES

Average Annual Compensation	$125,160

FULL-TIME EMPLOYEE COMPENSATION

Level I	$77,379
Level II	$115,194
Level III	$133,584
CWI Inspector	$135,418
API Inspector	$164,409

FULL-TIME BENEFITS

401 (k) Savings Plan	96%
Dental Insurance	97%
Disability Insurance	84%
Educational Assistance	70%
Life Insurance	92%
Medical Insurance	99%
Paid Vacation	99%

CERTIFICATION

Level I	7%
Level II	36%
Level III	10%
API Inspector	44%
CWI Inspector	3%

CONTRACTOR COMPENSATION

Average Hourly Rate	$66.12
Average Weeks Per Assignment	27
Average Months Worked Per Year	11
Average Overtime Hours Per Week	22

KEY INSIGHTS

- After a significant year-to-year increase in compensation during 2018 (10%), averages NDT wages in the Shipbuilding industry in 2019 rose by 3.4%

- The percentage of NDT professionals who are Full-Time employees rose slightly (2.2%) while the percentage of Contractors dropped

- 91% of NDT professionals in the Shipbuilding industry are either Level II or Level III

Respondent Profile

Full-Time Employee:	91%
Salaried:	38%
Hourly:	53%
Contractor:	9%
Male:	95%
Female:	5%
Average Age:	47 years
Average Years of Experience:	19.6 years

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PQNDT

FULL-TIME EMPLOYEES

Average Annual Compensation	$104,399

FULL-TIME EMPLOYEE COMPENSATION

Level I	$69,432
Level II	$105,708
Level III	$133,729
CWI Inspector	n/a
API Inspector	n/a

FULL-TIME BENEFITS

401 (k) Savings Plan	97%
Dental Insurance	87%
Disability Insurance	73%
Educational Assistance	65%
Life Insurance	97%
Medical Insurance	99%
Paid Vacation	99%

CERTIFICATION

Level I	9%
Level II	43%
Level III	48%
API Inspector	n/a
CWI Inspector	n/a

CONTRACTOR COMPENSATION

Average Hourly Rate	$57.63
Average Weeks Per Assignment	20
Average Months Worked Per Year	10
Average Overtime Hours Per Week	21

KEY INSIGHTS

- Slightly fewer females were employed in the Steel & Foundry industry during 2019 (8% vs. 9%)

- Average compensation for Full-Time employees rose 3.4%, while the average hourly rate paid to Contractors rose 3.5%

- Contractors reported their assignments were shorter (by one week) in 2019

- Full-Time NDT compensation in the Steel & Foundry industry has risen just over 14% over the past nine years, lagging behind other industries

Respondent Profile

Full-Time Employee:	92%
Salaried:	46%
Hourly:	46%
Contractor:	8%
Male:	92%
Female:	8%
Average Age:	49 years
Average Years of Experience:	21 years

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FULL-TIME EMPLOYEES

Average Annual Compensation	$103,298

FULL-TIME EMPLOYEE COMPENSATION

Level I	$68,093
Level II	$107,599
Level III	$128,887
CWI Inspector	$108,398
API Inspector	n/a

FULL-TIME BENEFITS

401 (k) Savings Plan	97%
Dental Insurance	96%
Disability Insurance	82%
Educational Assistance	74%
Life Insurance	95%
Medical Insurance	99%
Paid Vacation	98%

CERTIFICATION

Level I	8%
Level II	37%
Level III	45%
API Inspector	n/a
CWI Inspector	10%

CONTRACTOR COMPENSATION

Average Hourly Rate	$52.87
Average Weeks Per Assignment	20
Average Months Worked Per Year	9.6
Average Overtime Hours Per Week	21

KEY INSIGHTS

- Contractors in the Utility & Power industry worked slightly shorter assignments in 2019, but put in more overtime each week (up 8%)

- The percentage of NDT professionals employed Full-Time in the Utility & Power industry has risen from 77% to 88% over the past decade

- Level I employment in the industry has more than tripled in the past seven years (2% to 7%)

Respondent Profile

Full-Time Employee:	88%
Salaried:	44%
Hourly:	44%
Contractor:	12%
Male:	96%
Female:	4%
Average Age:	47 years
Average Years of Experience:	22 years

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PQNDT

FULL-TIME EMPLOYEES

Average Annual Compensation	$123,294

FULL-TIME EMPLOYEE COMPENSATION

Level I	$87,411
Level II	$118,954
Level III	$146,483
CWI Inspector	$124,377
API Inspector	n/a

FULL-TIME BENEFITS

401 (k) Savings Plan	98%
Dental Insurance	97%
Disability Insurance	76%
Educational Assistance	74%
Life Insurance	92%
Medical Insurance	99%
Paid Vacation	99%

CERTIFICATION

Level I	7%
Level II	36%
Level III	43%
API Inspector	2%
CWI Inspector	12%

CONTRACTOR COMPENSATION

Average Hourly Rate	$62.98
Average Weeks Per Assignment	21
Average Months Worked Per Year	9
Average Overtime Hours Per Week	26

ME
VT
NH
NY
MA
CT
RI
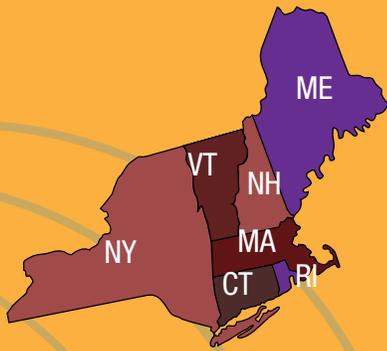
Northeast Region

- New York
- Massachusetts
- Maine
- New Hampshire
- Vermont
- Connecticut
- Rhode Island

Respondent Profile

Full-Time Employee:	91%
Salaried:	46%
Hourly:	45%
Contractor:	9%
Male:	95%
Female:	5%
Average Age:	48 years
Average Years of Experience:	23.3 years

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FULL-TIME EMPLOYEES

Average Annual Compensation	$130,951

FULL-TIME EMPLOYEE COMPENSATION

Level I	$79,742
Level II	$117,821
Level III	$141,088
CWI Inspector	$139,973
API Inspector	$160,917

FULL-TIME BENEFITS

401 (k) Savings Plan	97%
Dental Insurance	93%
Disability Insurance	80%
Educational Assistance	67%
Life Insurance	88%
Medical Insurance	99%
Paid Vacation	99%

CERTIFICATION

Level I	7%
Level II	35%
Level III	47%
API Inspector	5%
CWI Inspector	6%

CONTRACTOR COMPENSATION

Average Hourly Rate	$65.14
Average Weeks Per Assignment	20
Average Months Worked Per Year	11
Average Overtime Hours Per Week	21

FULL-TIME EMPLOYEES

Average Annual Compensation	$113,776

FULL-TIME EMPLOYEE COMPENSATION

Level I	$72,995
Level II	$105,989
Level III	$129,783
CWI Inspector	$119,123
API Inspector	$127,225

FULL-TIME BENEFITS

401 (k) Savings Plan	97%
Dental Insurance	89%
Disability Insurance	84%
Educational Assistance	68%
Life Insurance	85%
Medical Insurance	99%
Paid Vacation	99%

CERTIFICATION

Level I	9%
Level II	37%
Level III	38%
API Inspector	9%
CWI Inspector	7%

CONTRACTOR COMPENSATION

Average Hourly Rate	$52.86
Average Weeks Per Assignment	18
Average Months Worked Per Year	9.5
Average Overtime Hours Per Week	20

Mid-Atlantic Region

- Pennsylvania
- Maryland
- West Virginia
- Delaware
- New Jersey

Respondent Profile

Full-Time Employee:	87%
Salaried:	45%
Hourly:	42%
Contractor:	13%
Male:	93%
Female:	7%
Average Age:	48 years
Average Years of Experience:	22 years

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PONDT
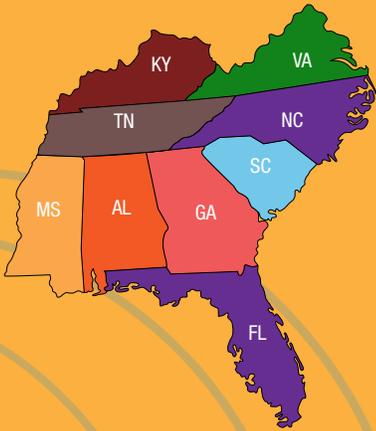
Southern Region

- Florida
- Georgia
- Alabama
- Mississippi
- North Carolina
- South Carolina
- Kentucky
- Tennessee
- Virginia

Respondent Profile

Full-Time Employee:	87%
Salaried:	42%
Hourly:	45%
Contractor:	13%
Male:	96%
Female:	4%
Average Age:	47 years
Average Years of Experience:	23 years

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PQNDT

FULL-TIME EMPLOYEES

Average Annual Compensation	$114,954

FULL-TIME EMPLOYEE COMPENSATION

Level I	$72,359
Level II	$104,915
Level III	$127,874
CWI Inspector	$121,111
API Inspector	$139,639

FULL-TIME BENEFITS

401 (k) Savings Plan	97%
Dental Insurance	95%
Disability Insurance	81%
Educational Assistance	72%
Life Insurance	96%
Medical Insurance	99%
Paid Vacation	99%

CERTIFICATION

Level I	6%
Level II	37%
Level III	34%
API Inspector	11%
CWI Inspector	12%

CONTRACTOR COMPENSATION

Average Hourly Rate	$57.52
Average Weeks Per Assignment	26
Average Months Worked Per Year	11
Average Overtime Hours Per Week	26
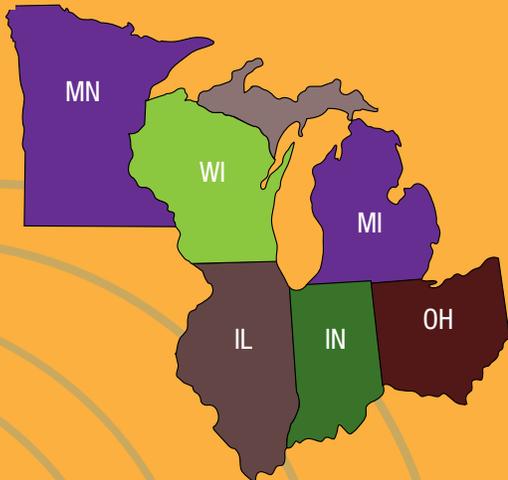
Great Lakes Region

- Michigan
- Illinois
- Ohio
- Indiana
- Minnesota
- Wisconsin

Respondent Profile

Full-Time Employee:	93%
Salaried:	45%
Hourly:	48%
Contractor:	7%
Male:	95%
Female:	5%
Average Age:	45 years
Average Years of Experience:	21 years

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FULL-TIME EMPLOYEES

Average Annual Compensation	$113,525

FULL-TIME EMPLOYEE COMPENSATION

Level I	$65,667
Level II	$102,363
Level III	$129,527
CWI Inspector	$131,335
API Inspector	$144,620

FULL-TIME BENEFITS

401 (k) Savings Plan	96%
Dental Insurance	89%
Disability Insurance	72%
Educational Assistance	66%
Life Insurance	95%
Medical Insurance	99%
Paid Vacation	99%

CERTIFICATION

Level I	9%
Level II	32%
Level III	33%
API Inspector	8%
CWI Inspector	18%

CONTRACTOR COMPENSATION

Average Hourly Rate	$58.68
Average Weeks Per Assignment	21
Average Months Worked Per Year	10
Average Overtime Hours Per Week	20
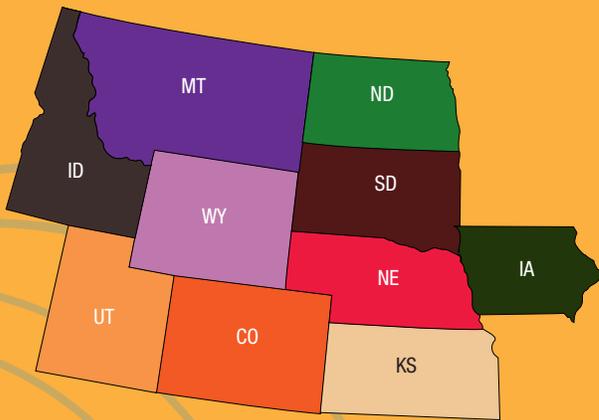
North Central Region

- Iowa
- Kansas
- Nebraska
- North Dakota
- South Dakota
- Montana
- Colorado
- Wyoming
- Utah
- Idaho

Respondent Profile

Full-Time Employee:	88%
Salaried:	46%
Hourly:	42%
Contractor:	12%
Male:	95%
Female:	5%
Average Age:	45 years
Average Years of Experience:	19 years

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FULL-TIME EMPLOYEES

Average Annual Compensation	$115,389

FULL-TIME EMPLOYEE COMPENSATION

Level I	$71,912
Level II	$104,041
Level III	$130,746
CWI Inspector	$122,473
API Inspector	$155,080

FULL-TIME BENEFITS

401 (k) Savings Plan	97%
Dental Insurance	96%
Disability Insurance	84%
Educational Assistance	72%
Life Insurance	91%
Medical Insurance	99%
Paid Vacation	99%

CERTIFICATION

Level I	6%
Level II	26%
Level III	33%
API Inspector	19%
CWI Inspector	16%

CONTRACTOR COMPENSATION

Average Hourly Rate	$61.78
Average Weeks Per Assignment	27
Average Months Worked Per Year	9
Average Overtime Hours Per Week	18
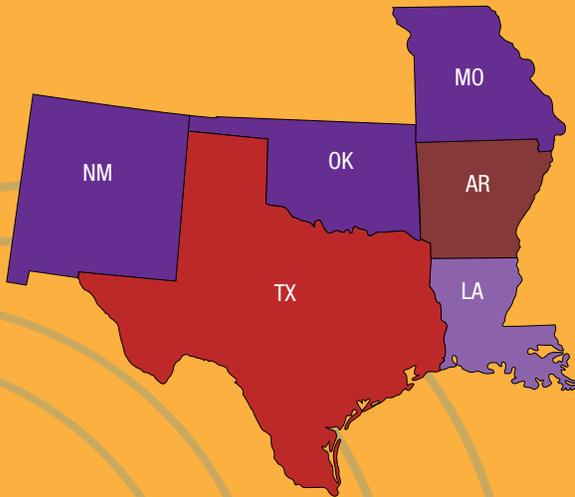
South Central Region

- Texas
- Louisiana
- Oklahoma
- New Mexico
- Arkansas
- Missouri

Respondent Profile

Full-Time Employee:	85%
Salaried:	48%
Hourly:	37%
Contractor:	15%
Male:	96%
Female:	4%
Average Age:	44 years
Average Years of Experience:	20 years

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PQNDT

FULL-TIME EMPLOYEES

Average Annual Compensation	$120,733

FULL-TIME EMPLOYEE COMPENSATION

Level I	$74,392
Level II	$104,931
Level III	$130,096
CWI Inspector	$124,797
API Inspector	$150,703

FULL-TIME BENEFITS

401 (k) Savings Plan	96%
Dental Insurance	94%
Disability Insurance	87%
Educational Assistance	72%
Life Insurance	95%
Medical Insurance	99%
Paid Vacation	99%

CERTIFICATION

Level I	6%
Level II	32%
Level III	31%
API Inspector	24%
CWI Inspector	7%

CONTRACTOR COMPENSATION

Average Hourly Rate	$61.22
Average Weeks Per Assignment	26
Average Months Worked Per Year	11
Average Overtime Hours Per Week	26
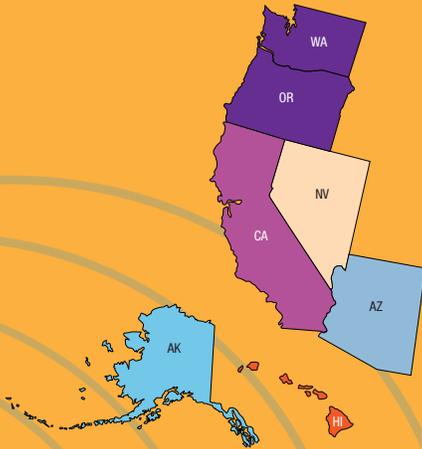
Pacific Region

- California
- Oregon
- Washington
- Nevada
- Arizona
- Alaska
- Hawaii

Respondent Profile

Full-Time Employee:	93%
Salaried:	43%
Hourly:	50%
Contractor:	7%
Male:	95%
Female:	5%
Average Age:	44 years
Average Years of Experience:	23 years

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PQNDT

FULL-TIME EMPLOYEES

Average Annual Compensation	$128,665

FULL-TIME EMPLOYEE COMPENSATION

Level I	$80,402
Level II	$113,624
Level III	$141,503
CWI Inspector	$143,587
API Inspector	$163,216

FULL-TIME BENEFITS

401 (k) Savings Plan	98%
Dental Insurance	92%
Disability Insurance	83%
Educational Assistance	72%
Life Insurance	87%
Medical Insurance	99%
Paid Vacation	99%

CERTIFICATION

Level I	9%
Level II	30%
Level III	45%
API Inspector	7%
CWI Inspector	9%

CONTRACTOR COMPENSATION

Average Hourly Rate	$63.82
Average Weeks Per Assignment	27
Average Months Worked Per Year	11
Average Overtime Hours Per Week	24

LINC F060C : EDUCATIONAL GAME DESIGN

Proposal Type
New Course

Effective Term
Summer 2023

Subject
Learning in New Media Classrooms (LINC)
Course Number
F060C

Department
Learning in New Media Classrooms (LINC)

Division
Business and Social Sciences (1SS)

Units
3

Course Title
EDUCATIONAL GAME DESIGN

Former ID

Cross Listed

Related Courses

Maximum Units
3

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
3

Weekly Lab Hours
0

Weekly Out of Class Hours
6

Special Hourly Notation

Total Contact Hours
36

Total Student Learning Hours
108

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

Are you requesting Stand Alone approval for the course on a temporary or permanent basis?
• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Temporary

In this case, identify the degree/certificate to which the course will be added:

Certificate of Achievement in Game-Based Learning

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

This program is still in development. The anticipated submission date is Winter 2023.

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Workforce/CTE

Criteria B. Need

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

Evidence

This course prepares educators for cutting edge pedagogy and technology implementation, improving the field of online and blended instruction. The course will be added to the Certificate of Achievement in Game-Based Learning, which is a program currently under development. Labor market analysis is attached.

Attach evidence
LMI_Foothill_Online and Blended Instruction_May 2020.pdf

Need/Justification
This Workforce Education course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects, for stakeholders in grades 7-12. The primary target audience includes educators and students from school districts within the FHDA district service area:

Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course will be included in the certificate of achievement in Game-Based Learning, currently under development.

Course Description

This course applies a design thinking process to the design and development of an educational game. Students study the foundations and mechanics of game design, explore the use of games in teaching and learning experiences, and analyze tabletop, digital, and alternate reality games for their educational purposes. Following established methodologies, students research, design, develop, and refine an educational game through an iterative process. The final product will be tested with learners and evaluated on its educational impact.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Basic computer skills and knowledge of Macintosh or Windows operating systems; basic skills and knowledge using web browsers, email, bookmarking, searching, and downloading.

Course Objectives

The student will be able to:

1. Identify the ways in which learning occurs during educational experiences and games
2. Define the role, purpose, and function of an educational game designer
3. Observe the ways in which pedagogical theory and games work together to create learning experiences
4. Differentiate between educational game elements and their purposes
5. Utilize game system dynamics to analyze, understand, and improve educational games
6. Follow ideation processes in order to conceptualize an idea for an educational game
7. Apply empathy techniques to learn about prospective players of an educational game
8. Create digital and physical prototypes of an educational game
9. Use an iterative process to playtest and refine an educational game
10. Evaluate the quality of educational games based on engagement and inclusion factors

Course Content

1. Learning experiences
    1. Defining learning
    2. Motivation to learn
    3. Developing skills and values
    4. Building experiences
    5. Impact of experiences on learning
2. Role of the game designer
    1. Advocate for the player
    2. Passions and skills
    3. Design processes
        1. Playventric
        2. Iterative
    4. Educational game designers
    5. Designing for innovation
3. Pedagogy and games
    1. Solving problems
    2. Role of the educator
    3. Pedagogic impacts
        1. Behaviorism
        2. Cognitivism
        3. Constructivism
    4. Inquiry-based learning
    5. Project-based learning
    6. Learning theory and objectives
    7. Incorporating content area curriculum
    8. Games as reflective tools
4. Game elements
    1. Formal elements
        1. Players
        2. Objectives
        3. Procedures
        4. Rules
        5. Resources
        6. Conflict
        7. Boundaries
        8. Outcome
    2. Dramatic elements
        1. Challenge
        2. Play
        3. Premise
        4. Character
        5. Story

6. World building
7. Dramatic arc
   3. Mechanics elements
      1. Educational games and problem solving
      2. Decision making
      3. Chance
      4. Skill
      5. Balancing mechanics
      6. Collaboration vs. competition
5. System dynamics
   1. Games as systems
      1. Objects
      2. Properties
      3. Behaviors
      4. Relationships
   2. Deconstructing system dynamics
   3. Interacting with systems
   4. Information structure
   5. Control
   6. Feedback
   7. Interaction loops and arcs
   8. Tuning game systems
6. Conceptualization
   1. Brainstorming
   2. Ideation methods
   3. Editing and refining
   4. Turning content into games
   5. Ideas vs. designs
7. Audience
   1. Empathy techniques
   2. Understanding players' needs
      1. Stake
      2. Comfort
      3. Space and resources
      4. Socio-emotional development
   3. Player taxonomies
   4. Player personas
   5. Player learning styles
8. Prototyping
   1. Methods of prototyping
   2. Prototyping game ideas
   3. Physical prototypes
   4. Digital prototypes
   5. Control schemes

   6. Viewpoints

   7. Interface design

   8. Prototyping tools

 9. Playtesting

   1. Playtesting and iterative design

   2. Evaluating educational games

   3. The play matrix

   4. Methods of playtesting

   5. Conducting playtesting sessions

   6. Data gathering

   7. Receiving feedback

   8. Assessing for functionality, completeness, and balance

 10. Evaluating game quality

   1. Fun

   2. Accessibility

   3. Achievement of educational objectives

   4. Aesthetics

   5. Revising for quality

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with computers or laptops with internet access

2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access

Methods of Evaluation

Methods of Evaluation
Developing an educational game
Presenting the project to peers for feedback
Making constructive contributions to class discussions
Providing peer reviews to other class members showing their own understanding of the class content

Method(s) of Instruction

Method(s) of Instruction
Lecture presentations delivered in student-centered learning style, during which students take notes, follow demonstrations, or comple an activity
Facilitated discussions of live presentations, readings, or video presentations

Method(s) of Instruction
Presentations in small group and whole class situations

Representative Text(s)

Author(s)	Title	Publication Date
Perez Marzullo, Fabio, and Antonio De Oliveira	Practical Perspectives on Educational Theory and Game Development (Advances in Educational Technologies and Instructional Design)	2021
Sheldon, Lee	The Multiplayer Classroom: Designing Coursework as a Game	2020
Kalmpourtzis, George	Educational Game Design Fundamentals	2018

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

Other Required Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Authorized Discipline(s):
Instructional Design/Technology

Faculty Service Area (FSA Code)
EDUCATION

Taxonomy of Program Code (TOP Code)
*0860.00 - Educational Technology

Attach Historical Forms/Documents (if applicable)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU

Validation Date
6/7/22

Seat Count

Load

FOAP Codes:

Fund Code

Org Code

Account Code
1320

Program Code

LINC F060E : EDUCATIONAL APPLICATIONS FOR AUGMENTED, ALTERNATE & VIRTUAL REALITY

Proposal Type
New Course

Effective Term
Summer 2023

Subject
Learning in New Media Classrooms (LINC)
Course Number
F060E

Department
Learning in New Media Classrooms (LINC)

Division
Business and Social Sciences (1SS)

Units
3

Course Title
EDUCATIONAL APPLICATIONS FOR AUGMENTED, ALTERNATE & VIRTUAL REALITY

Former ID

Cross Listed

Related Courses

Maximum Units
3

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
3

Weekly Lab Hours
0

Weekly Out of Class Hours
6

Special Hourly Notation

Total Contact Hours
36

Total Student Learning Hours
108

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

Are you requesting Stand Alone approval for the course on a temporary or permanent basis?
• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Temporary

In this case, identify the degree/certificate to which the course will be added:
Certificate of Achievement in Game-Based Learning

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

This program is still in development. The anticipated submission date is Winter 2023.

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Transfer
Workforce/CTE

Criteria B. Need

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

Evidence

This course prepares educators for cutting edge pedagogy and technology implementation, improving the field of online and blended instruction. Labor market analysis is attached.

Attach evidence
LMI_Foothill_Online and Blended Instruction_May 2020.pdf

Need/Justification
This Workforce Education course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and

capacity development projects for stakeholders in grades 7-12. The primary target audience includes educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course will be included in the certificate of achievement in Game-Based Learning, currently under development.

Course Description

This course provides a hands-on overview of new and emerging technologies for augmented reality (AR) and virtual reality (VR), as well as alternate reality games (ARGs), from an educational perspective. Students explore AR and VR applications and media and analyze their use for instructional purposes. Issues of equity and accessibility, along with practical strategies for integrating these experiences into the classroom, are centered in discussions throughout the course. Students create projects, media, and environments that support teaching and learning goals using AR, VR, and ARGs.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Basic computer skills and knowledge of Macintosh or Windows operating systems; basic skills and knowledge using web browsers, email, bookmarking, searching and downloading.

Course Objectives

The student will be able to:

1. Understand the primary elements, methods, and devices of virtual, augmented, and alternate reality, and distinguish between the three modes
2. Analyze the purposes, benefits, and limitations of using virtual, augmented, and alternate reality in educational settings
3. Prepare learning environments to use AR, VR, and ARGs
4. Explore and analyze tools and methods for communication and collaboration within AR, VR, and ARGs
5. Use AR, VR, and ARGs as drivers for exploration and inquiry
6. Create materials to be used within immersive learning environments, and bring materials in and out of varied virtual environments
7. Use AR, VR, and ARGs to develop learning experiences through narratives and storytelling
8. Interweave transmedia experiences involving virtual and augmented reality through the development of an educational ARG

9. Evaluate immersive experiences in virtual, augmented, and alternate reality based on educational technology frameworks, standards, and subject area applications
10. Develop plans for successful implementation of VR, AR, and ARGs in specific educational settings, accounting for both institutional and individual learner needs
11. Follow a design thinking process to design, develop, implement, and evaluate a student-centered project that utilizes virtual, augmented, or alternate reality to meet a specific educational objective

Course Content

1. Primary elements
    1. VR key terms, methods, devices
    2. AR key terms, methods, devices
    3. ARG key terms, methods, devices
    4. Comparing and contrasting the three modes
2. Use educational settings
    1. Student benefit
    2. Transformed classrooms
    3. Engagement and investment
    4. Opportunity and empathy
    5. Standards alignment
    6. Pedagogy of immersive environments
3. Preparation
    1. Technical knowledge
    2. Hardware and software
    3. Cost and funding
    4. Learning environments
    5. Devices
4. Collaboration
    1. Meeting environments
    2. Team tasks and challenges
    3. Integrating desktop tools
    4. Collaborative design
    5. Managing groups in VR
    6. Merging media formats through AR
5. Exploration
    1. 360 video and documentary
    2. Global exploration
    3. Simulations
    4. Group exploration
    5. AR and tinkering
    6. Scavenger hunts and immersive reality
6. Creation
    1. 360 filming

2. 360 interactive elements
3. 3-D graphic design
4. Scanning and viewing objects in AR and VR
5. Bringing VR creations to the real world

7. Storytelling
    1. Empathy stories
    2. Interactive stories
    3. Transmedia storytelling

8. ARGs
    1. Mixed reality
    2. Blending digital, VR, and AR
    3. Transmedia learning
    4. Developing and evaluating learning goals
    5. Storyboarding and narrative structures

9. Evaluation
    1. Evaluative methods
        1. Frameworks: SAMR, TPACK
        2. Standards: Common Core, ISTE
    2. Applications
        1. Sciences
        2. Humanities
        3. 4Cs
        4. Workforce/Entrepreneurship

10. Successful implementation
    1. Purpose
    2. Equity and access
    3. Accessibility
    4. Space
    5. Training
    6. Adaptations and alternatives
    7. Tool selection
    8. Network considerations

11. Project
    1. Empathize and ideate
    2. Design and prototype
    3. Iterate and test
    4. Evaluate and revise

Lab Content
Not applicable.

Special Facilities and/or Equipment
1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with

computers or laptops with internet access

2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access

Methods of Evaluation

Methods of Evaluation
Developing a project that utilizes virtual, augmented, or alternate reality
Presenting the project to peers for feedback
Making constructive contributions to class discussions
Providing peer reviews to other class members showing their own understanding of the class content

Method(s) of Instruction

Method(s) of Instruction
Lecture presentations delivered in student-centered learning style, during which students take notes, follow demonstrations, or complete an activity
Facilitated discussions of live presentations, readings, or video presentations
Presentations in small group and whole class situations

Representative Text(s)

Author(s)	Title	Publication Date
Akcayir, Gokce	Designing, Deploying, and Evaluating Virtual and Augmented Reality in Education	2020
Donally, Jaime	The Immersive Classroom: Create Customized Learning Experiences with AR/VR	2021
Frehlich, Craig	Immersive Learning: A Practical Guide to Virtual Reality's Superpowers in Education	2020

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

Other Required Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Reading assignments include analysis of texts, selected examples, and student projects

2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Authorized Discipline(s):
Instructional Design/Technology

Faculty Service Area (FSA Code)
EDUCATION

Taxonomy of Program Code (TOP Code)
*0860.00 - Educational Technology

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU

Validation Date
6/7/22

Division Dean Only

Seat Count

Load

FOAP Codes:

Fund Code

Org Code

Account Code
1320

Program Code

LINC F077. : DESIGN THINKING OVERVIEW

Proposal Type
Course Revision

Effective Term
Summer 2023

Subject
Learning in New Media Classrooms (LINC)
Course Number
F077.

Department
Learning in New Media Classrooms (LINC)

Division
Business and Social Sciences (1SS)

Units
2

Course Title
DESIGN THINKING OVERVIEW

Former ID

Cross Listed

Related Courses

Maximum Units
2

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
2

Weekly Lab Hours
0

Weekly Out of Class Hours
4

Special Hourly Notation

Total Contact Hours
24

Total Student Learning Hours
72

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

Are you requesting Stand Alone approval for the course on a temporary or permanent basis?
• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Temporary

In this case, identify the degree/certificate to which the course will be added:

Certificate of Achievement in Research, Design, and Development for Global Good

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

The program application has been submitted and is pending CCC review

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Transfer
Workforce/CTE

Criteria B. Need

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

Evidence

This course will be part of the Certificate of Achievement in Research, Design, and Development for Global Good. Approximately 125 students are anticipated to complete this course in Fall 2022.

Attach evidence

Need/Justification
This course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades K-12. The primary target audience includes educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los

Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

Course Description
Students learn an overview of the design thinking methodology and its applications in education, business, industry, and government. Focus is on introducing all aspects of the design cycle through inquiry-based facilitation and engaging immersive activities to develop understanding of the design thinking process.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Course Objectives

The student will be able to:

1. Define and explain the design thinking process
2. Analyze the design thinking process for its best case uses in education, business, industry, and government
3. Research the opportunities available to implement design thinking process
4. Communicate the benefits and drawbacks of the design thinking process
5. Apply the design thinking process
6. Develop strategies for effective design thinking activities, based on audience
7. Create case uses for education, business, industry, and/or government audiences

Course Content

1. Design thinking process
    1. Empathize, define the problem, ideate, prototype, test
    2. Stanford d.school and IDEO connections
2. Best case uses
    1. In education
    2. In business
    3. In industry
    4. In government
3. Opportunities available
    1. Locally/contextually
    2. Community-based

3. World-based
4. Benefits and drawbacks of the design thinking process
    1. Benefits
    2. Drawbacks
5. Applications
    1. In education
    2. In business
    3. In industry
    4. In government
6. Strategies
    1. Partnering/small group
    2. Building community
    3. Contextual and empathetic facilitation of activities
7. Case uses
    1. Use case #1 creation for education, business, industry, and/or government
    2. Use case #2 creation for education, business, industry, and/or government

Lab Content

Not applicable.

Special Facilities and/or Equipment
1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with computers or laptops with internet access.
2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access.

Methods of Evaluation

Methods of Evaluation
Developing a case use project utilizing design thinking for the participant's specific purposes, whether educational, business-related, or personal
Presenting their project to peers and providing constructive feedback through peer reviews
Making constructive contributions to class discussions

Method(s) of Instruction

Method(s) of Instruction
Lecture presentations delivered in student-centered learning style, during which students take notes, follow demonstrations, or complete an activity
Facilitated discussions of live presentations, readings, or video presentations
Student presentations in small group and whole class situations

Representative Text(s)

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

Other Required Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Authorized Discipline(s):
Instructional Design/Technology

Faculty Service Area (FSA Code)
EDUCATION

Taxonomy of Program Code (TOP Code)
*0860.00 - Educational Technology

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU

Validation Date
6/17/17; 5/26/22

Seat Count

25

Load

.044

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

151011 - Learning in New Media Classr (LINC)

Account Code

1320

Program Code

086000 - Educational Technology

LINC F097B : TABLET COMPUTERS & MEDIA CREATION

Proposal Type
Course Revision

Effective Term
Summer 2023

Subject
Learning in New Media Classrooms (LINC)
Course Number
F097B

Department
Learning in New Media Classrooms (LINC)

Division
Business and Social Sciences (1SS)

Units
1

Course Title
TABLET COMPUTERS & MEDIA CREATION

Former ID

Cross Listed

Related Courses

Maximum Units
1

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
1

Weekly Lab Hours
0

Weekly Out of Class Hours
2

Special Hourly Notation

Total Contact Hours
12

Total Student Learning Hours
36

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

Are you requesting Stand Alone approval for the course on a temporary or permanent basis?
• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Permanent

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Workforce/CTE

Criteria B. Need

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

Evidence

LMI attached

Attach evidence
LMI_Foothill_Online and Blended Instruction_May 2020.pdf

Need/Justification
This Workforce Education course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades 7-12. The primary target audience includes educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

Course Description
Participants create and publish a wide variety of media using tablet computers and compatible hardware accessories. Focus on free or low-cost software for video, audio,

animation, screen capture, and multimedia creation. Participants explore digital resources and create a media project.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: Basic skills in using tablet computers, such as iPads or Android devices, to manage applications and system resources, and connect to the internet.

Course Objectives

The student will be able to:

1. Explain personal, professional, or educational purposes for using tablets for media creation
2. Examine tablet media production for different purposes
3. Explore tablet features for media creation
4. Explore apps for media creation
5. Create a media project

Course Content

1. Purposes
    1. 21st century skills and tablet technology
    2. Ease of use and cost effectiveness
    3. How the tool can meet identified goals
    4. Variety of apps to produce media
2. Media production
    1. Photo journals
    2. eDocuments
    3. Short themed movies
    4. Digital stories
    5. Photo essays
    6. Augmented reality
3. Tablet features
    1. Use tablet camera features for taking still images and video
    2. Explore accessories to improve and enhance media capture
    3. Consider media storage options: tablet internal storage, cloud-based, network share drive
    4. Explore broadcast options for videoconferencing, screenshare
4. Apps for media creation
    1. Examine and practice using media apps to create projects

1. Photo editing
2. Drawing
3. Painting
4. Graphic design
5. Screencapture and screencasting
6. Video and audio recording and editing
7. Media sharing
8. Animation
9. Comic book creation
10. Script writing

5. Create a media project
   1. Explore project ideas, determine purpose, and analyze audience
   2. Design the project
   3. Collect the media
   4. Produce the project
   5. Share project on the internet

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with computers or laptops with internet access.
2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access.

Methods of Evaluation

Methods of Evaluation
Developing a project utilizing tablet computers and media
Presenting their design and project to peers
Making constructive contributions to class discussions and peer reviews

Method(s) of Instruction

Method(s) of Instruction
Lecture presentations delivered in student-centered learning style, during which students take notes, follow demonstrations, or complete an activity
Facilitated discussions of live presentations, readings, or video presentations
Student presentations in small group and whole class situations

Representative Text(s)

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

Other Required Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Authorized Discipline(s):
Instructional Design/Technology

Faculty Service Area (FSA Code)
EDUCATION

Taxonomy of Program Code (TOP Code)
*0860.00 - Educational Technology

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU

Validation Date
5/29/14; 6/21/17; 6/2/22

Seat Count

35

Load

.022

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

151011 - Learning in New Media Classr (LINC)

Account Code

1320

Program Code

086000 - Educational Technology

Online and Blended Instruction Occupations
Labor Market Information Report
Foothill College

Prepared by the San Francisco Bay Center of Excellence
for Labor Market Research
May 2020

Recommendation

Based on all available data, there appears to be an undersupply of Online and Blended Instruction workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara County). There is a projected annual gap of about 2,330 students in the Bay region and 620 students in the Silicon Valley Sub-Region.

This report also provides student outcomes data on employment and earnings for programs on TOP 0860.00 - Educational Technology in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

Introduction

This report profiles Online and Blended Instruction Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a proposed new program at Foothill College. Labor market information (LMI) is not available at the eight-digit SOC Code level for Distance Learning Coordinators (11-9039.01), therefore, the data shown in Tables 1 and 2 is for Education Administrators, All Other (at the six digit SOC level) and likely overstates demand for Distance Learning Coordinators. Tables 3, 4, 6, 9, 10 and 11 use job postings data from Burning Glass at the eight-digit SOC Code level for Distance Learning Coordinators (11-9039.01).

- **Education Administrators, All Other (SOC 11-9039):** All education administrators not listed separately.
  Entry-Level Educational Requirement: Bachelor's degree
  Training Requirement: None
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 12%

- **Training and Development Managers (SOC 11-3131):** Plan, direct, or coordinate the training and development activities and staff of an organization.
  Entry-Level Educational Requirement: Bachelor's *degree*
  Training Requirement: None
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 26%

- **Training and Development Specialists (SOC 13-1151):** Design and conduct training and development programs to improve individual and organizational performance. May analyze training needs.
  Entry-Level Educational Requirement: Bachelor's *degree*
  Training Requirement: None
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 31%

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

    Entry-Level Educational Requirement: Master's *degree*

    Training Requirement: None

    Percentage of Community College Award Holders or Some Postsecondary Coursework: 11%

Occupational Demand

Table 1. Employment Outlook for Online and Blended Instruction Occupations in Bay Region

Occupation	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Education Administrators, All Other	2,800	2,990	190	7%	1,320	264	$25.20	$35.36
Training and Development Managers	1,787	1,909	122	7%	941	188	$47.43	$68.57
Training and Development Specialists	9,676	10,802	1,126	12%	6,600	1,320	$26.00	$37.83
Instructional Coordinators	5,042	5,427	385	8%	2,815	563	$24.52	$32.84
TOTAL	**19,304**	**21,128**	**1,823**	**9%**	11,676	**2,335**	**$27.48**	**$39.01**

Source: EMSI 2020.1
Bay Region includes Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

Table 2. Employment Outlook for Online and Blended Instruction Occupations in Silicon Valley Sub-Region

Occupation	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Education Administrators, All Other	483	533	50	10%	248	50	$26.78	$41.57
Training and Development Managers	515	555	40	8%	276	55	$61.55	$76.42
Training and Development Specialists	2,848	3,219	372	13%	1,993	399	$24.80	$35.92
Instructional Coordinators	961	1,074	113	12%	584	117	$27.24	$33.54
TOTAL	**4,805**	**5,381**	**575**	**12%**	**3,101**	**620**	**$29.42**	**$40.35**

Source: EMSI 2020.1
Silicon Valley Sub-Region includes Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months (April 2019 - March 2020)

Occupation	Bay Region	Silicon Valley
Training and Development Specialists	2,485	788
Training and Development Managers	963	251
Instructional Designers and Technologists	781	353

Online and Blended Instruction Occupations in 12 County Bay Region and in Silicon Valley Sub-Region, 2020

Distance Learning Coordinators	42	8	
TOTAL	**4,271**	**1,400**	

Source: Burning Glass

Table 4a. Top Job Titles for Online and Blended Instruction Occupations for latest 12 months (April 2019 - March 2020) Bay Region

Common Title	Bay	Common Title	Bay
Instructional Designer	652	Learning Development Specialist	33
Training Coordinator	343	Sales Training Manager	27
Training Specialist	337	Director, Learning, Development	27
Training Manager	296	Developer	25
Technical Trainer	149	Machine Learning Developer	21
Development Coordinator	110	Operations Specialist	20
Trainer	106	Field Trainer	20
Development Specialist	69	Curriculum Designer	19
Director, Staff Development	63	Machine Learning Specialist	18
Sales Trainer	54	Supervisor, Training	17
Education Specialist	52	Sales Training Specialist	17
Learning Specialist	41	Director of Sales	17
Development Trainer	38	Head, Development	16
Training Developer	34	Behavior Technician, Training	16

Table 4b. Top Job Titles for Online and Blended Instruction Occupations for latest 12 months (April 2019 - March 2020) Silicon Valley Sub-Region

Common Title	Silicon Valley	Common Title	Silicon Valley
Instructional Designer	327	Developer	11
Training Coordinator	145	Program Analyst	8
Training Specialist	94	Learning Development Specialist	8
Training Manager	92	Staff Assistant	7
Technical Trainer	65	Machine Learning Specialist	7
Trainer	29	Learning Specialist	7
Development Coordinator	23	Field Training Officer	7
Director, Staff Development	18	Education Specialist	7
Sales Trainer	17	Development Trainer	7
Machine Learning Developer	17	Commercial Learning Trainer	7
Training Developer	15	Product Trainer	6
Development Specialist	14	Management Training Program	6
Sales Training Manager	11	Learning Technology Specialist	6
Principal Epic Trainer, Billing, Healthcare Industry	11	Director, Development	6

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Online and Blended Instruction Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2019)	Jobs in Industry (2022)	% Change (2019-24)	% Occupation Group in Industry (2019)
Elementary and Secondary Schools (Local Government) (903611)	1,625	1,686	4%	8%
Corporate, Subsidiary, and Regional Managing Offices (551114)	824	864	5%	4%
Internet Publishing and Broadcasting and Web Search Portals (519130)	800	1,042	30%	4%
Colleges, Universities, and Professional Schools (State Government) (902612)	725	695	-4%	4%
Educational Support Services (611710)	719	842	17%	4%
Custom Computer Programming Services (541511)	715	914	28%	4%
Colleges, Universities, and Professional Schools (611310)	665	731	10%	3%
Local Government, Excluding Education and Hospitals (903999)	622	649	4%	3%
Elementary and Secondary Schools (611110)	520	550	6%	3%
Software Publishers (511210)	514	646	26%	3%
Computer Systems Design Services (541512)	404	495	23%	2%
Sports and Recreation Instruction (611620)	316	356	13%	2%
Administrative Management and General Management Consulting Services (541611)	312	383	23%	2%
Exam Preparation and Tutoring (611691)	306	347	13%	2%
State Government, Excluding Education and Hospitals (902999)	294	312	6%	2%
Colleges, Universities, and Professional Schools (Local Government) (903612)	277	261	-6%	1%
Federal Government, Military (901200)	270	261	-3%	1%

Source: EMSI 2020.1

Table 6. Top Employers Posting Online and Blended Instruction Occupations in Bay Region and Silicon Valley Sub-Region (April 2019 - March 2020)

Employer	Bay	Employer	Bay	Employer	Silicon Valley
UC Berkeley	34	Microsoft Corporation	18	Apple Inc.	27
Facebook	33	Workday, Inc	17	Intuitive Surgical Inc	21
Google Inc.	30	US Army	16	Google Inc.	21
Reynolds & Reynolds	28	Pinterest	16	Stanford University	18
Apple Inc.	27	Agiloft	16	Servicenow, Inc	12
Amazon	26	UC San Francisco	15	Reynolds & Reynolds	10
Anthem Blue Cross	25	Medtronic	14	Core Group Technologies Inc	10
Walmart / Sam's	23	Genentech	14	Microsoft Corporation	9
Stanford University	22	Abbott Laboratories	14	Applied Materials	9
Milestone Technologies Inc	21	Servicenow, Inc	13	Anthem Blue Cross	9
Intuitive Surgical Inc	21	Advance Behavioral Therapies	12	Comerica	8
Envision	21	Lucile Packard Childrens Hospital	11	Servicenow	7
Visa	20	Linkedin Limited	11	Abbott Laboratories	7
Kaiser Permanente	20	Health Services Llc	11	Walmart / Sam's	6
University California	19	Tti Incorporated	10	Palo Alto Networks	6
Core Group Technologies Inc	19	GP Strategies Corporation	10	Linkedin Limited	6

Online and Blended Instruction Occupations in 12 County Bay Region and in Silicon Valley Sub-Region, 2020

| Pacific Gas and Electric Co | 18 | Falcon Cct | | 10 | Intellipro Incorporated | 6 |

Educational Supply

There is one (1) community college in the Bay Region issuing 3 awards on average annually (last 3 years ending 2018-19) on TOP 0860.00 - Educational Technology. There are no colleges in the Silicon Valley Sub-Region issuing awards on average annually (last 3 years) on this TOP code.

There is one (1) Other Educational Institution in the Bay Region issuing two (2) Bachelor's Degrees on average annually (last 3 years ending 2018-19) on TOP 0860.00 - Educational Technology. There are no Other Educational Institutions in the Silicon Valley Sub-Region issuing awards on average annually (last 3 years) on this TOP code.

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

College	Sub-Region	Certificate Low Unit	Total
Merritt	East Bay	3	3
Total Bay Region		**3**	**3**
Total Silicon Valley Sub-Region		**0**	**0**

Source: Data Mart

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

Table 7b. Other Educational Institutions - Bachelor's Degree Awards on TOP 0860.00 - Educational Technology Bay Region

College	Sub-Region	Bachelor's Degree
Academy of Art University	Mid-Peninsula	2
Total Bay Region		**2**
Total Silicon Valley Sub-Region		**0**

Source: Data Mart

Note: The annual average for awards is 2014-15 to 2016-17.

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 2,335 annual openings for the Online and Blended Instruction occupational cluster and 5 annual (3-year average) awards for an annual undersupply of 2,330 students. In the Silicon Valley Sub-Region, there is also a gap with 620 annual openings and no annual (3-year average) awards for an annual undersupply of 620 students.

Student Outcomes

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

2015-16	Bay (All CTE Programs)	Foothill College (All CTE Programs)	State (0860.00)	Bay (0860.00)	Silicon Valley (0860.00)	Foothill College (0860.00)
% Employed Four Quarters After Exit	74%	77%	81%	81%	77%	77%
Median Quarterly Earnings Two Quarters After Exit	$10,550	$15,301	$20,325	$22,242	$20,549	$20,549

Median % Change in Earnings	46%	82%	32%	30%	25%	25%
% of Students Earning a Living Wage	63%	76%	83%	88%	86%	86%

Source: Launchboard Pipeline (version available on 5/6/20)

Skills, Certifications and Education

Table 9. Top Skills for Online and Blended Instruction Occupations in Bay Region (April 2019 - March 2020)

Skill	Postings	Skill	Postings	Skill	Postings
Training Programs	941	Curriculum Development	264	Multimedia	178
Project Management	903	Needs Assessment	258	Adobe Creative Suite	177
Instructional Design	881	Staff Management	224	Talent Management	174
Training Materials	758	Staff Development	222	Course Development	168
Scheduling	638	Change Management	215	Content Management	167
Teaching	581	Leadership Development	215	Employee Training	166
Customer Service	485	Adobe Acrobat	213	Training Activities	156
Onboarding	455	Organizational Development	209	Technical Writing / Editing	154
Learning Management System	405	Adobe Indesign	196	Software as a Service (SaaS)	153
Technical Training	388	Project Planning and Development Skills	194	Performance Management	152
Budgeting	376	Sales Training	193	Quality Assurance and Control	152
Adobe Captivate	332	Graphic Design	191	New Hire Orientation	151
Sales	308	Stakeholder Management	186	Adobe Illustrator	146
Content Development	296	Technical Support	184	Psychology	136
Adobe Photoshop	286	Salesforce	179	Public Speaking	136

Source: Burning Glass

Table 10. Certifications for Online and Blended Instruction Occupations in Bay Region (April 2019 - March 2020)

Note: 80% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

Certification	Postings	Certification	Postings
Driver's License	314	Basic Life Saving (BLS)	16
Licensed Vocational Nurse (LVN)	75	Microsoft Certified Trainer (MCT)	15
First Aid CPR AED	74	Medical Examiner's License	14

Epic Certification	67	Lean Six Sigma Certification	14
Project Management Certification	59	Six Sigma Yellow Belt	13
Security Clearance	56	Certified Teacher	13
Registered Nurse	39	Adult Learning Certificate	12
Project Management Professional (PMP)	28	Professional in Human Resources	11
Registered Behavior Technician	26	Licensed Practical Nurse (LPN)	10
Hearing Aid Dealers	20	Special Education Certification	9
Board Certified Behavior Analyst (BCBA)	18	ServSafe	9
IT Infrastructure Library (ITIL) Certification	16	Psychologist License	9

Source: Burning Glass

Table 11. Education Requirements for Online and Blended Instruction Occupations in Bay Region

Note: 36% of records have been excluded because they do not include a degree level. As a result, the chart below may not be representative of the full sample.

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	444	17%
Associate Degree	92	4%
Bachelor's Degree or Higher	2,004	79%

Source: Burning Glass

Methodology

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

Sources

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

Contacts

For more information, please contact:

- Doreen O'Donovan, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), doreen@baccc.net or (831) 479-6481

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

NCP F404A : UNDOCUENTREPRENEURSHIP: DISCOVER & DEVELOP

Proposal Type
New Course

Effective Term
Summer 2023

Subject
Non-Credit: Parenting Education (NCP)
Course Number
F404A

Department
Family Engagement Institute (FEI)

Division
Student Resource and Support Programs (1SR)

Units
0

Course Title
UNDOCUENTREPRENEURSHIP: DISCOVER & DEVELOP

Former ID

Cross Listed

Related Courses

Maximum Units
0

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
16

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
0

Special Hourly Notation

Total Contact Hours
16

Total Student Learning Hours
16

Repeatability Statement
Unlimited Repeatability

Repeatability Criteria
As a noncredit course, students have the option to repeat. Students will greatly benefit from repeated practice of the skills covered.

Credit Status
Non-Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
No

Grading
Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select
<mark>Permanent</mark>

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
<mark>Basic Skills</mark>
<mark>Workforce/CTE</mark>

Criteria B. Need

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

Evidence

<mark>This noncredit course focuses on supporting students from marginalized, immigrant communities, such as undocumented/AB 540/Dreamers, mixed-status families, and allies, to explore small business ideas, discover talents and strengths, and develop a vision towards entrepreneurship. The course is intended to support students and build skills to be a viable part of the workforce and learn ways to contribute to their community.</mark>

Attach evidence

Need/Justification

This noncredit course focuses on supporting students from marginalized, immigrant communities, such as undocumented/AB 540/Dreamers, mixed-status families, and allies, to explore small business ideas, discover talents and strengths, and develop a vision towards entrepreneurship. The course is intended to support students and build their skills to be a viable part of the workforce and learn ways to contribute to their community.

Course Description

This noncredit course focuses on supporting the undocumented student community to explore small business ideas, discover talents and strengths, and develop a vision towards entrepreneurship. The course helps build the entrepreneur mindset, provides an overview of business structures, and prepares students with resources, skills, and abilities needed to establish a small business plan. The course focuses on self-development, using a combination of teaching, hands-on, and reflective exercises. Students have the opportunity to engage and learn from guest entrepreneurs reflective of the undocumented community served to help develop an entrepreneurial mindset. The course is intended to provide support and resources primarily to, but not limited to, students from marginalized, immigrant communities, such as undocumented/AB 540/Dreamers, mixed-status families, and allies.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Discover their strengths related to entrepreneurship
2. Identify skills, experiences, and assets to help build an entrepreneur mindset
3. Develop a business vision and purpose
4. Define and discover a business product
5. Identify differences between business structures
6. Identify strategies to approach a business plan
7. Identify the importance of a business plan and the business tools available to develop a plan
8. Develop a business plan

Course Content

1. Discover your strengths related to entrepreneurship

1. Complete and discuss the "Identify your Strengths and Values" exercise
2. Develop a SWOT analysis to identify strengths, weaknesses, opportunities, and threats to starting a business from the undocumented perspective
2. Identify skills, experiences, and assets to help build an entrepreneur mindset
    1. Complete a skills mapping exercise to identify the current skills and experiences
    2. Learn about Immigrants Rising, an organization that provides resources and support for undocumented communities who want to start their own business
    3. View and examine "Understanding What It Means to Work for Yourself" webinar
    4. Listen to immigrant entrepreneur stories using Immigrants Rising stories (https://immigrantsrising.org/stories/) and local guest speakers to learn about their immigrant entrepreneurship journey
    5. Develop a resume outlining skills and experiences
3. Develop a business vision and purpose
    1. Create a student profile account with Immigrants Rising to access online entrepreneurship resources (https://spark.immigrantsrising.org/) and Spark Training to learn about financial resources
    2. Review tools such as design thinking or a business model canvas (https://www.designkit.org/methods)
    3. Draw a business model canvas to define the problem your business will solve
4. Define and discover a business product
    1. Practice delivering a business purpose and identify what individual or community problem the business is going to help solve
5. Identify differences between business structures
    1. View Immigrants Rising's webinar on "Sole Proprietorship, Corporations, LLC, Independent Contractor, Cooperative Corporation" for undocumented individuals
    2. View Immigrants Rising's webinars on "Legal Permits including the ITIN Guide" (https://immigrantsrising.org/resource/individual-tax-identification-number-guide/) and legal considerations, legal contracts and forms related to starting a business
6. Identify strategies to approach a business plan
    1. Review tools such as design thinking or a business model canvas (https://www.designkit.org/methods)
    2. View Immigrants Rising's webinar on "Business Model Canvas" (https://immigrantsrising.org/resource/business-model-canvas-and-design-thinking-webinar/) to learn about strategies that will test your business ideas
7. Identify the importance of a business plan and the business tools available to immigrant communities to develop a plan
    1. Discuss funding opportunities, including seed funding for your business and/or non-profit using the Spark Entrepreneurship training
    2. Complete Spark training to seek possible business funding opportunities

8. Develop a business plan
    1. Review the step-by-step process to build a business plan using Centro Community Partners' resources and Immigrants Rising's webinar on "Business Plans" (https://immigrantsrising.org/resource/business-plans-webinar/)
    2. Create a business plan profile using the "Centro Business Planning Tool" phone app via iTunes and Google Play (https://www.centro-mobile.org/)

Lab Content
Not applicable.

Special Facilities and/or Equipment
Students must have access to a Zoom accessible device (e.g., computer) and access to the internet.

Methods of Evaluation

Methods of Evaluation
Participation in class discussions, activities, individualized work, small group work, and teamwork
Writing assignments, journaling
Demonstration, role modeling, and practice

Method(s) of Instruction

Method(s) of Instruction
Lecture
Discussion
Demonstration
Group work

Representative Text(s)

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

Other Required Materials

No course materials.

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

1. Example of a class assignment: Discuss and identify skills, experiences, education, and training to develop a resume
2. Example of a class assignment: **Independent Contractor Brainstorming Worksheet** - Self Assessment and Work Exploration; identify, skills, training, and education needed to perform that work

Authorized Discipline(s):
Vocational (short-term): Noncredit

Faculty Service Area (FSA Code)
GENERAL BUSINESS

Taxonomy of Program Code (TOP Code)
*0506.40 - Small Business and Entrepreneurship

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Division Dean Only

Seat Count

Load

FOAP Codes:

Fund Code

Org Code

Account Code
1320

Program Code

NCP F404B : UNDOCUENTREPRENEURSHIP: DESIGN & DELIVER

Proposal Type
New Course

Effective Term
Summer 2023

Subject
Non-Credit: Parenting Education (NCP)
Course Number
F404B

Department
Family Engagement Institute (FEI)

Division
Student Resource and Support Programs (1SR)

Units
0

Course Title
UNDOCUENTREPRENEURSHIP: DESIGN & DELIVER

Former ID

Cross Listed

Related Courses

Maximum Units
0

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
16

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
0

Special Hourly Notation

Total Contact Hours
16

Total Student Learning Hours
16

Repeatability Statement
Unlimited Repeatability

Repeatability Criteria
As a noncredit course, students have the option to repeat. Students will greatly benefit from repeated practice of the skills covered.

Credit Status
Non-Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
No

Grading
Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select
<mark>Permanent</mark>

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
<mark>Basic Skills</mark>
<mark>Workforce/CTE</mark>

Criteria B. Need

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

Evidence

<mark>This noncredit course focuses on supporting students from marginalized, immigrant communities, such as undocumented/AB 540/Dreamers, mixed-status families, and allies, to explore small business ideas, discover talents and strengths, and develop a vision towards entrepreneurship. The course is intended to support students and build skills to be a viable part of the workforce and learn ways to contribute to their community.</mark>

Attach evidence

Need/Justification
This noncredit course focuses on supporting students from marginalized, immigrant communities, such as undocumented/AB 540/Dreamers, mixed-status families, and allies, to explore small business ideas, discover talents and strengths, and develop a vision towards entrepreneurship. The course is intended to support students and build their skills to be a viable part of the workforce and learn ways to contribute to their community.

Course Description
This noncredit course focuses on supporting marginalized students, such as the undocumented student community, to design a marketing plan and deliver a business pitch, and entrepreneurship endeavors specific to the undocumented community. The course focuses on navigating the undocuentrepreneurial landscape, building a road map with goals, mapping a career strategy, and learning about the financial literacy tools and resources (ICA, ITIN, LLC, Cooperatives, etc.) to start a business and implement a marketing and business plan. Students have the opportunity to interview guest entrepreneurs reflective of the community served to learn about effective business strategies, marketing tools, and lessons learned. The course is intended to provide support and resources primarily to, but not limited to, students from marginalized, immigrant communities, such as undocumented/AB 540/Dreamers, mixed-status families, and allies.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Design a roadmap to set goals and inform their business plan
2. Design a business playbook that is aligned with their business product
3. Identify the budget components and develop a budget
4. Identify and review financial resources to launch a business
5. Discuss strategies to create a network within the business industry
6. Utilize marketing tools to promote a business
7. Design a marketing plan
8. Design and deliver a business pitch

Course Content

1. Design a roadmap to set goals and inform their business plan

1. Develop goals by designing a roadmap that is aligned with their skills, values, and strengths
    2. Anticipate business challenges and propose solutions for each
2. Design a business playbook that is aligned with their business product
    1. Identify resources and design business workflows and procedures for their business
    2. Review state business licenses requirements
    3. Document and deliver a business playbook to their peers for feedback
3. Identify the budget components and develop a budget
    1. Anticipate and project expenses related to starting a business
    2. Create a budget using the projected business expenses
4. Identify and review financial resources to launch a business
    1. Identify and review an accounting system when starting a business and view Immigrants Rising's webinar on "Introduction to what an accounting system is" (https://immigrantsrising.org/resource/accounting-financial-management-for-business-webinar/)
    2. Identify resources and support when filing taxes as an independent contractor
    3. Discuss and review the difference between an ITIN and an IEN
    4. Review Immigrants Rising's checklist (https://immigrantsrising.org/wp-content/uploads/Immigrants-Rising_ITINs-EINs-and-Taxes-Guide.pdf) when looking for a tax preparer
    5. Review and understand what credit is and understand a credit report
5. Discuss strategies to build a network within the business industry
    1. Identify the community and audiences the business product will serve
    2. Deliver mock interviews with peers to prepare for informational interviews
    3. Identify and select immigrant entrepreneurs, partners, and other small business owners from the community, and conduct informational interviews to develop a network
6. Utilize marketing tools to promote a business
    1. Compare and contrast social media applications to help market the business
    2. View Immigrants Rising's webinar on "How Social Media can Lead to Fundraising for Your Startup" (https://immigrantsrising.org/resource/marketing-and-financing-webinar/)
    3. Create a social media account that is aligned with their business
7. Design a marketing plan
    1. Review and use Immigrants Rising's "Create a Marketing Plan" worksheet
    2. Identify strategies to promote their business
    3. Deliver a marketing plan to peers for feedback
8. Design and deliver a business pitch
    1. Identify the community or individual problem the business will help solve
    2. Deliver their business pitch and practice selling the product to peers
    3. Evaluate their business pitch using peer feedback

Lab Content

Not applicable.

Special Facilities and/or Equipment
Students must have access to a Zoom accessible device (e.g., computer) and access to the internet.

Methods of Evaluation

Methods of Evaluation
Participation in class discussions, activities, individualized work, small group work, and teamwork
Writing assignments, journaling
Demonstration, role modeling, and practice

Method(s) of Instruction

Method(s) of Instruction
Lecture
Discussion
Demonstration
Group work

Representative Text(s)

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

Other Required Materials

No course materials.

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

Example of reading material: Getting Access to Financial Capital for Yourself and Your Business (https://immigrantsrising.org/resource/credit-and-financial-capital-guide/)

Authorized Discipline(s):
Vocational (short-term): Noncredit

Faculty Service Area (FSA Code)
GENERAL BUSINESS

Taxonomy of Program Code (TOP Code)
*0506.40 - Small Business and Entrepreneurship

Attach Historical Forms/Documents (if applicable)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Division Dean Only

Seat Count

Load

FOAP Codes:

Fund Code

Org Code

Account Code
1320

Program Code

NCP F404C : UNDOCUENTREPRENEURSHIP: CONNECT

Proposal Type
New Course

Effective Term
Summer 2023

Subject
Non-Credit: Parenting Education (NCP)
Course Number
F404C

Department
Family Engagement Institute (FEI)

Division
Student Resource and Support Programs (1SR)

Units
0

Course Title
UNDOCUENTREPRENEURSHIP: CONNECT

Former ID

Cross Listed

Related Courses

Maximum Units
0

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
8

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
0

Special Hourly Notation

Total Contact Hours
8

Total Student Learning Hours
8

Repeatability Statement
Unlimited Repeatability

Repeatability Criteria
As a noncredit course, students have the option to repeat. Students will greatly benefit from repeated practice of the skills covered.

Credit Status
Non-Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
No

Grading
Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

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

Please select
<mark>Permanent</mark>

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
<mark>Basic Skills</mark>
<mark>Workforce/CTE</mark>

Criteria B. Need

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

Evidence

<mark>This noncredit course focuses on supporting students from marginalized, immigrant communities, such as undocumented/AB 540/Dreamers, mixed-status families, and allies, to build networking skills, connect with local entrepreneurs, build a support network, and use resources available to position a business product to the right customer. The course is intended to support students to be a viable part of the workforce and learn ways to contribute to their community.</mark>

Attach evidence

Need/Justification

This noncredit course focuses on supporting students from marginalized, immigrant communities, such as undocumented/AB 540/Dreamers, mixed-status families, and allies, to build networking skills, connect with local entrepreneurs, build a support network, and use resources available to position a business product to the right customer. The course is intended to support students to be a viable part of the workforce and learn ways to contribute to their community.

Course Description

This noncredit course focuses on supporting students to connect and network with local business organizations, non-profit organizations, and small business entrepreneurs reflective of the undocumented community. Students have an opportunity to create a business pitch and explore and seek seed funding. The course is intended to provide support and resources primarily to, but not limited to, students from marginalized, immigrant communities, such as undocumented/AB 540/Dreamers, mixed-status families, and allies.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Connect with peers, partners, and the community to share their business story and identify best business practices
2. Organize and plan a career panel of entrepreneurs, small business owners, and on-campus and off-campus partners, such as Immigrants Rising
3. Identify relevant financial resources, loans, and funding for undocumented and immigrant small business owners
4. Plan and attend a networking session with community business supporters and partners supporting small business owners

Course Content

1. Connect with peers, partners, and the community to share their business story and identify best business practices
    1. Create a vision board that outlines the business idea using PowerPoint
    2. Exhibit a business vision board and story with peers and request feedback
2. Organize and plan a career panel of entrepreneurs, small business owners, and on-campus and off-campus partners, such as Immigrants Rising

1. Identify and select career panelists within the local business community
   2. Plan and execute a career panel, including recruiting panelists and gathering community questions
   3. Connect and network with panelists by sharing business cards, contact information, and relevant resources
   4. Originate an online contact list for ongoing connection
3. Identify relevant financial resources, loans, and funding for undocumented and immigrant small business owners
   1. Identify funding resources, such as Venturize, a free online resource hub, to grow a business (https://venturize.org/about-venturize)
   2. Submit a seed funding application through Immigrants Rising's Sparks Training program
4. Plan and attend a networking session with community business supporters and partners supporting small business owners
   1. Identify resources that will support the business and align with the problem the business is trying to solve
   2. Develop and use a method to stay connected to other entrepreneurs and business supporters

Lab Content

Not applicable.

Special Facilities and/or Equipment
Students must have access to a Zoom accessible device (e.g., computer) and access to the internet.

Methods of Evaluation

Methods of Evaluation
Participation in class discussions, activities, individualized work, small group work, and teamwork
Writing assignments, journaling
Demonstration, role modeling, and practice

Method(s) of Instruction

Method(s) of Instruction
Lecture
Discussion
Demonstration
Group work

Representative Text(s)

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

Other Required Materials

No course materials.

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

1. Example of class assignment: Become familiar with how to be a qualified recipient of seed funding. Review past entrepreneurship grantees (https://drive.google.com/file/d/1N7IC5iU2Ahq55CmcVOpgRFVgHA76ZUvH/view)
2. Example of reading material: Learn about seed funding through Immigrants Rising (https://immigrantsrising.org/wp-content/uploads/SEED-Funding-Frequently-Asked-Questions_English.pdf)

Authorized Discipline(s):
Vocational (short-term): Noncredit

Faculty Service Area (FSA Code)
GENERAL BUSINESS

Taxonomy of Program Code (TOP Code)
*0506.40 - Small Business and Entrepreneurship

Attach Historical Forms/Documents (if applicable)

Articulation Office Only
_____

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Division Dean Only
_____

Seat Count

Load

FOAP Codes:

Fund Code

Org Code

Account Code
1320

Program Code

THTR F048A : VOCAL PRODUCTION & SPEECH

Effective Term
Summer 2022

Subject
Theatre Arts (THTR)
Course Number
F048A

Department
Theatre Arts (THTR)

Division
Fine Arts and Communication (1FA)

Units
4

Course Title
VOCAL PRODUCTION & SPEECH

Former ID

Cross Listed

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
3

Weekly Lab Hours
3

Weekly Out of Class Hours
6

Special Hourly Notation

Total Contact Hours
72

Total Student Learning Hours
144

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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Please select
Permanent

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Criteria A. Appropriateness to Mission

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Please indicate how your course supports the Foothill College Mission:
Transfer

Criteria B. Need

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Evidence

This course supports the college service area by extending to students tangible opportunities for student success to develop extended, practiced mastery of the subject area and is transferable toward degree credit at many institutions.

Attach evidence

Need/Justification
This course supports the college service area by extending to students tangible opportunities for student success to develop extended, practiced mastery of the subject area and is transferable toward degree credit at many institutions.

Course Description
An introduction to the fundamentals of vocal production and the application of those principles to speech for performance intent. Topics will include the basics of physiology of sound production, breath support, use of natural resonators, warm-up techniques, diction and text communication, dialect recognitions and employment. These fundamental techniques will be applied to a broad cultural landscape of dramatic literature at basic levels.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: This course is included in the Theatre Voice family of activity courses.

Course Objectives

The student will be able to:

A. Through introduction of theory, demonstration, exercise and examination, understand and produce the basics of voice production for the stage through the vocal application of text work from Shakespeare to contemporary.

B. Practice and develop industry applications of the American Standard dialect, as well as analyze and apply the creation of various regional dialects and accents through fundamental employment of the International Phonetic Alphabet.

Course Content

A. Create a free and open vocal instrument

1. Support: (Lecture w/ Lab application)

a. Aligned postured

b. Controlled inhalation, exhalation and expansion of breath capacity

2. Resonance: (Lecture w/ Lab application)

a. Identify and employ natural resonators

b. Maintain resonant vocal quality in text

c. Expand ability to project safely in a dramatic literature

3. Develop improved articulation and diction (Lecture w/ Lab application)

a. Develop articulation using Standard American speech

b. Understand and demonstrate open and closed vowels

c. Understand and demonstrate voiced and unvoiced consonants

4. Synthesize each component of support, resonance and articulation into a personal vocal warm-up system (Lecture w/ Lab application)

a. Prepares students for daily performance classes and rehearsals with safe vocal production

b. Expands vocal abilities with increased stamina, breath support, vocal range and ability to project the voice

B. Dialect preparation and execution (Lecture w/ Lab application)

1. Demands of altering vocal posturing to accommodate dialect/accent in performance situations (Lecture w/ Lab application)

2. Use of the International Phonetic Alphabet (IPA) (Lecture w/ Lab application)

a. Ear recognition of IPA sounds and sound differentiation

b. Employment of IPA for dialect construction and recognition

c. American regional dialects

d. European, South American, Canadian, Asian, African dialects

e. Standard Stage speech

3. Practical understanding of one's own learned vocal patterns, styles and dialects, and methods of altering those features

Lab Content

A. Cooperative rehearsal of voice development exercises and assignments.
B. Individual and partner exploration and self-analysis of concepts and exercises introduced in class.

Special Facilities and/or Equipment
A. Large, open floor rehearsal room
B. Warm-up/tumbling mats
C. Voice recording equipment is strongly advised
D. Audio/visual equipment; internet available computer/media equipped classroom

Methods of Evaluation

Methods of Evaluation
Judged vocal projection, performance and development exercises
Rehearsal and presentation of assigned material
Student journal with review and response from instructor
Assigned quizzes and assignments
Preparation and translation assignments

Method(s) of Instruction

Method(s) of Instruction
Lectures
Discussions
Vocal warm-up and rehearsals
Co-operative learning exercises
Instructor guided observation
Peer observation and analysis

Representative Text(s)

Author(s)	Title	Publication Date
Linklater, Kristin	Freeing the Natural Voice, revised, expanded ed.	2006

Please provide justification for any texts that are older than 5 years
Although this text is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

Other Required Materials

Specific text and scripts chosen by the instructor on a quarter-to-quarter basis to fit the needs of the enrolled students.

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

A. Individual text and script reading assignments
B. Self-reflective journal assessing application of techniques and exercises into student's own artistic growth
C. Targeted International Phonetic Alphabet translation and worksheet assignments

Authorized Discipline(s):
Theater Arts

Faculty Service Area (FSA Code)
DRAMA/THEATER ARTS

Taxonomy of Program Code (TOP Code)
1007.00 - Dramatic Arts

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
6/3/2020

Division Dean Only

Seat Count
40

Load
.115

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code

143101 - Theatre Arts

Account Code

1320

Program Code

100700 - Dramatic Arts

Foothill College
Credit Program Narrative
Certificate of Achievement in Research, Design and Development for Global Good

Item 1. Program Goals and Objectives

Students in the Certificate of Achievement in Research, Design and Development for Global Good program will develop authentic inquiry skills, enabling them to identify and define a concrete problem, analyze both internal and external factors that contribute to the complexity of the issue, explore potential solutions, and propose a detailed plan to test. Students will gain extensive research skills, including the curation and critical analysis of information, data collection and analysis, and investigative methodologies. Students will learn to utilize the design thinking process to ideate, prototype, and test solutions. Students will also acquire and hone communication and presentation skills as they collaborate with peers and experts, and share findings through multiple mediums.

Program Learning Outcomes:
- Students will be able to know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.
- Students will be able to build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
- Students will be able to explore local and global issues and use collaborative technologies to work with others to investigate solutions.
- Students will be able to plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- Students will be able to curate information using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- Students will be able to use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.
- Students will be able to evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
- Students will be able to break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- Students will be able to select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- Students will be able to develop, test, and refine prototypes as part of a cyclical design process.
- Students will be able to exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
- Students will be able to communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

Item 2. Catalog Description

Designed for students of all levels, including dual-enrollment high school students in research, design, and development cohorts, the Certificate of Achievement in Research, Design and

Development for Global Good guides students through a yearlong inquiry process, culminating in a means-tested project related to improving their local or global community. Students will conduct extensive research as they identify and define a specific problem and develop potential solutions. They will engage in an iterative design thinking process to ideate, prototype, and test ideas in authentic settings. The program culminates in a public exhibition where students present their projects and share their findings using multimedia.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (6 units)	LINC 58	Global Project-Based Learning	2	Year 1, Spring
	LINC 66C	Searching & Researching the Internet	2	Year 1, Winter
	LINC 77	Design Thinking Overview	2	Year 1, Fall
Restricted Electives (select 6 units)	LINC 63	Cloud-Based Data Analysis Tools	1	Year 1, Winter
	LINC 64	Slide Presentation Design	1	Year 1, Spring
	LINC 66E	Cloud-Based Publishing Tools	1	Year 1, Spring
	LINC 67	Designing Web-Based Learning Projects	1	Year 1, Fall
	LINC 70	Web Page Design Overview	1	Year 1, Spring
	LINC 77B	Design Thinking & Tinkering	2	Year 1, Winter
	LINC 79	Multimedia Project Production	2	Year 1, Spring
	LINC 90C	Online Collaboration Tools	2	Year 1, Fall

TOTAL UNITS: 12 units

Proposed Sequence:
Year 1, Fall = 3-5 units
Year 1, Winter = 3-5 units
Year 1, Spring= 3-6 units
TOTAL UNITS: 12

Item 4. Master Planning
Foothill College's mission is to offer equitable programs and services that empower students to achieve their goals and become productive citizens. Additionally, Research and Service Leadership are key priorities of the college. The Certificate of Achievement in Research, Design and Development for Global Good equips students with critical skills in research, design, and development as they apply themselves toward investigating and solving real-world problems. These skills are essential for success in both the workforce and higher education. The World Economic Forum identified analytical thinking and innovation as the most important work skill for the future, and found that the general category of critical thinking and problem solving is the top area that will grow in prominence over the next five years. (Source: World Economic Forum Future of Jobs Report, 2020.) The skills and abilities taught in this program will empower students to make an immediate difference in their communities and to be important assets to institutions in the future.

Item 5. Enrollment and Completer Projections

In the initial year, approximately 150 students are projected to complete the program. This is based on existing partnerships between the KCI and dual-enrollment programs that contain cohorts in this field. Several high schools in the area have also developed, or are in the process of developing, similar programs, opening up a path for significant expansion and many new partnerships. Thus, in the years to come, upwards of 250 students per year are expected to complete the program.

Course #	Course Title	Year 1 (20-21)		Year 2 (21-22)	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
LINC 58	Global Project-Based Learning	N/A	N/A	1	26
LINC 63	Cloud-Based Data Analysis Tools	N/A	N/A	1	30
LINC 64	Slide Presentation Design	1	98	N/A	N/A
LINC 66C	Searching & Researching the Internet	N/A	N/A	1	26
LINC 66E	Cloud-Based Publishing Tools	1	97	2	91
LINC 67	Designing Web-Based Learning Projects	2	63	N/A	N/A
LINC 70	Web Page Design Overview	3	126	2	90
LINC 77	Design Thinking Overview	1	31	N/A	N/A
LINC 77B	Design Thinking & Tinkering	1	20	2	42
LINC 79	Multimedia Project Production	2	106	4	125
LINC 90C	Online Collaboration Tools	1	34	2	61

Item 6. Place of Program in Curriculum/Similar Programs

There is no comparable program in Foothill College's existing inventory. While the "Global Good" theme of this program can be related to Global Studies, this program focuses on the development of action-based skills related to authentic problem solving and innovative design through an iterative prototyping process, rather than a study of the impact of globalization in general. As this program involves key mindsets and thinking processes (inquiry, curation, design, communication, etc.), there are connections to aspects of many other programs in the college's existing inventory, as the importance of these skills is universal. The primary difference is that this program focuses exclusively on these skills as they apply to the complexities of real-world settings and thus is not restricted to one content area.

Item 7. Similar Programs at Other Colleges in Service Area

No, there are currently no other similar academic programs offered at any institution in Foothill's service area. The Stanford d.school offers a variety of design thinking workshops and programs, including one called Action Lab which focuses on using design thinking for societal change. The Action Lab is not an academic program per se, but more oriented toward teams within established workforce institutions. No units are offered within Action Lab program, which is billed as a series of workshops. The Action Lab program costs between $15,000 and $25,000. Similarly, the local company IDEO offers a Foundations in Design Thinking Certificate, but does not focus on societal impact, and does not include units.

Several prestigious universities offer design thinking certificates and programs including Cornell University, which has a 9-credit Design Thinking Certificate, and the MIT School of Management, which offers a 3-credit program in Mastering Design Thinking. Other universities such as University of Virginia and Columbia offer design and innovation specializations within other certificate programs.

Additional Information Required for State Submission:

TOP Code: 2104.00 – Human Services

Annual Completers: 150-300

Net Annual Labor Demand: 1,512

Faculty Workload: Between 0.133 and 0.266 per quarter

New Faculty Positions: 0

New Equipment: 0

New/Remodeled Facilities: 0

Library Acquisitions: 0

Gainful Employment: Yes

Program Review Date: June, 2027

Distance Education: 1-49%

Labor Market Analysis for Program Recommendation Research, Design, and Development Occupations Foothill College

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

Recommendation

Based on all available data, there appears to be an "undersupply" of Research, Design, and Development workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara county). There is a projected annual gap of about 1,512 students in the Bay region and 533 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 0860.00 Educational Technology programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

This report profiles Research, Design, and Development Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a proposed new Research, Design, and Development for Global Good program at Foothill College.

- **Web Developers and Digital Interface Designers (15-1257):** Design, create, and modify Web sites. Analyze user needs to implement Web site content, graphics, performance, and capacity. May integrate Web sites with other computer applications. May convert written, graphic, audio, and video components to compatible Web formats by using software designed to facilitate the creation of Web and multimedia content. Excludes "Multimedia Artists and Animators" (27-1014).
    Entry-Level Educational Requirement: Associate's degree
    Training Requirement: None
    Percentage of Community College Award Holders or Some Postsecondary Coursework: 26%

- **Social Science Research Assistants (19-4061):** Assist social scientists in laboratory, survey, and other social science research. May help prepare findings for publication and assist in laboratory analysis, quality control, or data management. Excludes "Graduate Teaching Assistants" (25-1191).
    Entry-Level Educational Requirement: Bachelor's degree
    Training Requirement: None
    Percentage of Community College Award Holders or Some Postsecondary Coursework: 37%

- **Commercial and Industrial Designers (27-1021):** Develop and design manufactured products, such as cars, home appliances, and children's toys. Combine artistic talent with research on product use, marketing, and materials to create the most functional and appealing product design.
    Entry-Level Educational Requirement: Bachelor's degree

Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 24%

Occupational Demand

Table 1. Employment Outlook for Research, Design, and Development Occupations in Bay Region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Web Developers and Digital Interface Designers	11,176	12,696	1,520	14%	5,829	1,166	$32	$49
Social Science Research Assistants	1,591	1,704	113	7%	1,126	225	$21	$26
Commercial and Industrial Designers	1,215	1,260	44	4%	620	124	$31	$41
Total	**13,982**	**15,661**	**1,679**	**12%**	**7,575**	**1,515**		

Source: EMSI 2021.4

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

Table 2. Employment Outlook for Research, Design, and Development Occupations in Silicon Valley Sub-region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Web Developers and Digital Interface Designers	3,537	4,142	604	17%	1,988	398	$34	$50
Social Science Research Assistants	715	756	41	6%	487	97	$21	$25
Commercial and Industrial Designers	367	385	18	5%	190	38	$31	$47
Total	**4,619**	**5,284**	**665**	**14%**	**2,666**	**533**		

Source: EMSI 2021.4

Silicon Valley Sub-Region includes: Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months

Occupation	Bay Region	Silicon Valley
Web Developers	20,398	7,510
Commercial and Industrial Designers	5,535	1,812
Social Science Research Assistants	819	332
City and Regional Planning Aides	26	9

Source: Burning Glass

Table 4a. Top Job Titles for Research, Design, and Development Occupations for latest 12 months - Bay Region

Title	Bay	Title	Bay
Product Designer	732	Web Developer	330
Backend Engineer	691	Backend Engineer - Remote	301
Front End Engineer	637	Front End Engineer - Remote	297
Senior Backend Engineer	578	Senior Ux Designer	284
Senior Product Designer	559	Ui Developer	265
Senior Front End Engineer	549	Ui/Ux Designer	182
Front End Developer	532	Lead Product Designer	165
Ux Designer	521	Ux Research Associate	163
Ux Researcher	401	Senior Frontend Engineer	149

Source: Burning Glass

Table 4b. Top Job Titles for Research, Design, and Development Occupations for latest 12 months - Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Front End Developer	256	Senior Product Designer	108
Ux Designer	234	Ux Researcher	99
Backend Engineer	227	Senior Ux Designer	98
Front End Engineer	151	Senior Backend Engineer	93
Ui Developer	141	Ruby On Rails Developer	71
Product Designer	138	Backend Developer	63
Web Developer	130	Frontend Developer	63
Ux Research Associate	123	Product Engineer	63
Senior Front End Engineer	113	Ui/Ux Designer	61

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Research, Design, and Development Workers in Bay Region

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)
Internet Publishing and Broadcasting and Web Search Portals	2,166	584	15%	2%
Custom Computer Programming Services	2,208	298	16%	2%

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)
Software Publishers	1,437	315	10%	2%
Computer Systems Design Services	1,198	102	9%	2%
Data Processing, Hosting, and Related Services	472	104	3%	1%
Research and Development in the Physical, Engineering, and Life Sciences (except Nanotechnology and Biotechnology)	494	33	4%	1%
Colleges, Universities, and Professional Schools (State Government)	402	3	3%	1%
Other Computer Related Services	339	49	2%	2%
Colleges, Universities, and Professional Schools	299	21	2%	1%
Research and Development in the Social Sciences and Humanities	288	3	2%	11%

Source: EMSI 2021.4

Table 6. Top Employers Posting Research, Design, and Development Occupations in Bay Region and Silicon Valley Sub-Region

Employer	Bay	Employer	Silicon Valley
Amazon	324	Apple Inc.	283
Apple Inc.	301	Google Inc.	146
Google Inc.	244	Amazon	122
Facebook	239	Cisco Systems Incorporated	113
Uber	215	Intuit	105
Braintrust Group	160	Intel Corporation	88
Cisco Systems Incorporated	154	Stanford University	78
Intuit	128	Rivian	77
Stanford Medicine	112	Uber	73
Adobe Systems	106	Palo Alto Networks	69

Source: Burning Glass

Educational Supply

There is a one (1) community college in the Bay Region issuing three (3) awards on average annually (last 3 years ending 2018-19) on TOP 0860.00 Educational Technology. In the Silicon Valley Sub-Region, there are no community colleges that issued awards on average annually (last 3 years) on this TOP code.

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

College	Subregion	Certificate Low	Total
Merritt	East Bay	3	3
Total		**3**	**3**

Source: Data Mart

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

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 1,515 annual openings for the Research, Design, and Development occupational cluster and three (3) annual (3-year average) awards for an annual undersupply of 1,512 students. In the Silicon Valley Sub-Region, there is also a gap with 533 annual openings and no annual (3-year average) awards for an annual undersupply of 533 students.

Student Outcomes

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

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

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

Skills, Certifications and Education

Table 9. Top Skills for Research, Design, and Development Occupations in Bay Region

Skill	Posting	Skill	Posting
JavaScript	8,726	Web Application Development	3,135
Software Engineering	5,966	Ruby on Rails	3,035
Front-end Development	4,639	Visual Design	3,008
React Javascript	4,558	Git	2,991
Java	4,538	UX Wireframes	2,928
Web Development	4,091	Product Management	2,874
Python	4,011	Ruby	2,822
Product Design	3,752	AngularJS	2,747

Skill	Posting	Skill	Posting
User Research	3,705	Adobe Indesign	2,744
Adobe Photoshop	3,574	Adobe Acrobat	2,603
Software Development	3,557	Adobe Creative Suite	2,583
Prototyping	3,479	Interaction Design	2,582
Product Development	3,258	User Interface (UI) Design	2,578
SQL	3,201	Adobe Illustrator	2,570

Source: Burning Glass

Table 10. Certifications for Research, Design, and Development Occupations in Bay Region

Certification	Posting	Certification	Posting
Certified Scrum Trainer (CST)	77	Certified Novell Administrator	15
Driver's License	70	Mbe Certified	13
Project Management Certification	49	Certified Information Systems Security Professional (CISSP)	11
Security Clearance	38	Certified Clinical Research Professional	9
Certified Quality Engineer (CQE)	38	Six Sigma Certification	8
Certified Reliability Engineer	34	Agile Certification	8
American Society For Quality (ASQ) Certification	34	Six Sigma Black Belt Certification	7
IT Infrastructure Library (ITIL) Certification	27	Automation Certification	7
Certified ScrumMaster (CSM)	25	Six Sigma Green Belt Certification	6
Project Management Professional (PMP)	21		

Source: Burning Glass

Note: 98% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

Table 11. Education Requirements for Research, Design, and Development Occupations in Bay Region

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	257	2%
Associate's degree	147	1%
Bachelor's degree and higher	15,282	97%

Source: Burning Glass

Methodology

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

Sources

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

Contacts

For more information, please contact:

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FOOTHILL COLLEGE

GUIDING PRINCIPLES FOR EQUITABLE CORs

Believing a well-educated population is essential to sustaining a democratic and just society, we commit to the work of equity, which is to dismantle oppressive systems (structural, cultural, and individual) and create a college community where success is not predictable by race.

This document was inspired by the recent national dialogue around systemic racism in America and our recognition that implicit and explicit racism exists in our curriculum at Foothill College. Foothill College faculty have long championed student equity and have worked tirelessly to disrupt the historical, systemic racism that causes the persistent, identifiable, predictable, race-based differences in educational access and outcomes for our students (i.e., the "equity gap"). Creating more equitable curriculum is just one of the numerous equity objectives that Foothill College faculty have embraced in support of the Foothill College Strategic Vision for Equity.

The intent of this document is to assist faculty as they strive to meet the following curriculum-related goals set forth in the Foothill College Academic Senate Equity Action Plan:

- **Issue 5: Lack of a sense of belonging, safety, and space allocation for students of color.**
  - Goal 7: Curriculum and instruction norm multi-cultural and multi-ethnic perspectives.
- **Issue 6: Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines.**
  - Goal 1: Curriculum is explicitly race conscious.
    - Course outlines in every discipline include the epistemology of the field, highlighting the contributions of racially diverse scholars, and address the discipline's historical and contemporary racial equity issues.
    - Curriculum policies and processes prioritize equity outcomes. Where disproportionate impact is the outcome of policy implementation or

compliance, the College Curriculum Committee and Administration take action to analyze the disproportional impact, and mitigate it and when necessary, and work to advocate for change at the board and/or state level where the policy or process is beyond local control.

- o Goal 2: Pedagogy is race conscious.
    - Faculty are knowledgeable about the epistemology of their disciplines, especially about the contributions of racially diverse scholars, and they effectively educate students in these topics.
    - Faculty are knowledgeable about historical and contemporary racial equity issues in their disciplines, and they effectively educate students on these issues.
    - Faculty are aware of approaches for using their discipline to prepare students to be racially conscious, and community and global leaders through opportunities such as service leadership.
    - Faculty use culturally responsive pedagogy and engage in ongoing professional development around their teaching practices.
- o Goal 3: Faculty are supported in their efforts to deepen their understanding of the racialized contexts of their discipline, including the contributions of diverse scholars in their field, update their curricula, and iteratively refine their teaching.

- **Issue 7: Insufficient culturally responsive, relevant, and sustaining pedagogy and other asset-based approaches in teaching and serving our students of color.**
    - o Goal 2: Faculty are supported in their efforts to iteratively self-evaluate their proficiency with culturally responsive pedagogy.
    - o Goal 3: Content and pedagogy are inclusive of and created with communities of color in mind.
    - o Goal 4: The college creates an Ethnic Studies Division and hires demographically diverse faculty.

DEFINITIONS

Antiracism encompasses a range of ideas and political actions which are meant to counter racial prejudice, systemic racism, and the oppression of specific racial groups. Anti-racism is usually structured around conscious efforts and deliberate actions which are intended to provide equal opportunities for all people on both an individual and a systemic level. As a philosophy, it can be engaged in by the acknowledgment of personal privileges, confronting acts as well as systems of racial discrimination, and/or working to change personal racial biases[1].

DEIA is an adopted acronym for the concepts of diversity, equity, inclusion, and accessibility. There may be an additional letter presented for accessibility (DEIA) depending on usage.

Diversity is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, neurodiversity*, age, religious commitment, or political perspective. (Source: **eXtension**)

Equity refers to fair and just practices and policies that ensure all campus community members can thrive. Equity is different than equality in that it implies treating everyone as if their experiences are the same. Being equitable means acknowledging and addressing structural inequalities—historic and current—that advantage some and disadvantage others and providing access to resources for success. (Source: **UIowa**)

Inclusion is an outcome to ensure that students of diverse backgrounds are treated fairly and respectfully. Inclusion outcomes are met when you, your institution, and your program are truly inviting to all and where diverse individuals can participate fully in the decision-making and development opportunities within an organization or group. (Source: **eXtension**)

Accessibility is the practice of allowing everyone equal access to education, employment, healthcare, and other resources. Accessibility empowers individuals by helping them understand their rights and advocate for themselves so they can live with independence and dignity. Accessible curriculum recognizes and reduces barriers to student success and designs syllabi, activities, and assignments that acknowledge neurodiversity* and integrate support for students and are guided by scientific principles about how students learn (often referred to as Universal Design for Learning, or UDL). (Sources: DSPS and CAST)

Decolonization encourages the representation of multiple perspectives in the curriculum. It makes space for all voices and experiences and does not privilege one point of view. Decolonization is not just a matter of including "other" material within a dominant white, European framework. Instead, it provides a way for a variety of experiences, traditions, theories, and ideas to inform each other and critique the way we construct knowledge and ideologies. Decolonization also enables us to examine the way we teach so we can identify and

eliminate biases in our curriculum. Ultimately, decolonizing the curriculum promotes student validation, engagement, and a sense of belonging in our classrooms and across our campus.

Culturally Responsive Teaching (CRT) recognizes and celebrates that our students come from a variety of backgrounds, experiences, and traditions, including (dis)ability cultures like Deaf culture. CRT curriculum connects activities, assignments, readings, and projects to students' home cultures and experiences. CRT classrooms are communities where knowledge is created within the context of students' cultural, traditional, and social experiences. CRT instructors are facilitators and guides in these communities.

HOW CAN ONE PERSON MAKE A DIFFERENCE?

Structural and cultural changes are needed to enact true change as an institution. However, we all own the responsibility to engage in individual change and professional and personal development. All levels of system-change dimensions can impact and influence one another. By addressing all levels of change at the same time, a more transformative institutional shift can occur.

CREATING MORE EQUITABLE CURRICULUM

By building and revising courses and programs through an equity lens, we can construct curriculum that meets the needs of all students and promotes student success.

COURSE DESCRIPTION

- Does it demonstrate a welcoming approach? Does it engage students and invite them as participants/co-participants?
  - For introductory or general courses, mention that little to no experience in the topic/field is necessary to enroll
- Does it have inclusive language?
  - Use "the student" as much as possible, rather than he/she, or his/her
  - Use active versus passive voice, minimize jargon and/or define discipline-specific terminology
- Does it include DEIA content that will be covered in the course?
- Example(s) of Foothill CORs:
  - Before:
  - After:

COURSE CONTENT

- Is it timely? How has the topic/field evolved over time, and does the content reflect the most current iteration?
  - If applicable, address historical misconceptions *[better wording?]*
- Is it relevant to the lived experience of the students?
- Is the language inclusive? Does it show a commitment to help students succeed/accomplish SLOs?
- Does it acknowledge the reality of racism and/or include topics related to DEIA?
- Does it explore a broad range of diverse contributions to the topic/field?
  - Move away from including only "canonical" contributions
- Does the content communicate a philosophy that values diverse knowledge and abilities?
- Are students empowered to attain an ownership of their knowledge, instead of having it bestowed upon them?
- Example(s) of Foothill CORs:
  - Before:
  - After:

METHODS OF EVALUATION

- Are the methods detailed and descriptive?
    - Avoid listing, simply, "essays, quizzes, final exam, etc." without including additional information about what is included for each
- Are course activities aligned with core principles of universal learning design? Are there multiple means of representation, action, and expression, and/or engagement?
- Does assessment/evaluation consider the multiple ways students learn and use authentic assessment principles?
- Are we as instructors considering our own biases when constructing and evaluating assessments?
- Are students given the opportunity to make up and/or revise work?
- Are assignments assigned in stages so that subsequent assessments incorporate the students' previous work and instructor feedback?
- Example(s) of Foothill CORs:
    - Before:
    - After:

METHODS OF INSTRUCTION

- Are the methods detailed and descriptive?
    - Avoid listing, simply, "lecture, lab, exercises, etc." without including additional information about the delivery of each
- Does the course allow for peer review and/or incorporate other opportunities for discussion between students?
- Do the methods aid in creating a lived experience for students and allow them to connect with course content? *[Shall we define "lived experience?"]*
    - As appropriate, include opportunities for students to engage in self-reflection, to better engage with content
- Example(s) of Foothill CORs:
    - Before:
    - After:

REPRESENTATIVE TEXTS/MATERIALS

- Do the texts/materials amplify the struggles, advancements, achievements, and experiences of authors from a variety of racial, gender, cultural, (dis)ability, and experiential backgrounds?
- Are diverse authors and voices represented?
    - Move away from including only "canonical" texts/materials

- Are the texts/materials current—do they address current issues that are relevant and meaningful to students?
- Do they encourage students to connect course content to their own sociocultural backgrounds and/or the sociocultural backgrounds of others? Do they help students see themselves in the topic/field?
- Do the texts/materials engage in respectful discussion of history and contemporary experiences of discrimination, racism, exclusion, and marginalization? Do they address biases within the topic/field, both historical and contemporary, and include counter-narratives?
- Are the language and content accessible to students from a variety of backgrounds and abilities?
  - If films/videos or online resources are listed, are these accessible to those students with disabilities (e.g., closed captioned, compatible with screen readers)?
- Are the texts/materials appropriate for the prerequisites and course level?
- Are there free texts available? Check with the OER (Open Educational Resources) librarian. (Accessibility and affordability issues in education disproportionately affect marginalized groups.)
- Look beyond traditional textbooks—are there other types of "texts" relevant to the topic/field?
  - Consider the following: films/videos, articles, online resources *[anything else?]*
- Example(s) of Foothill CORs:
  - Before:
  - After:

TYPES/EXAMPLES OF REQUIRED READING, WRITING, AND OUTSIDE OF CLASS ASSIGNMENTS

- Do assignments encourage students to connect course content to their sociocultural backgrounds and eclectic experiences and/or the sociocultural backgrounds and experiences of others? Do they help students see themselves in the topic/field?
- Are you including prompts that encourage reflection to specific resources?
- Are activities designed to encourage students to construct their knowledge through contextualized experiences/activities?
- Can students engage with course material and respond to assignments in a variety of meaningful ways that includes real-world examples?
- Are assignments relevant to the type of course?
  - As appropriate, consider using "non-traditional" assignments, such as internships or e-portfolios

- Are assignments assigned in stages so that subsequent assessments incorporate the students' previous work and instructor feedback?
- Example: Ask students to reflect on how their diverse knowledge and unique life experience impact their learning or semester-long e-portfolio that synthesizes academic, professional, and personal growth through weekly reflection/journaling.
- Example(s) of Foothill CORs:
  - Before:
  - After:

CONCLUSION

xxx

REFERENCES

1 *"Being Antiracist"*. *National Museum of African American History and Culture. 2019-10-01.*