College Curriculum Committee Meeting Agenda
Tuesday, May 13, 2025
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: April 29, 2025	2:00	Action	#5/13/25-1	Kaupp
2. Report Out from CCC Members	2:02	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:12	Information		
4. Announcements a. New Course Proposals b. Spring Plenary Update c. Foothill GE Area Groups	2:17	Information	#5/13/25-2 #5/13/25-3	CCC Team
5. Consent Calendar a. Division Curriculum Committees	2:27	Action	#5/13/25-4	Kaupp
6. New Certificate Application: Transfer Studies: Cal-GETC	2:32	2nd Read/ Action	#5/13/25-5	Kaupp
7. Certificate Deactivation: Geriatric Home Aide (noncredit)	2:37	2nd Read/ Action	#5/13/25-6	Kaupp
8. Certificate Deactivation: Landscape Technician	2:40	2nd Read/ Action	#5/13/25-7	Kaupp
9. Stand Alone Applications: NCBS 404A, 404B	2:43	1st Read	#5/13/25-8–10	Kaupp
10. Allowing "P" Grade for Major Courses for AA/AS Degrees	2:48	Information	#5/13/25-11	Kaupp
11. Minimum Grade Requirement for Foothill GE Courses	2:58	Discussion	#5/13/25-12	Gilstrap
12. Good of the Order	3:27			Kaupp
13. Adjournment	3:30			Kaupp

*Times listed are approximate

Consent Calendar:
   #5/13/25-4   Division Curriculum Committees 5.13.25

Attachments:
   #5/13/25-1   Draft Minutes: April 29, 2025
   #5/13/25-2   New Course Proposals: JRYM 401A, JRYM 401D, JRYM 401E, JRYM
                       402, JRYM 403, JRYM 403A, JRYM 403B, JRYM 403C, JRYM 403D,
                       JRYM 403E, JRYM 404, JRYM 404A, JRYM 406A, JRYM 406B, JRYM
                       406C, JRYM 407, JRYM 408, JRYM 408B, JRYM 408C, JRYM 408D,
                       JRYM 408E, JRYM 408J, JRYM 408K, JRYM 409, JRYM 409A, JRYM
                       409B, JRYM 410, JRYM 410A, JRYM 410B, JRYM 411, JRYM 412, JRYM
                       413, JRYM 414, JRYM 415, JRYM 416, JRYM 417, JRYM 418, JRYM 420,
                       JRYM 421, JRYM 422, JRYM 423, JRYM 423A, JRYM 423B, JRYM 423C,
                       JRYM 423D, JRYM 423E, JRYM 423G, JRYM 423J, JRYM 423K, JRYM
                       424, JRYM 425, JRYM 426, JRYM 426A, JRYM 426B, JRYM 426C, JRYM
                       426D, JRYM 426G, JRYM 427B, JRYM 427C, JRYM 427E, JRYM 427F,
                       JRYM 427J, JRYM 427K, JRYM 427L, JRYM 429, JRYM 430A, JRYM

430C, JRYM 430D, JRYM 430E, JRYM 430F, JRYM 430G, JRYM 430J, JRYM 430K, JRYM 430L, JRYM 430M, JRYM 430N, JRYM 432, JRYM 432A, JRYM 433, JRYM 433A, JRYM 433B, JRYM 434, JRYM 434A, JRYM 434B, JRYM 434C, JRYM 434D, JRYM 434E, JRYM 434F, JRYM 434G, JRYM 434K, JRYM 434L (see attachment for CourseLeaf links)

#5/13/25-3	ASCCC Spring 2025 Adopted Resolutions
#5/13/25-5	New Certificate Application: Transfer Studies: Cal-GETC
#5/13/25-6	Certificate Deactivation: Geriatric Home Aide (noncredit)
#5/13/25-7	Certificate Deactivation: Landscape Technician
#5/13/25-8–10	Stand Alone Applications: NCBS 404A, NCBS 404B
#5/13/25-11	Allowing "P" Grade for Major Courses for AA/AS Degrees
#5/13/25-12	Minimum Grade Requirement for Foothill GE

2024-2025 Curriculum Committee Meetings:

Fall 2024 Quarter	Winter 2025 Quarter	Spring 2025 Quarter
~~10/8/24~~	~~1/21/25~~	~~4/15/25~~
~~10/22/24~~	~~2/4/25~~	~~4/29/25~~
~~11/5/24~~	~~2/18/25~~	5/13/25
~~11/19/24~~	~~3/4/25~~	5/27/25
~~12/3/24~~	~~3/18/25~~	6/10/25

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

2024-2025 Curriculum Deadlines:

12/2/24	Deadline to submit courses for Cal-GETC approval (Articulation Office).
4/18/25	Deadline to submit curriculum sheet updates for 2025-26 catalog (Faculty/Divisions).
6/2/25	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
6/20/25	Deadline to submit course updates and local GE applications for 2026-27 catalog (Faculty/Divisions).
Ongoing	Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:
Ulysses Acevedo (LA), Chris Allen (Dean, APPR), Jeff Bissell (KA), Sam Bliss (De Anza AVP Instruction), Cynthia Brannvall (FAC), Rachelle Campbell (HSH), Zach Cembellin (Dean, STEM), Anthony Cervantes (Dean, Enrollment Services), Sam Connell (BSS), Robert Cormia (STEM), Stephanie Crosby (Dean, SRC), Cathy Draper (HSH), Angie Dupree (BSS), Kelly Edwards (KA), Gina Firenzi (APPR), Jordan Fong (FAC), Laura Gamez (LRC), Patricia Gibbs Stayte (BSS), Evan Gilstrap (Articulation Officer), Stacy Gleixner (VP Instruction), Katie Ha (LRC), Ron Herman (Dean, FAC), Kurt Hueg (Administrator Co-Chair), Rose Huynh (LA), Maritza Jackson Sandoval (CNSL), Ben Kaupp (Faculty Co-Chair), Natalie Latteri (BSS), Andy Lee (CNSL), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Sarah Parikh (STEM), Bob Sandor (STEM), Richard Saroyan (SRC), Amy Sarver (LA), Sukhjit Singh (De Anza CCC Faculty Co-Chair), Paul Starer (APPR), Shae St. Onge-Cole (HSH), Kyle Taylor (STEM), Mary Vanatta (Curriculum Coordinator), Nate Vennarucci (APPR), Voltaire Villanueva (AS President), Fiona Wiesner (Foothill Script), Erik Woodbury (De Anza AS President)

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2024-25

Meeting Date: <u>5/13/25</u>

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

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

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

	Ulysses Acevedo	7507	LA	acevedoulysses@fhda.edu
✔	Jeff Bissell	7663	KA	bisselljeff@fhda.edu
✔*	Cynthia Brannvall	7477	FAC	brannvallcynthia@fhda.edu
✔*	Rachelle Campbell	7469	HSH	campbellrachelle@fhda.edu
✔*	Zach Cembellin	7383	Dean—STEM	cembellinzachary@fhda.edu
✔*	Sam Connell	7197	BSS	connellsamuel@fhda.edu
✔*	Cathy Draper	7249	HSH	drapercatherine@fhda.edu
✔*	Angie Dupree		BSS	dupreeangelica@fhda.edu
✔	Kelly Edwards	7327	KA	edwardskelly@fhda.edu
✔*	Jordan Fong	7272	FAC	fongjordan@fhda.edu
✔*	Laura Gamez	7602	LRC	gamezlaura@fhda.edu
✔*	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
✔	Katie Ha	7447	LRC	hakatie@fhda.edu
✔*	Ron Herman	7156	Dean—FAC	hermanron@fhda.edu
✔*	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
✔*	Andy Lee	7783	CNSL	leeandrew@fhda.edu
	Brian Murphy		APPR	brian@pttc.edu
✔	Tim Myres		APPR	timm@smw104jatc.org
✔*	Bob Sandor		STEM	sandorrobert@fhda.edu
✔	Richard Saroyan	7232	SRC	saroyanrichard@fhda.edu
	Amy Sarver	7459	LA	sarveramy@fhda.edu
	Shae St. Onge-Cole	7818	HSH	stonge-coleshaelyn@fhda.edu
✔*	Kyle Taylor	7126	STEM	taylorkyle@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*, Valerie Fong, Glenn Kurisu*</u>

Indicates in-person attendance

College Curriculum Committee
Meeting Minutes
Tuesday, April 29, 2025
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom

Item	Discussion
1. Minutes: April 15, 2025	Motion to approve **M/S** (Draper, Fong). **Approved.** (1 abstention)
2. Report Out from CCC Members	**Speaker: All** Apprenticeship: Myres shared continuing to work on Foothill GE apps. BSS: No updates to report. Counseling: No updates to report. SRC: Kaupp shared TTW program might be expanding! Fine Arts & Comm.: No updates to report. Reps asked for feedback from other divisions on how to handle situation in which a faculty adds an item to the division CC agenda but can't attend meeting and doesn't send a proxy. They've had difficulty handling this type of situation, including follow-up/communication. Kaupp believes that if an item is on an agenda, anyone who wants to be involved in discussion should attend or send comments to reps ahead of meeting if they cannot. Kaupp noted faculty can also request special meeting be held during a time they can attend. Draper shared HSH division CC requests program director/faculty be present when curriculum from their dept. being discussed; if they cannot, they're asked to send written comments ahead of meeting and be available via phone if possible. Dupree shared BSS division CC uses Canvas site dedicated to curriculum; anyone submitting agenda item must post it on Canvas, which is used for discussion and advisory voting (two BSS reps are actual voting members). Kaupp noted this is allowable under Brown Act. FAC reps asked if it's reps' responsibility to meet with faculty and act as their proxy if they cannot attend—Kaupp responded, this is up to the division, but is one way to handle the situation. Noted the reps do have responsibility to represent their constituents, so there is some need to ensure reps are up-to-date on curriculum developments in their division. HSH: Draper shared working on Title 5 updates. LRC: No updates to report. STEM: Taylor shared working on Title 5 updates. Kinesiology: No updates to report. Gilstrap shared working w/ faculty on Common Course Numbering Phase 2 Part A templates; reviewing catalog pages for 2025-26 edition; reviewing CORs being submitted for 2026-27 catalog.
3. Public Comment on Items Not on Agenda	Brannvall shared Honors Symposium at UC Berkeley was a success!
4. Announcements a. Curriculum Institute Conference (July 10-12 in Ontario—more info here)	**Speakers: CCC Team** Kaupp, Hueg, and Gilstrap are attending and encouraged reps to attend if interested! All highly recommend the conference. Vanatta noted online option is available.

b. SLO Coordinator Role	Kaupp shared this is a two year role with 50% release time. Applications close May 5. This is an important position within Academic Senate, and an opportunity to help shape how our processes.
5. Consent Calendar a. Division Curriculum Committees	**Speaker: Ben Kaupp** Document includes details about each division CC. Kaupp noted changes since previous meeting: updated STEM reps. Motion to approve **M/S** (Lee, Taylor). **Approved.**
6. New Certificate Application: Artificial Intelligence Empowered Instruction	**Speaker: Ben Kaupp** Second read of new Artificial Intelligence Empowered Instruction Certificate of Achievement. Motion to approve **M/S** (Dupree, Jackson Sandoval). **Approved.**
7. New Certificate Application: Transfer Studies: Cal-GETC	**Speaker: Ben Kaupp** First read of new Transfer Studies: Cal-GETC Certificate of Achievement. Gilstrap explained this cert. will replace our current Transfer Studies certs. for CSU GE & IGETC, when the changeover to Cal-GETC takes place for fall 2025. On a related note, Gilstrap mentioned recent legislation to create Cal-GETC for STEM majors, which will be available for certain ADTs. Connell asked if this cert. is a way for the college to get funding for students completing Cal-GETC—Gilstrap responded, it's primarily a way for students to receive certification that they've completed Cal-GETC pattern. Second read and possible action will occur at next meeting.
8. Certificate Deactivation: Geriatric Home Aide (noncredit)	**Speaker: Ben Kaupp** First read of deactivation of Geriatric Home Aide noncredit certificate. Ha asked if any curriculum being developed to replace this cert., noting ESL courses which support these students. Draper noted that the two courses included on the cert. haven't been taught in many years and are being deactivated, which is why the cert. is being deactivated. Some reps expressed disappointment in the courses not being taught. Brief discussion occurred re: living wage evidence for these jobs. Campbell noted that people are able to work in this industry without needing a cert., and can even take just one course to be eligible for employment (vs. two required for cert.). Second read and possible action will occur at next meeting.
9. Certificate Deactivation: Landscape Technician	**Speaker: Ben Kaupp** First read of deactivation of Landscape Technician Certificate of Achievement. Second read and possible action will occur at next meeting.
10. SLO Framework & Assessment Process	**Speaker: Ben Kaupp** Continuing discussion from previous meeting, re: CCC's tasks of establishing standard structure for Student Learning Outcomes (SLOs) and determining minimum expectations for clarity, measurability, and mapping. Kaupp asked for feedback on draft Writing Quality SLOs doc. Sandor suggested adding "successful" wherever student is mentioned ("successful student"). Brannvall likes that doc is presented as questions, and believes it's well written and clear. Kaupp wants to ensure doc is accessible and clear to faculty who aren't as well-versed in pedagogy and/or SLOs. Campbell believes doc is straightforward and simple, which is needed in this situation. Connell agrees that doc is pragmatic and straightforward, which is good. Kaupp also asked for feedback on SMART Rubric doc, which was created by Online Learning dept., based on Writing Quality SLOs doc;

	he'll share the group's feedback at next SLO Committee meeting. Noted rubric appears to be unfinished. Brannvall likes the rubric and noted that when it comes to SLOs they serve as an anchor; she teaches so much content it's helpful to review SLOs to help focus on what needs to be taught. Draper asked for clarification that rubric is meant to be used to evaluate actual written SLOs—Kaupp responded, yes. Kaupp noted rubric goes (left to right) from Emerging, Developing, Strong, which seems backwards.
	Dupree commented on Writing Quality SLOs doc and wondered if it could be helpful to indicate in the SLO examples which language is measurable, specific, equity-minded, etc. (from the rubric); suggested including one example for each item on rubric, with explanation as to how example satisfies that item. Taylor asked if there's any update on codifying the wording for the leading part of the sentence to use on SLOs campus-wide, which was mentioned at previous meeting—Kaupp responded, the suggestion being put forward is "A successful student will be able to…"; asked for the group's thoughts. Consensus was positive. Kaupp noted decision to not include "upon completing this course" (or similar), in order to allow for flexibility for unique situations (e.g., Apprenticeship). Kaupp asked the reps for their help in ensuring faculty use this standard wording to begin each SLO. He and Interim SLO Coordinator Allison Meezan are available to help faculty write their SLOs through the end of this year, noting this responsibility doesn't need to be taken on by the reps. Campbell shared HSH division is currently reviewing all of their SLOs, and rewriting if needed. Fong noted GID dept. currently reviewing SLOs.
	Brannvall asked if SLO work should be initiated by dept. chairs—Kaupp responded, each division can decide. Kaupp believes SLO Framework doc mentions dept. chairs will have primary role, but encouraged folks to provide input on this if they have concerns. Framework is a living document and feedback is welcome.
	Kaupp summarized the items included in today's discussion: a broad level overview for faculty members (Writing Quality SLOs doc), a rubric which is a work in progress, and a recommendation from CCC that the leading part of the sentence for SLOs be "A successful student will be able to…".
	Motion to approve **M/S** (Campbell, Brannvall). **Approved.**
	Kaupp noted CCC, as a body, will likely be called on throughout this process to assist; he'll do everything within his power to ensure this occurs during CCC meetings and not as extra time commitments.
11. Minimum Grade Requirement for Foothill GE Courses	**Speaker: Evan Gilstrap** Topic was briefly mentioned at previous meeting and decision made to agendize for further discussion. Gilstrap explained new Title 5 language doesn't establish any minimum grade requirement (e.g., C or better) for local GE pattern, so technically we could allow students to pass GE courses w/ D grades, as long as their overall GPA is 2.0 or higher. Previous Title 5 language required grade of C or better for minimum proficiency in English and math, and the rest of local GE allowed for D grade (as long as overall GPA is 2.0 or higher). Gilstrap explained our options: 1) require grade of C or better for Area 1A (English Composition) & Area 2 (Mathematical Concepts and Quantitative Reasoning), and allow D grade for other GE areas; 2) require grade of C or better for all Foothill GE areas; 3) set no minimum

grade requirement for any Foothill GE areas. GPA of 2.0 or higher will still be required, regardless. Shared grade requirements for local GE at other community colleges in our area: Cañada, Gavilan, and Ohlone require a C or better for Area 1A, Area 1B (Oral Communication and Critical Thinking) & Area 2; College of Marin requires a C or better for Area 2 and just ENGL 1A course; Hartnell requires a C or better for full local GE pattern. Ha asked about ESLL 26—Gilstrap responded, this course is in Area 1A, so if we require a C or better for Area 1A this will include ESLL 26. Brannvall asked Gilstrap to share with the reps his info on the three options and what other colleges are doing, so reps can easily share with their constituents—Gilstrap happy to do so.

Kaupp asked about situations in which a course meets two different GE areas, but the two GE areas have different minimum grade requirements, could a student who gets a D grade use the course for the area in which a grade of D is allowed—Gilstrap responded, yes. Cembellin commented he doesn't like the idea of allowing D grades across the board for Foothill GE, noting that Foothill has a reputation for academic excellence.

Jackson Sandoval noted current requirements and asked for the reason behind this change—Gilstrap responded, new Title 5 language does not require any minimum grade for individual GE areas (or for GE as a whole) so we need to decide how we want to move forward. Brief discussion occurred re: minimum grades required for major courses. Connell asked if students can retake a class if they get a D grade—yes. Jackson Sandoval noted it would be easier for counselors if we align Foothill GE grade requirements with those for Cal-GETC, which requires a C or better; also believes requiring a C or better will help protect students who may want to get a graduate degree in the future. Campbell asked about C- grades—Gilstrap responded, Title 5 does not allow a C- so we cannot award that grade. Brannvall asked what the advantage would be to having lower minimum grade threshold for Foothill GE and wonders if it could be misleading to students who might not yet realize they want to transfer—Gilstrap responded, he believes the state is making a big push for degree attainment, and allowing lower grades for local GE could help more students earn a degree. Brief discussion occurred re: various goals students might have (e.g., workforce vs. transfer).

Campbell suggested allowing D grades but only for a certain number of GE courses, and Kaupp noted this is basically enforced by the GPA requirement of 2.0 or higher. Campbell believes being student-centric allows students to get D grades, but on the other hand having D grades on their transcript could have consequences in the future. Lee thanked Gilstrap for the valuable info about other colleges, and noted this decision isn't clear-cut, since other colleges aren't in alignment. Agreed that it's nice for students to be able to earn a degree with a D grade, but noted many students are interested in transferring. Rarely sees students with D grades for GE courses, and students usually retake those courses if they get a D grade. Believes it's important to know what UC and CSU will accept—Gilstrap responded, UC will not accept a D grade. Gilstrap suggested we require a grade of C or better for Area 1A, Area 1B & Area 2.

Cembellin pointed out language on curriculum sheets stating letter grades required for major courses—Vanatta responded, this language is being changed for upcoming catalog, also related to new Title 5 language which states P grades be allowed for major courses when

	course is taken for Pass/No Pass. This is a very fresh topic of discussion, and care is being taken to ensure language is correct for any programs which may be subject to additional requirements (e.g., Allied Health, Child Development, Apprenticeship programs). Campbell clarified that updating language on curriculum sheets to allow P grades for major courses will not impact grade options specified on individual CORs—Vanatta responded, correct, if a COR specifies the course is Letter Grade Only, this restriction will still be in effect. No changes being done to grade options on CORs, only to boilerplate language on curriculum sheets. Kaupp asked how many students are taking classes at Foothill and another community college at the same time, towards a degree—Hueg unsure if we have those numbers but believes it's gotten much more prevalent in recent years. Kaupp believes the group should take this into consideration, as students might be piecing together courses from multiple colleges to earn a degree. Taylor asked if we know how De Anza is leaning—Kaupp unsure if they have discussed this topic. Taylor suggested we try to align with De Anza, and Gilstrap agreed. Hueg noted the importance of identifying all downstream effects of this decision. Brannvall asked if GPA has effects for financial aid—Kaupp responded, yes, students can lose financial aid if they fall under a certain threshold. Cembellin asked if Foothill GE courses can be taken for Pass/No Pass—Gilstrap responded, if COR allows that option, yes. Brief discussion occurred re: D grade related to No Pass grade, and Gilstrap noted grade info in catalog for purposes of calculating GPA. Grade of No Pass would not count for Foothill GE, but D grade would. Kaupp asked the reps to bring topic to their constituents for feedback to bring to next CCC meeting for further discussion, as this decision needs to be made in time for the upcoming catalog to be published.
12. Foothill GE & Institutional Learning Outcomes (ILOs)	**Speaker: Ben Kaupp** SLO Committee has asked CCC to discuss draft ILOs, and Kaupp will share any feedback from the group. Draft has also been presented to other groups on campus. Noted CCC decided earlier this year that new ILOs will inform our future discussions about Foothill GE. Hueg asked what the approval process will be for new ILOs—Kaupp responded, Academic Senate, MIPC, likely FHDA Board and other groups. CCC is not an approving body, we are an advising body, but the final ILOs may influence future revisions we make to Foothill GE. Connell believes the draft is very simple and straightforward and is in favor of it; Brannvall agrees. Fong mentioned VPI Stacy Gleixner sent out a survey for feedback, open until May 18.
13. Good of the Order	
14. Adjournment	**3:20 PM**

Attendees: Ulysses Acevedo (LA), Chris Allen* (Dean, APPR), Jeff Bissell (KA), Cynthia Brannvall* (FAC), Rachelle Campbell* (HSH), Zach Cembellin (Dean, STEM), Sam Connell* (BSS), Cathy Draper* (HSH), Angie Dupree* (BSS), Jordan Fong* (FAC), Laura Gamez* (LRC), Evan Gilstrap* (Articulation Officer), Katie Ha* (LRC), Kurt Hueg* (Administrator Co-Chair), Maritza Jackson Sandoval* (CNSL), Ben Kaupp* (Faculty Co-Chair), Andy Lee* (CNSL), Tim Myres* (APPR), Bob Sandor* (STEM), Richard Saroyan (SRC), Kyle Taylor* (STEM), Mary Vanatta* (Curriculum Coordinator)
* Indicates in-person attendance

Minutes Recorded by: M. Vanatta

Faculty Author	Effective Term	Course Code (links to CourseLeaf)	Course Title	Division	Units	Hours	Proposed Transferability	Proposed Description and Requisites	Proposed Discipline	To which Degree(s) or Certificate(s) would this course potentially be added?	Are there any other departments that may be impacted from the addition of this course?	Comments & Other Relevant Information for Discussion
Paul Gigliotti	Fall 2026	JRYM F401A	FFD: INTRODUCTION TO SAFETY/SAFETY TRAINING/HECP/JOB START MEETINGS/MANAGING PRIORITIES	Apprenticeship	0	1-4.5 lecture total (range)	NONE	This course covers the Foreman's role in job site safety, planning, meetings, and managing priorities. Topics include Hazardous Energy Control (HECP) with lockout/tagout and Method of Procedure (MOP) (1.25 hours), safety planning with essential tools (1 hour), an introduction to company safety expectations (1 hour), job start meetings to initiate projects safely and managing priorities (1.25).	Electricity	N/A	No	New proposed non-credit course intended for Cupertino Electric
Paul Gigliotti	Fall 2026	JRYM F401D	FFD: LOW VOLTAGE	Apprenticeship	0	15 lecture total	NONE	This is a basic five class series that focuses on the Sound & Communication classification and what students need to perform on to be successful.	Telecommunication Technology	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F401E	FOREMAN TRAINING: BACK TO BASICS (ILT)	Apprenticeship	0	6 lecture total	NONE	This course will go into the basic requirements for the role of the foreman, from the Top 6 focus areas that a foreman should be performing throughout the life cycle of a project.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F402.	SUPERVISOR SAFETY TRAINING	Apprenticeship	0	6 lecture total	NONE	This annual course will cover six modules that range from process improvement to CEI's highest risk of injury on projects and how to use the hierarchy of control to mitigate the hazards.	Electricity	N/A	No	New proposed non-credit course intended for Cupertino Electric
Paul Gigliotti	Fall 2026	JRYM F403.	PM PARTNERSHIPS: BIM COORDINATION	Apprenticeship	0	1 lecture total	NONE	This training with CEI's PM Training Program Manager walks through the BIM coordination process while hearing from experts on best practices, potential pitfalls, and strategies for a successful partnership with BIM.	Electricity	N/A	No	New proposed non-credit course intended for Cupertino Electric
Paul Gigliotti	Fall 2026	JRYM F403A	INTRODUCTION TO QA/QC & BIM 360	Apprenticeship	0	2 lecture total	NONE	This course is an introduction to the Quality Program process and the BIM 360 tool used for QA/QC and CX.	Electricity	N/A	No	New proposed non-credit course intended for Cupertino Electric
Paul Gigliotti	Fall 2026	JRYM F403B	BLUEBEAM REVU - CEI REDLINING PROFILE OVERVIEW	Apprenticeship	0	4 lecture total	NONE	In this course, students examine information regarding the download, layout, contents, and use of company customized profiles in the Bluebeam program.	Electricity	N/A	No	New proposed non-credit course intended for Cupertino Electric
Paul Gigliotti	Fall 2026	JRYM F403C	BIM PROCESS TRAINING (ILT)	Apprenticeship	0	3 lecture total	NONE	This course will help students understand CEI's Building Information Modelling Process. Using the CEI flowchart, students will be able to understand who is responsible for what actions throughout the entire process.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F403D	BLUEBEAM - BEGINNER (ILT)	Apprenticeship	0	6 lecture total	NONE	This course will go into the basic requirements of the Bluebeam program. How to import PDFs and start to use mark-up for drawings and sketches.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F403E	BLUEBEAM - INTERMEDIATE (ILT)	Apprenticeship	0	6 lecture total	NONE	This course will build on the beginning Bluebeam course and introduce the student to the prepopulated profiles that pre-construction have created for CEI.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F404.	LABOR TRACKING (ILT)	Apprenticeship	0	3 lecture total	NONE	This course will cover the understanding of estimated labor units and how to track labor on a project on a daily, weekly, and overall project basis. What tools are available and how to utilize them.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F404A	LABOR PERFORMANCE MANAGEMENT: BUDGETING/TRACKING & REPORTING	Apprenticeship	0	1-1.6 lecture total (range)	NONE	This is the first in a series of courses designed to provide project managers with guidance on budgeting labor, tracking and reporting according to policy, and forecasting accurately to execute on profitable projects.	Electricity	N/A	No	New proposed non-credit course intended for Cupertino Electric
Paul Gigliotti	Fall 2026	JRYM F406A	SCHEDULING - BEGINNER (ILT)	Apprenticeship	0	6 lecture total	NONE	This course will start the scheduling process with a basic understanding of schedule logic and terminology. Then move to creating a task list and finally creating and maintaining a short duration schedule.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F406B	SCHEDULING - INTERMEDIATE (ILT)	Apprenticeship	0	6 lecture total	NONE	This course will pick up where the beginning course left off and move into the use of Microsoft Projects program and the CEI schedule template. Hands-on exercise to take an estimate, GC schedule and create a sample MS Project schedule inputting the dates, durations, resource loading, and logic ties.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F406C	SCHEDULING - ADVANCED (ILT)	Apprenticeship	0	6 lecture total	NONE	This course picks up from the intermediate scheduling course to show the students how to maintain and create reports, baselines, and recovery schedules.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F407.	FIELD LEADERSHIP (ILT)	Apprenticeship	0	6 lecture total	NONE	This course will delve into what the difference between a manager vs. a leader looks like. The student will do a personalsis review on themself to understand their own and others' styles and help their overall communication.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F408.	FOREMAN DEVELOPMENT: INTERMEDIATE LEVEL	Apprenticeship	0	21 lecture total	NONE	This is a seven class series that goes into the duties of the General Foreman for CEI. This course will go into the Top 6 focus areas that a production leader needs to focus on to be successful at CEI.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F408B	EQUIPMENT TRACKING PORTAL TRAINING - PRODUCTION	Apprenticeship	0	1.25 lecture total	NONE	This course introduces team members to the company's Equipment Tracker Portal, which streamlines the equipment rental process. It also includes hands-on load securement training, covering equipment demonstrations, tie-down procedures, and the use of various securing devices such as straps, chains, and netting.	Electricity	N/A	No	New proposed non-credit course intended for Cupertino Electric
Paul Gigliotti	Fall 2026	JRYM F408C	SST: TOOLS & EQUIPMENT	Apprenticeship	0	1 lecture total	NONE	This course prepares supervisors with the safety protocols and policies needed to train their journeymen and apprentices on prevention of common injuries. The course also links to relevant safety manuals and policies.	Electricity	N/A	No	New proposed non-credit course intended for Cupertino Electric
Paul Gigliotti	Fall 2026	JRYM F408D	SST: WORKPLACE VIOLENCE AWARENESS	Apprenticeship	0	1 lecture total	NONE	This course introduces CEI's Safety core value and how workplace violence can manifest in a variety of ways. Students will learn how to identify workplace violence using specific criteria and the protocol steps to follow to maintain everyone's immediate and ongoing safety.	Electricity	N/A	No	New proposed non-credit course intended for Cupertino Electric
Paul Gigliotti	Fall 2026	JRYM F408E	SST: MOST COMMON INJURIES & SAFE PATH OF TRAVEL	Apprenticeship	0	1 lecture total	NONE	This course analyzes a variety of case studies involving common injuries on the job at CEI, how they occurred, and how they could have been prevented. It also specifies the supervisor's responsibility for creating and maintaining a safe environment to prevent slips, trips, and falls.	Electricity	N/A	No	New proposed non-credit course intended for Cupertino Electric
Paul Gigliotti	Fall 2026	JRYM F408J	SST: PLANNING FOR SAFETY/SMARTTAGIT	Apprenticeship	0	1-1.5 lecture total (range)	NONE	This course introduces the Foreman's role in planning for safety by utilizing the Hierarchy of Hazard Control, available tools and guidelines, and processes such as creating an SWI. This course also discusses how to run effective morning huddles and toolbox meetings and use the SmartTagIt Dashboard.	Electricity	N/A	No	New proposed non-credit course intended for Cupertino Electric

Instructor	Term	Code	Title	Category	Units	Lecture	Prereq	Description	Dept			Notes
Paul Gigliotti	Fall 2026	JRYM F408K	SST: HOW TO MANAGE & REPORT AN INCIDENT	Apprenticeship	0	1 lecture total	NONE	This course introduces the framework to guide students through the reporting and investigation process of an incident. Students will understand the importance of on-time reporting, incident investigation management, and applying investigation findings to identify areas of improvement.	Electricity	N/A	No	New proposed non-credit course intended for Cupertino Electric
Paul Gigliotti	Fall 2026	JRYM F409.	NFPA 70: NEC CODE CHANGES (ILT)	Apprenticeship	0	6 lecture total	NONE	This course reviews the current National Electrical Code (NFPA 70) changes applicable to CEI scope of work.	Electricity	N/A	No	Non-credit course. Journey-level training for electrician
Paul Gigliotti	Fall 2026	JRYM F409A	NFPA 70E	Apprenticeship	0	7 lecture total	NONE	This course will teach the Standard for Electrical Safety in the Workplace. With emphasis on LOTO, CEI Permit Process and CEI Energized Electrical hazard work flowchart and MOPs, delivered per code cycle.	Electricity	N/A	No	New proposed non-credit course intended for Cupertino Electric
Paul Gigliotti	Fall 2026	JRYM F409B	MOTOR CONTROLS (ILT)	Apprenticeship	0	6 lecture total	NONE	This course will dive into Section 430 of the National Electrical Code and all of the requirements for motors on a project. We will talk about the lesson learned and the most common mistakes and how to avoid them.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F410.	COMPUTER SKILLS & RELATED FORMS (ILT)	Apprenticeship	0	3 lecture total	NONE	This course provides a foundational understanding of key computer programs commonly used in the industry. Participants will gain insight into the purpose and functionality of essential software, including Microsoft Office Suite, PlanGrid, BIM 360, SmartTagIt, Bluebeam, and Procore Workforce Planning. The course will cover the fundamental features of each program, equipping learners with the knowledge needed to navigate and utilize these tools effectively in their professional roles.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F410A	MICROSOFT TEAMS (ILT)	Apprenticeship	0	1.5 lecture total	NONE	This course will go over the Microsoft Teams platform. How to use and understand the limitations and short cuts for an effective experience.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F410B	PLANGRID (ILT)	Apprenticeship	0	3 lecture total	NONE	This is a basic understanding on how to view and utilize the PlanGrid program for CEI projects. This course will teach students how to use and the process for drawing document control.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F411.	METERING WORKSHOP (ILT)	Apprenticeship	0	3 lecture total	NONE	This course will be a basic understanding of the most common mistakes and lessons learned from a SME who is supporting many different projects from a metering approach.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F412.	SEISMIC WORKSHOP (ILT)	Apprenticeship	0	3 lecture total	NONE	This course will go into the understanding of the Building Code and the requirements of seismic requirements for the most common electrical equipment that the company uses.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F413.	UNDERGROUND TRAINING (ILT)	Apprenticeship	0	3 lecture total	NONE	This is a basic understanding of what is needed from a safety and productions aspect for doing underground installations. During the course the student will need to understand soil type, all safety requirements for State and federal requirements, and the OSHA standers for underground work.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F414.	LIGHTING CONTROLS (ILT)	Apprenticeship	0	3 lecture total	NONE	This course will cover the most common lighting control systems that the company uses on projects. The most effective way to install it, best practices, and common mistakes. It will also cover the CALCTP process and requirements for Title 24.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F415.	PROFESSIONAL COMMUNICATION IN THE FIELD (ILT)	Apprenticeship	0	6 lecture total	NONE	This course will talk about the different communication styles and ways to improve overall communication on projects, through verbal, written, and non-verbal forms of communication.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F416.	PMD LEGAL TRAINING - WORKING WITH UNIONS	Apprenticeship	0	1.65 lecture total	NONE	In this legal training course, students will review what working with labor unions really entails. Examples include: signatory status with various trade unions, potential conflicts of interest, grievances and claims, and some "nuts and bolts" for better, more effective project execution.	Electricity	N/A	No	New proposed non-credit course intended for Cupertino Electric
Paul Gigliotti	Fall 2026	JRYM F417.	INSTALLATION STD: TRANSFORMER/QUICK PULL/OHMCB/FEEDER CABLE ORDERING/ASSEMBLED WALL ROUGH/ACCESSING	Apprenticeship	0	1-4 lecture total (range)	NONE	Installation standards training covers topics such as transformer, quick pull, overhead MC and box (OHMCB), feeder cable ordering, assembled wall rough, or accessing.	Electricity	N/A	No	New proposed non-credit course intended for Cupertino Electric
Paul Gigliotti	Fall 2026	JRYM F418.	5X5 TRAINING: SAFETY/PRODUCTION/SCHEDULING/COST CONTROL/QAQC	Apprenticeship	0	1-2 lecture total (range)	NONE	5x5 training covers topics such as safety, production, scheduling, cost control, or QAQC.	Electricity	N/A	No	New proposed non-credit course intended for Cupertino Electric
Paul Gigliotti	Fall 2026	JRYM F420.	BUCKET TRUCK OPERATOR/OPERATOR RENEWAL/OPERATOR TRAINER	Apprenticeship	0	1-8 lecture total (range)	NONE	This course covers topics related to ANSI A92.2, Fed/OSHA 29CFR1910.67 and Cal/OSHA 8CCR§3636-3648 in safe positioning, stabilization, and operation of a bucket truck. Training the trainer module is designed to train the trainer on the safe operation of CEI's bucket trucks.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F421.	BOOM LIFT (MEWP) OPERATOR/OPERATOR RENEWAL/OPERATOR FOR TRAINER	Apprenticeship	0	1-8 lecture total (range)	NONE	This course covers topics related to Mobile Elevation Work Platform (MEWP) Boom Lift Operator training and evaluation, renewal training, and Boom Lift Operator training for trainer.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F422.	FORKLIFT OPERATOR TRAINER	Apprenticeship	0	8 lecture total	NONE	This course covers topics related to the Forklift Operator Trainer program.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F423.	DEPARTMENT OF TRANSPORTATION (DOT) TRAINING/BASIC DRIVER TRAINING	Apprenticeship	0	1-2.5 lecture total (range)	NONE	This course provides CEI employees with an overview of their responsibilities and expectations when driving regulated vehicles on company business, as described in the CEI DOT Regulated Policy, as well as personal vehicles. Includes a 1-hour session for DOT training and a 1.5-hour session for basic driver training.	Electricity	N/A	No	New proposed non-credit course intended for Cupertino Electric
Paul Gigliotti	Fall 2026	JRYM F423A	RIGGING & INSTALLATION TECHNIQUES (ILT)	Apprenticeship	0	3 lecture total	NONE	This course will cover the basic rigging and lifting techniques that electricians need for the most common type of material and equipment used on projects.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F423B	UTILITY TERRAIN VEHICLE (UTV)/GOLF CART OPERATOR	Apprenticeship	0	1.5 lecture total	NONE	This course covers topics related to CEI's Utility Terrain Vehicle (UTV)/Golf Cart Operator training, covering the CEI requirement to operate a UTV and/or Golf Cart.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F423C	SPOTTER QUALIFIED PERSON	Apprenticeship	0	1 lecture total	NONE	This course covers topics related to CEI's Spotter Training for vehicles/equipment, covering situations requiring the use of a spotter, hazards present during backing, and vehicle/equipment spotting and blind spot recognition.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F423D	CRANE PICK PLAN MANAGEMENT	Apprenticeship	0	1 lecture total	NONE	This course covers topics related to the CEI requirements to manage a crane pick and the necessary elements required in a pick plan.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians

Instructor	Term	Code	Title	Type		Lecture	Prereq	Description	Dept			Notes
Paul Gigliotti	Fall 2026	JRYM F423E	PILE DRIVER TRAINING	Apprenticeship	0	3.5 lecture total	NONE	This course covers topics related to Pile Driving operations and procedures, including safe hoisting of beams. Rigging training is limited to only the hoisting of beams.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F423G	RIGGING & SIGNALING: AUTHORIZED PERSON/AUTHORIZED PERSON T-T-T	Apprenticeship	0	7-8 lecture total (range)	NONE	This course covers topics related to the techniques, principles, and practices of Basic Rigging and Signaling, as well as the associated hazards. 8-hour Train-the-Trainer (T-t-T) training. 7-hour Authorized Person training.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F423J	SIGNALING (CRANE SIGNALING) AUTHORIZED PERSON	Apprenticeship	0	1.5 lecture total	NONE	This training course meets the requirements set forth by Federal OSHA §1926.1428. It emphasizes the proper use of Standard Hand Signals and/or Voice Signals in coordination with equipment operators. The course is designed to ensure compliance with safety regulations and to provide a thorough understanding of crane characteristics and limitations.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F423K	QUALIFIED TRAFFIC FLAGGER	Apprenticeship	0	8 lecture total	NONE	This course covers topics related to becoming a Qualified Traffic Flagger, including the following elements: 1) Safety instruction on principles and techniques of flagging; 2) Directing traffic safely and effectively using hand signals and flagging devices; 3) Identifying and responding to potential hazards; 4) Certification is required in most states to become a flagger.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F424.	HILTI/NON-HILTI POWDER-ACTUATED TOOL OPERATOR/HILTI LASER TOOL OPERATOR	Apprenticeship	0	1-5 lecture total (range)	NONE	This course covers the hazards, safe operation, handling, and storage of HILTI Laser Tools and Powder-Actuated Tools, taught by authorized HILTI and CEI trainers. 1-hour training on HILTI Laser Tool Operator. 2-hour training on Powder-Actuated Tool Operator - HILTI (CEI led) or Powder-Actuated Tool Operator - NON-HILTI (CEI led).	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F425.	LOTO LOCKOUT/TAGOUT: CEI/FACEBOOK DATA CENTER	Apprenticeship	0	1.5 lecture total	NONE	This course covers topics related to lockout/tagout training, including creating an electrically safe work condition, the elements of the CEI LOTO program, and unique requirements applicable to the Facebook DC workplace. 1.5 hours for CEI training. 1.5 hours for Facebook DC workplace training.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F426.	PRE-TASK PLANNING/STANDARD WORK INSTRUCTIONS/JOB HAZARD ANALYSES & PERSONAL RISK ASSESSMENTS	Apprenticeship	0	1 lecture total	NONE	This course covers topics related to the Pre-Task Planning process, Standard Work Instructions (SWIs), Job Hazard Analyses (JHAs), and Personal Risk Assessments (PRAs) as essential components of the Safe Work Process.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F426A	CONFINED SPACE ENTRY TRAINING/ENTRY TRAINING FOR TRAINER	Apprenticeship	0	3.5-6 lecture total (range)	NONE	This course covers topics related to the hazards associated with confined space entry operations and the appropriate safety practices and procedures for safe confined space entry. 3.5 hours for confined space entry training. 6 hours for confined space entry training for trainer.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F426B	DITCH WITCH OPERATION & SAFETY	Apprenticeship	0	3 lecture total	NONE	This course covers topics related to the guidelines for safe operation of ride-on and walk-behind line trenchers.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F426C	HAND TOOL & HAND-HELD POWER TOOL SAFETY	Apprenticeship	0	1.5 lecture total	NONE	This course covers topics related to the proper and safe use of Hand Tool and Hand-Held Power Tool including appropriate Personal Protective Equipment.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F426D	LADDER SAFETY/LADDER SAFETY T-T-T	Apprenticeship	0	1-1.5 lecture total (range)	NONE	This course covers topics related to training workers about the proper selection and set up of different ladders, the hazards associated with ladder misuse, and safe ladders work practices. 1-hour training for ladder safety. 1.5 hours for ladder safety for training the trainer.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F426G	SAFE CABLE PULLING, EQUIPMENT SELECTION & OPERATING FUNDAMENTALS	Apprenticeship	0	1.25-3.25 lecture total (range)	NONE	This course covers safe and efficient cable pulling, including equipment selection, best practices, proper use, and hazard avoidance. It also provides guidelines for selecting cable pulling equipment and safe operating fundamentals to ensure optimal performance and safety. 1.25-hour training on best practices, proper use, and hazard avoidance. 2-hour training on safe operating fundamentals for safe and efficient cable pulling.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F427B	HEAT ILLNESS PREVENTION/HEAT ILLNESS FOR SUPERVISOR TRAINING	Apprenticeship	0	1-1.5 lecture total (range)	NONE	This course covers topics related to heat illness signs and symptoms; risk factors; and heat illness prevention protocols, including provisions for water, access to shade, rest periods, and high heat protocols. 1-hour training for employees. 1.5-hour training for supervisors.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F427C	FIRE PROTECTION/FIRE PREVENTION IN CONSTRUCTION	Apprenticeship	0	1 lecture total	NONE	This course covers topics related to fire prevention/fire protection practices and procedures, fire watch requirements for "hot work," and the proper use of fire extinguishers.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F427E	RESPIRABLE CRYSTALLINE SILICA TRAINING/COMPETENT PERSON	Apprenticeship	0	1-4 lecture total (range)	NONE	Respirable Crystalline Silica training covers implementing and managing a written exposure control plan, evaluating silica exposure risks, and selecting control methods for. It also includes the elements of the CEI Silica Program, addressing health hazards, exposure sources, and control measures. 1-hour Respirable Crystalline Silica Training. 3-hour Respirable Crystalline Silica competent person training.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F427F	LEAD AWARENESS	Apprenticeship	0	1 lecture total	NONE	This course covers topics related to the basic hazards of lead-containing materials and lead-based paint, along with the steps to identify and avoid exposure - actual or potential - to leaded materials and lead-based paint.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F427J	VALLEY FEVER PREVENTION	Apprenticeship	0	1 lecture total	NONE	This course covers topics related to CEI's Valley Fever Prevention Program, covering the potential source(s) of Valley Fever spores and preventative measures to control dust generation.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F427K	COLD STRESS PREVENTION	Apprenticeship	0	1 lecture total	NONE	This course covers topics related to the signs and symptoms of cold stress, risk factors, and cold stress prevention protocols and practices.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F427L	INFECTION CONTROL	Apprenticeship	0	1 lecture total	NONE	This course covers topics related to CEI's Infection Control Program, including identifying the Construction Activity, Infection Control Risk Group, and using the Construction Activity and Infection Control Matrix.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians

Instructor	Term	Code	Course Title	Type	Units	Lecture	Prereq	Description	Dept			Notes
Paul Gigliotti	Fall 2026	JRYM F429.	TRENCHING & EXCAVATION: HAZARD AWARENESS/COMPETENT PERSON/COMPETENT PERSON T-T-T	Apprenticeship	0	2.5-15 lecture total (range)	NONE	This course covers trenching and excavation competent person training, including hazard awareness, soil classification, protective systems, and trench inspections. It also addresses access/egress, fall protection, hazardous atmospheres, and soil conditions. The training includes: a 7.5-hour session for Train-the-Trainer (T-t-T), a 5-hour session for competent person training, and a 2.5-hour session for hazard awareness training.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F430A	OSHA 10-HOUR CONSTRUCTION OUTREACH COURSE	Apprenticeship	0	10 lecture total	NONE	OSHA 10-hour training is a basic safety and health training that provides entry-level workers in construction and general industry with fundamental knowledge about workplace hazards, workers' rights, and employer responsibilities. It is part of the OSHA Outreach Training Program, which explains serious workplace hazards, workers' rights, employer responsibilities, and how to file an OSHA complaint.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F430C	OSHA 30-HOUR CONSTRUCTION OUTREACH COURSE	Apprenticeship	0	30 lecture total	NONE	OSHA 30-hour construction training is a course designed to prepare supervisors and workers for workplace safety and health hazards. It covers topics such as jobsite safety, risk avoidance, workers' rights, and employer obligations. The U.S. Department of Labor (DOL) requires an official OSHA 30 card for employment in construction. The 30-hour training is intended to provide workers with some safety responsibility and a greater depth and variety of training.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F430D	OSHA 30-HOUR GENERAL INDUSTRY OUTREACH COURSE	Apprenticeship	0	30 lecture total	NONE	OSHA 30-hour general industry training is a course designed to prepare supervisors and workers for workplace safety and health hazards. It covers topics such as jobsite safety, risk avoidance, workers' rights, and employer obligations. The U.S. Department of Labor (DOL) requires an official OSHA 30 card for employment in construction. The 30-hour training is intended to provide workers with some safety responsibility and a greater depth and variety of training.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F430E	OSHA 3015 EXCAVATION, TRENCHING & SOIL MECHANICS	Apprenticeship	0	8 lecture total	NONE	This course covers OSHA Standards for excavation and trenching, including: practical soil mechanics, its relationship to the stability of shored and un-shored slopes, various types of shoring, soil classification, and protective systems.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F430F	OSHA 3115 FALL PROTECTION	Apprenticeship	0	8 lecture total	NONE	This course covers OSHA Fall Protection Standards and an overview of fall protection methods, and covers the following topics: principles of fall protection, components of fall arrest systems, limitations of fall arrest equipment, and OSHA Fall Protection Policies.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F430G	OSHA 500 - TRAINER COURSE IN OCCUPATIONAL SAFETY & HEALTH STANDARDS FOR THE CONSTRUCTION INDUSTRY	Apprenticeship	0	28 lecture total	NONE	This course is designed for individuals interested in teaching the 10- and 30-hour construction safety and health Outreach Training Program to their employees and other interested groups using OSHA Construction Standards.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F430J	OSHA 501 - TRAINER COURSE IN OCCUPATIONAL SAFETY & HEALTH STANDARDS FOR GENERAL INDUSTRY	Apprenticeship	0	28 lecture total	NONE	This course is for individuals interested in teaching the 10- and 30-hour general industry safety and health Outreach Training Program to their employees and other interested groups using the OSHA General Industry Standards.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F430K	OSHA 502 - UPDATE FOR CONSTRUCTION INDUSTRY OUTREACH TRAINERS	Apprenticeship	0	20 lecture total	NONE	This course is designed for Outreach Training Program trainers who have completed OSHA 500 and are authorized trainers in the OSHA Outreach Training Program. The course provides an update on OSHA Construction CSR and policies.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F430L	OSHA 503 - UPDATE FOR GENERAL INDUSTRY OUTREACH TRAINERS	Apprenticeship	0	20 lecture total	NONE	This course is for Outreach Training Program trainers who have completed OSHA 501 and are authorized trainers in the OSHA Outreach Training Program. The course provides an update on OSHA General Industry CSR and policies.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F430M	OSHA 510 - OCCUPATIONAL SAFETY & HEALTH STANDARDS FOR THE CONSTRUCTION INDUSTRY	Apprenticeship	0	28 lecture total	NONE	This course covers OSHA Standards, policies, and procedures in the construction industry. Topics include scope and application of the OSHA Construction Standards and construction safety and health principles.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F430N	OSHA 511 - OCCUPATIONAL SAFETY & HEALTH STANDARDS FOR GENERAL INDUSTRY	Apprenticeship	0	28 lecture total	NONE	This course covers OSHA Standards, policies, and procedures in general industry. Topics include scope and application of the OSHA General Industry Standards and general industry principles.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F432.	FALL PROTECTION: COMPETENT PERSON/COMPETENT PERSON TRAINER	Apprenticeship	0	5 lecture total	NONE	This course covers Competent Person training for supervising, implementing, and monitoring a managed fall protection program. 5 hours training for competent person. 5 hours training for competent person trainer.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F432A	FALL PROTECTION USER/FALL PROTECTION USER TRAINER	Apprenticeship	0	2.5-8 lecture total (range)	NONE	This course covers Fall Protection User Training, including fall arrest and restraint systems, fall distance calculation, and equipment inspection. A Train-the-Trainer version is also available. Includes a 2.5-hour session for user training and an 8-hour session for Train-the-Trainer training.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F433.	FIRST AID/CPR/AED	Apprenticeship	0	4 lecture total	NONE	CPR/FA (First Aid) and Automated External Defibrillator (AED) training classes are designed to equip participants with the skills and knowledge to respond effectively to various emergencies.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F433A	FIRST AID/CPR/AED INSTRUCTOR	Apprenticeship	0	8 lecture total	NONE	Instructor training classes for CPR/FA (First Aid) and AED (Automated External Defibrillator) are more comprehensive and detailed compared to standard participant classes. This course teaches training techniques, course management, certification requirements, and course structure.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F433B	CEAS I: CERTIFIED ERGONOMICS ASSESSMENT SPECIALIST	Apprenticeship	0	1.5 lecture total	NONE	This course covers topics related to how to conduct an ergonomic assessment of musculoskeletal disorders for CEI employees.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F434.	HAZWOPER 40 HOUR TRAINING	Apprenticeship	0	40 lecture total	NONE	The 40-hour Hazardous Waste Operations and Emergency Response (HAZWOPER) training is the most comprehensive level of HAZWOPER training. It is designed for workers who are involved in the cleanup, treatment, storage, and disposal of hazardous substances, or who may be exposed to hazardous substances at or above permissible exposure limits.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians

							Description				
Paul Gigliotti	Fall 2026	JRYM F434A	HAZWOPER 24 HOUR TRAINING - 3RD PARTY	Apprenticeship	0	24 lecture total	NONE	The 24-hour HAZWOPER (Hazardous Waste Operations and Emergency Response) training is designed for workers who may occasionally be exposed to hazardous substances but are not expected to be involved in the daily handling or cleanup of these materials.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F434B	HAZWOPER 8 HOUR REFRESHER TRAINING - 3RD PARTY	Apprenticeship	0	8 lecture total	NONE	The 8-hour HAZWOPER (Hazardous Waste Operations and Emergency Response) refresher training is designed to update and reinforce the knowledge and skills of workers who have previously completed the 24-hour or 40-hour HAZWOPER training.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F434C	HAZWOPER 8 HOUR SUPERVISOR TRAINING - 3RD PARTY	Apprenticeship	0	8 lecture total	NONE	The 8-hour Supervisor HAZWOPER (Hazardous Waste Operations and Emergency Response) training is designed for supervisors and managers who oversee hazardous waste operations and emergency response activities. This training ensures that they are equipped with the necessary knowledge and skills to manage safety and health programs effectively.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F434D	HAZARD COMMUNICATION - T-T-T CERTIFICATE	Apprenticeship	0	6 lecture total	NONE	Train the Trainer hazard communication training is designed to prepare individuals to effectively teach hazard communication (HazCom) principles to others on CEI projects.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F434E	ASBESTOS AWARENESS	Apprenticeship	0	1 lecture total	NONE	This course covers the hazards of Asbestos Containing Materials (ACM) and the steps to identify and avoid exposure to ACM or Presumed Asbestos Containing Materials (PACM).	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F434F	BLOODBORNE PATHOGENS	Apprenticeship	0	1 lecture total	NONE	This course covers procedures and practices to protect workers from exposure to human blood and Other Potentially Infectious Materials (OPIM).	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F434G	CONSTRUCTION ELECTRICAL SAFETY HAZARDS	Apprenticeship	0	1 lecture total	NONE	This course covers topics related to basic construction electrical hazards and safe practices, including Assured Equipment Grounding Conductor Program (AEGCP) and ground fault circuit interrupters (GFCIs).	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F434K	ELECTRICAL SAFETY - ARC FLASH & SHOCK HAZARDS	Apprenticeship	0	1.5 lecture total	NONE	This course covers topics related to the hazards associated with electrical shock and arc flash and the appropriate measures to take to avoid these hazards.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians
Paul Gigliotti	Fall 2026	JRYM F434L	EXCAVATOR OPERATOR	Apprenticeship	0	3.5 lecture total	NONE	This course covers topics related to Excavator Operator Training. The hazards associated with ground removal and haul off techniques.	Electricity	N/A	No	Non-credit course. Journey-level training for electricians

2025 Spring Plenary Session

Adopted Resolutions

Resolutions Committee

Robert L Stewart Jr, ASCCC Resolutions Chair, Area C
Karen Chow, ASCCC Resolutions Second Chair, Area B
Nikki Grose, Feather River College, Area A
Jerome Hunt, Long Beach City College, Area D
Yuting Lin, Sierra College, Area A
Krystinne Mica, ASCCC Executive Director

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RECORDING RESOLUTIONS VOTING

Final results of voting on resolutions are recorded using the following, based on the
Resolutions Handbook (page 12):

- MSC: Moved, Seconded, Carried
- MSF: Moved, Seconded, Failed
- MSR: Moved, Seconded, Referred
- MSU: Moved, Seconded, Unanimous (including consent calendar & unanimous consent)
- Acclamation: Moved, Seconded, Acclamation

RESOLUTIONS CATEGORIES

New resolutions categories that more closely align with the purview of the ASCCC were piloted for the 2024 Spring Plenary Session and approved for post-pilot use by the ASCCC Executive Committee at its May 2024 meeting. Numbering of these new categories begins from 101 for the first category, 102 for the second category, and so forth to distinguish them from the old categories. The approved new categories are as follows:

101. Curriculum
102. Degree and Certificate Requirements
103. Grading Policies
104. Educational Program Development
105. Student Preparation and Success
106. Governance Structures
107. Accreditation
108. Professional Development
109. Program Review
110. Institutional Planning and Budget Development
111. Academic Senate for California Community Colleges
112. Hiring, Minimum Qualifications, Equivalency, and Evaluations
113. Legislation and Advocacy
114. Consultation with the Chancellor's Office

ADOPTED RESOLUTIONS

101 CURRICULUM

101.01 S25 Addressing Barriers to Articulation

Whereas, The California Community Colleges (CCC) system serves as the largest public higher education system in the nation, providing vital transfer pathways to the California State University (CSU), the University of California (UC) system, and independent colleges and universities, yet students continue to experience challenges with articulation of courses, leading to duplication of coursework and barriers to timely degree completion[1];

Whereas, The Course Identification Numbering System (C-ID) has played a significant role in facilitating articulation and transfer by providing a common framework for course comparability across California community colleges, but gaps remain in the articulation of courses outside of the transfer model curriculum and associate degree for transfer;

Whereas, AB 1111 (Berman, 2021)[2] mandates common course numbering across the CCC system, which has the potential to improve transfer and articulation but does not resolve the systemic issues with inconsistent articulation policies between CCC, CSU, and UC, nor does it address disparities in how courses are evaluated for equivalency; and

Whereas, The existing articulation process relies on faculty-driven review and articulation agreements through ASSIST, yet discrepancies between CCC, CSU, and UC articulation practices, coupled with lengthy approval timelines, create significant challenges for students seeking seamless transfer pathways[3];

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates, articulation officers, and system offices including the California Community Colleges Chancellor's Office, California State University Chancellor's Office, and University of California Office of the President to reimagine articulation processes, ensuring that efforts such as the Course Identification Numbering System (C-ID) and common course numbering effectively support streamlined transfer pathways; and

Resolved, That the Academic Senate for Community Colleges work with the Intersegmental Committee of the Academic Senates, articulation officers, and system offices including the California Community Colleges Chancellor's Office, California State University Chancellor's Office, and University of California Office of the President to advocate for improved

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[1] https://www.kqed.org/news/11956322/california-community-college-students-face-tough-barriers-when-transferring
[2] https://legiscan.com/CA/text/AB1111/id/2436122
[3] https://www.auditor.ca.gov/wp-content/uploads/2024/09/2023-123-Report-WP.pdf

transparency, consistency, and timeliness in articulation decisions and identify systemwide policies and processes to ensure articulation agreements are consistent across institutions.

Contact: ASCCC Executive Committee

MSU

101.02 Cal-GETC Approval of California Community Colleges Ethnic Studies Courses

Whereas, Effective fall 2021, students are required to complete an ethnic studies course as part of the intersegmental general education transfer pattern California State University General Education Breadth (CSU GE) Area F Ethnic Studies and, effective fall 2023, Intersegmental General Education Transfer Curriculum (IGETC) Area 7 Ethnic Studies, with both being replaced by California General Education Transfer Curriculum (Cal-GETC) Area 6 Ethnic Studies effective fall 2025;

Whereas, California community college faculty have developed ethnic studies courses approved by their local curriculum committees only to be denied transfer CSU GE Area F/IGETC Area 7 approval and, even after addressing concerns from reviewers, were subsequently again denied[4];

Whereas, Articulated California community college ethnic studies courses are being held to a higher standard for review and approval for the transfer general education ethnic studies requirement than articulated California State University and University of California ethnic studies courses[5]; and

Whereas, CSU students often take California community college ethnic studies courses that are accepted and approved for their CSU campus ethnic studies general education requirements, but these same ethnic studies courses are not approved for CSU GE Area F, and therefore California community college students take the same ethnic studies courses that count for the CSU students' ethnic studies requirement but the courses do not count for the community college students for the transfer general education ethnic studies requirement[6];

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[4] San Diego Mesa College Chicana/o History courses were denied CSU GE Area F inclusion. The San Diego Mesa College faculty addressed the denial comments after the first denial and resubmitted only to be denied again. After two submissions without acquiring approval, the San Diego Mesa College Chicana/o Studies faculty decided to suspend their effort

[5] Ohlone College CHS 101 and CHS 106A are both approved for Sonoma State's Critical Race Studies Graduation Requirement5, CHS 101, ETHN 100, ETHN 105, ETHN 114A, and ETHN 114B are approved for UCSB's College of Engineering, and College of Letters and Science GE Ethnicity Requirement5 and CHS 101 and ETHN 100 are approved for UCSC's Ethnicity and Race General Education Requirement5. These courses were initially approved for CSU GE Area F but now have a Fall 2026 phase-out term. The CSUCO required that the courses be reviewed again for 2024, but no reason for the review was given, and the courses were subsequently denied approval.

[6] San Diego State University (SDSU) students took San Diego Mesa College ethnic studies courses that were approved for meeting the ethnic studies requirements at SDSU, but the San Diego Mesa College courses were not approved for CSU GE Area F

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates to develop and implement a policy, effective Fall 2026, that any California community college ethnic studies course that is articulated to any California State University or University of California course approved for ethnic studies general education or graduation requirements be automatically approved for Cal-GETC Area 6.

Contact: David Degroot, Allan Hancock College, Area C

MSC

101.03 S25 Honoring Approved IGETC Lists for Cal-GETC

Whereas, The California General Education Transfer Curriculum (Cal-GETC) Implementation Guidance Memo dated February 14 2024[7] specifies that only "courses approved for an IGETC area in ASSIST.org as of August 1, 2024, with the exception of Area 1C, will migrate to the corresponding Cal-GETC area by ASSIST.org," and the Intersegmental General Education Transfer Curriculum (IGETC) provides a structured pathway for California community college students to fulfill lower-division general education requirements before transferring to the University of California (UC) or California State University (CSU) systems;

Whereas, Cal-GETC has been developed to standardize the transfer process and ensure that coursework taken at a California community college aligns with general education requirements across California public institutions;

Whereas, Students rely on accurate and consistent articulation agreements to make informed decisions about their academic coursework and transfer eligibility, and discrepancies in the retroactive application of Cal-GETC course lists could result in unfair barriers for students who have completed IGETC coursework in good faith; and

Whereas, According to IGETC Standards version 2.4, section 5.1.1 California Community College Course Application Rights Certification, coursework completed for IGETC will be honored provided that a course was on a college's approved IGETC list when it was completed;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates to ensure that certification of coursework completed for IGETC will be honored for Cal-GETC, provided that all courses were previously listed on the California community college's approved IGETC list at the time they were completed by the student except for IGETC Area 1C; and

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[7] California General Education Transfer Curriculum (Cal-GETC) Implementation Guidance Memo dated February 14 2024

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates to ensure transparency and consistency in the recognition of IGETC coursework to uphold student transfer rights and promote seamless educational progress and that this policy be included in the Cal-GETC Standards publication.

Contact: Melain McIntosh, Compton College, Area C

MSU

102 DEGREE AND CERTIFICATE REQUIREMENTS

103 GRADING POLICIES

103.01 S25 Advancing Credit for Prior Learning in Alignment with the CCCCO Vision 2030 (Apprenticeships, Veterans Sprint, and Rising Scholars)

Whereas, The California Community Colleges Chancellor's Office (CCCCO) Vision 2030 emphasizes equitable access to education by advocating for the removal of systemic barriers to student success, including the recognition and awarding of credit for prior learning (CPL), and aligns with the core academic and professional matters outlined in the Title 5 §53200[8] by fostering student achievement and seamless transfer pathways;

Whereas, CCCCO apprenticeship programs provide innovative pathways for students to gain hands-on experience and earn college credit through paid on-the-job training, aligning with the Vision 2030 goal of preparing students for in-demand careers and fostering economic mobility;

Whereas, The CCCCO Veterans Sprint initiative focuses on supporting veterans by streamlining CPL processes, ensuring their military training and experiences are recognized as valuable academic credit and promoting their successful transition into civilian careers; and

Whereas, The CCCCO Rising Scholars initiative supports system-impacted and formerly incarcerated students, providing equitable access to education and creating opportunities to recognize prior learning experiences gained through life and work, aligning with the Vision 2030 goals of inclusivity and student success;

Resolved, That the Academic Senate for California Community Colleges support the expansion and implementation of the California Community Colleges Chancellor's Office apprenticeship initiative to provide equitable access to career-focused learning opportunities and credit for on-the-job training;

Resolved, That the Academic Senate for California Community Colleges support the California Community Colleges Chancellor's Office Veterans Sprint initiative, advocating for streamlined

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[8] Title 5 Section 53200 - 10+1

policies that recognize military training and experience as academic credit to ensure equitable educational opportunities for veterans; and

Resolved, That the Academic Senate for California Community Colleges support the goals of the California Community Colleges Chancellor's Office Rising Scholars Initiative, encouraging colleges to implement policies that recognize the prior learning of system-impacted and formerly incarcerated students to foster inclusivity and equity in educational opportunities.

Contact: Dr. Sigrid Williams, Norco College, Area D

MSU

103.04 S25 Eliminating Financial Barriers: No Fees for Credit by Exam for Credit for Prior Learning

Whereas, California community colleges are committed to ensuring equitable access to credit for prior learning (CPL) for all students, recognizing the diverse experiences and knowledge students bring to their educational journeys;

Whereas, While California Education Code permits community colleges to charge students a fee for administering credit by exam, and, according to California Code of Regulations Title 5 §55050[9], a district may charge a fee for administering the examination as long as the fee does not exceed the enrollment fee for the course for which the student seeks credit, but colleges should consider student equity when determining these fees to ensure they do not place an undue financial burden on students seeking CPL, thereby limiting access to CPL;

Whereas, §55050 of the credit for prior learning regulation in Title 5 states that the determination to offer credit by examination rests solely on the discretion of the discipline faculty and that a separate examination shall be conducted for each course for which credit is to be granted; and

Whereas, Colleges may grant credit only to students who are registered at the college and in good standing and only for courses listed in the catalog of the college;

Resolved, That the Academic Senate for California Community Colleges recommend that no fee be assessed for credit for prior learning examinations.

Contact: Dr. Sigrid Williams, Norco College, Area D

MSC

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[9] [Title 5, Section 55050](#)

104 EDUCATIONAL PROGRAM REQUIREMENTS

104.01 S25 Reimagining Transfer Alignment Efforts

Whereas, The Academic Senate for California Community Colleges adopted Resolution 15.01 F17,[10] which resolved that "the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California to identify a single pathway in each of the majors with an Associate Degree for Transfer to ensure that students will be prepared to transfer into either the California State University or the University of California systems";

Whereas, The Transfer Alignment Project and the Course Identification Number system have been working with faculty from all three segments to modify transfer model curricula (TMCs) to encompass the major preparation requirements for both the California State University (CSU) and University of California (UC) systems;

Whereas, Many UC Transfer Pathways in high unit science, technology, engineering, and mathematics disciplines cannot be converted into a TMC, even with modifications to the California General Education Transfer Curriculum (Cal-GETC), because they have too many units to fit within the 66 units permitted by AB 2057 (Berman, 2023),[11] requiring removal of courses from the preferred major preparation to create a compliant associate degree for transfer; and

Whereas, Any aligned transfer pattern should provide students with the equivalent preparation as students that began their studies at a CSU or UC campus, and community college students completing this transfer pattern should be prepared for junior level coursework in their chosen majors at a campus in either system;

Resolved, That the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California and each segment's system office to propose and develop an aligned alternative to the associate degree for transfer for high unit science, technology, engineering, and mathematics majors that includes guaranteed admission and any major preparation course required by either segment.

Contact: Craig Rutan, Santiago Canyon College, C-ID Curriculum Director

MSC

105 STUDENT PREPARATION AND SUCCESS

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[10] https://asccc.org/resolutions/aligning-transfer-pathways-california-state-university-and-university-california-systems
[11] AB 2057 (Berman 2023)

105.01 S25 Catalog Rights for Dual Enrollment Students

Whereas, California Code of Regulations Title 5 §40401[12] establishes a system-wide catalog rights policy for undergraduate students of the California State University, which includes California community college transfer students, and allows that

> An 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 may for purposes of meeting graduation requirements elect to meet the requirements in effect at the campus from which the student will graduate either:
> (1) at the time the student began such attendance or
> (2) at the time of entrance to the campus, or
> (3) at the time of graduation;

Whereas, Dual enrollment students who start at a California community college may establish community college catalog rights in the semester they first start taking courses at a community college, but the California State University (CSU) will not honor those catalog rights, as dual enrollment students may only establish catalog rights with the CSU after they graduate from high school[13]; and

Whereas, With the implementation of the California General Education Transfer Curriculum (Cal-GETC), dual enrollment students graduating high school on or after Spring 2025 who completed courses to satisfy the California State University General Education Breadth or the Intersegmental General Education Transfer Curriculum will be considered new first-year students who are required to complete Cal-GETC and thus might have to either take additional courses or repeat courses to meet Cal-GETC requirements, which is inequitable;

Resolved, That the Academic Senate for California Community Colleges advocate to the Academic Senate of the California State University and the California State University Office of the Chancellor to allow dual enrollment students to establish catalog rights during a student's first term of transcriptable attendance at a California community college.

Contact: Mark Edward Osea, ASCCC Executive Committee

MSU

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[12] Title 5 §40401
[13] CSU Transfer Programs Appendix A: Cal-GETC Catalog Rights Chart

105.02 S25 Maximizing Student Awareness: Promoting Credit for Prior Learning Awareness through Syllabus Statements and Other Appropriate Institutional Communications at California's Community Colleges

Whereas, The California Community Colleges Chancellor's Office Vision 2030[14] incorporates a commitment to proactively bring college education to prospective students, wherever they are, to ensure equity in access;

Whereas, Many students could benefit from greater awareness of the opportunities available through credit for prior learning (CPL), particularly working adults and veterans who may earn college credit for knowledge gained outside of a traditional academic environment; and

Whereas, Several colleges have found success with the inclusion of a CPL syllabus statement in course syllabi to promote awareness of CPL opportunities and to inform students of this pathway to accelerate their educational goals;

Resolved, That the Academic Senate for California Community Colleges develop and provide an optional sample syllabus statement for colleges and districts to adopt in order to help maximize student awareness of Credit for Prior Learning opportunities by Spring 2026; and

Resolved, That the Academic Senate for California Community Colleges encourage local and district academic senates to collaborate with campus leadership to develop and implement strategies for disseminating Credit for Prior Learning information across various appropriate institutional communications and student-facing materials to enhance awareness and understanding of CPL and its benefits.

Contact: Dr. Sigrid Williams, Norco College

MSC

106 GOVERNANCE STRUCTURES

106.01 S25 Advocating for Inclusive Participation of Part-Time Faculty in California Community College Local Academic Senates

Whereas, The California Community Colleges' diversity, equity, inclusion, and accessibility statement and the Academic Senate for California Community Colleges' (ASCCC) inclusivity statement demonstrate commitment to promoting inclusion, diversity, equity, antiracism, and accessibility among all faculty members;

Whereas, Part-time faculty are integral to the mission, vision, and values of the ASCCC, and the inclusion of part-time faculty in college participatory governance structures is essential for fostering a collaborative and effective academic community;

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[14] CCCCO Vision 2030

Whereas, Previous resolutions and resources produced by the ASCCC—including resolutions 1.02 F20, 19.01 S21, 17.02 S22, 1.01 S23, and 17.02 S23—have emphasized the importance of equity for part-time faculty and recognized the significant contributions of part-time faculty in the educational environment, thus aligning with a strong commitment to create an environment where all voices are heard and all faculty members can contribute to decision-making processes; and

Whereas, Current Title 5 §53202 (d)[15] reads, "The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate," thus granting full-time faculty the discretion to include part-time faculty in membership and participation in the local academic senates through the use of the term "may," which could inadvertently contribute to inequities and lack of representation;

Resolved, That the Academic Senate for California Community Colleges research the potential effects that a change in Title 5 §53202 (d) language from "may" to "shall," which would require full-time faculty to include part-time faculty members in membership and participation in local academic senates, may have on other areas of Title 5 by Fall 2026; and

Resolved, That the Academic Senate for California Community Colleges, upon completing research into the potential consequences of a language change in Title 5 §53202 (d) from "may" to "shall" and barring any negative effects on other areas of Title 5, work with the California Community Colleges Chancellor's Office to update Title 5 §53202 (d) to provide true equity and inclusion in local college governance to all faculty in the California Community Colleges system.

Contact: Lindsay Weiler, Riverside City College

MSC

107 ACCREDITATION

108 PROFESSIONAL DEVELOPMENT

109 PROGRAM REVIEW

110 INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

111 ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

111.01 S25 Update the ASCCC Document, "Standards of Practice for California Community College Counseling Faculty and Programs"

Whereas, The document *Standards of Practice for California Community College Counseling Faculty and Programs* was originally adopted by the delegates to the 1997 Academic Senate for

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[15] Title 5 Section 53202 (d)

California Community Colleges Spring Plenary Session, revised and adopted by the delegates at the 2008 Fall Plenary Session, and has not been updated since;

Whereas, The document itself recommends that it be reviewed at least every six years[16]; and

Whereas, Since the last update of the document, new technologies, implementation of guided pathways, and the COVID-19 pandemic have necessitated that California community colleges re-envision how counseling services are offered;

Resolved, That the Academic Senate for California Community Colleges review and update the document *Standards of Practice for California Community College Counseling Faculty and Programs* by the 2026 Academic Senate for California Community Colleges Spring Plenary Session.

Contact: Mark Edward Osea, ASCCC Executive Committee

MSU

111.02 S25 Senator Emeritus for Dr. Matthew "Matt" Merrill Clark (Posthumous)

Whereas, Dr. Matthew "Matt" Merrill Clark was a beloved Woodland Community College (WCC) statistics professor for 32 years, a dedicated Yuba Community College District faculty leader, and a founding member of WCC's provisional senate who played a crucial role in the college's successful accreditation and establishment as California's 110th community college in 2008, continued his service for over 15 years in the WCC Academic Senate by serving as its third and fifth academic senate president (both prime numbers), and was a consistent and reliable faculty voice while navigating growing pains into a new multi-college district inclusive of program development, curriculum realignment, and governance, and Matt passed unexpectedly on June 21, 2024;

Whereas, Matt served for over a decade as a delegate to the Academic Senate for California Community Colleges (ASCCC), where he provided thoughtful amendments and counterpoints during Area A meetings to clarify potential outcomes, provided insights consistently centered on student support and inclusion, diversity, equity, antiracism, and accessibility, advocated for faculty primacy in academic and professional matters, advocated for higher education, communicated the unique perspective of small and rural community colleges, introduced many of his colleagues to statewide service; and empowered leadership through ASCCC plenaries, institutes, and regional meetings;

Whereas, Matt demonstrated exceptional dedication through his service on the ASCCC Relations with Local Senates Committee, resulting in contributions to the development of the initial version of the ASCCC *Local Senates Handbook*, and his work on the ASCCC Math and Quantitative Reasoning Taskforce was an invaluable resource to the ASCCC in advancing faculty-

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[16] P.19 Standards of Practice for California Community College Counseling Faculty and Programs

14

driven work on AB 705 and AB 1705, providing guidance on the implications of these legislative mandates for mathematics instruction, placement practices, and student equity, leaving a lasting impact on colleagues, students, and the statewide community; and

Whereas, Matt's encouragement supported many faculty across Area A, ASCCC Executive Committee members, and numerous ASCCC Presidents, and his service of leadership, empowerment, and faculty voice embodied the mission of ASCCC and will be deeply missed by the colleagues he inspired;

Resolved, That the Academic Senate for California Community Colleges hereby grant its highest honor of senator emeritus posthumously to Dr. Matthew "Matt" Merrill Clark.

Contact: Aree Metz, Woodland Community College, Area A

ACCLAMATION

111.03 S25 Senator Emeritus for Dr. Peter John Stanskas (Posthumous)

Whereas, The ASCCC owes a debt of deep gratitude to Dr. Peter "John" Stanskas for his unwavering dedication to students, San Bernardino Valley College, and the California Community Colleges system as a genuine and stylish leader who celebrated life and made everyone smile with his legendary shiny blue shoes;

Whereas, John earned his doctorate in nuclear chemistry from the University of Maryland and pursued his passion for teaching at San Bernardino Valley College, beginning as an adjunct faculty member in 2001 and becoming a full-time chemistry faculty member in 2002, and during his tenure, John served in numerous leadership roles, including Academic Senate for California Community Colleges President, San Bernardino Valley College Dean of Science, and the California Community Colleges' Vice Chancellor of Academic Affairs, profoundly impacting the lives of students and colleagues;

Whereas, John led the California Community Colleges system through the tumultuous racial reckoning of 2020 with a Call to Action, providing direction for faculty and empowering local academic senates to create their own plans of action, all while helping to lead the California Community Colleges Diversity, Equity, and Inclusion Task Force, setting the direction of DEI efforts in the system; and

Whereas, John mentored many current and future senate leaders, introducing faculty to statewide service and encouraging them to take leadership roles, often serving as a sounding board to discuss the many questions one might have about statewide leadership with kindness, humility, and encouragement;

Resolved, That the Academic Senate for California Community Colleges hereby grant its highest honor of senator emeritus posthumously to Dr. Peter John Stanskas.

Andrea Hecht, San Bernardino Valley College, Area D

ACCLAMATION

111.04 S25 Support of Sanctuary Campus Designations

Whereas, The Academic Senate for California Community Colleges is committed to inclusivity, dignity, and respect for all of its diverse student body, faculty, and staff through education in a safe and tolerant environment that celebrates and protects the core values of academic freedom, wherein all students, faculty, and staff may express and challenge ideas and beliefs without threat or fear of retaliation, including actions on the part of governments of the State of California and the United States of America;

Whereas, The aforementioned values have been radically challenged by the rhetoric and actions of some elected and appointed officials of the federal government of the United States, which, in turn, has emboldened statements and acts of intolerance within the state of California, including from within the California Community Colleges system; and

Whereas, The November 15, 2024 California Community Colleges Chancellor's Office memo "California and its Community Colleges Remain Sanctuary Jurisdictions"[17] states that the Chancellor's Office "anticipate[s] that the president-elect will issue new executive orders similar in scope and intent to Executive Order 13768, [and since] the president-elect's party has won control of both branches of Congress, additional anti-immigrant legislation may soon be enacted," but also asserts that "our system will refrain from cooperating in federal enforcement of national immigration laws unless compelled to do so by state or federal law and, the system does not capture information on undocumented students, therefore our colleges will not release personally identifiable student information related to immigration status unless required by judicial order;"

Resolved, That the Academic Senate for California Community Colleges recognize that individual campuses' sanctuary designations are part of a systemwide commitment to inclusion, diversity, equity, anti-Racism, and accessibility;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with their college administrations to designate their colleges sanctuary campuses; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to provide professional development opportunities and guidance regarding the formal adoption of the designation of sanctuary campus.

Contact: Joshua Scott, Solano Community College, Area B

ACCLAMATION

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[17] Legal Advisory 24-11-15: California and its Community Colleges Remain Sanctuary Jurisdictions

111.05 S25 Advocating for the Inclusion of California Community Colleges Classified Senates in Title 5

Whereas, Education Code §70902(b)(7)[18] states that the Board of Governors shall "[e]stablish procedures that are consistent with minimum standards…to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance," and Title 5 §51023.5[19] states that "[s]taff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff," but Title 5 does not recognize local classified senates, nor does it include classified staff areas of purview appropriate to classified professionals and analogous to those delineated for academic senates in §53200[20] and student leadership in §51023.7[21], leaving classified senates without a formalized position within the structure of local colleges and districts that could reinforce the principles of participatory governance, accountability, and inclusivity within California's educational institutions;

Whereas, Local classified professionals make up 60% of the California Community Colleges system's full-time workforce but are often underrecognized for their roles and responsibilities within participatory governance since they do not have a formally recognized representative body within college governance structures;

Whereas, The California Community College Classified Senate represents all classified professionals and plays a vital role in promoting transparent, equitable, and effective governance by ensuring that the concerns and recommendations of classified professionals are considered in the decision-making processes of colleges and the system; and

Whereas, The inclusion of the California Community College Classified Senate in Title 5, along with a delineation of the purview of classified senates, would bring consistency among participatory governance practices that are already institutionalized by the long-time existence of the Student Senate for California Community Colleges and the Academic Senate for California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to advocate for a commitment to fostering a culture of participatory governance by ensuring that the insights and expertise of local classified senates are integrated into institutional participatory governance processes;

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[18] California Education Code §70902
[19] Title 5 Section 51023.5
[20] Title 5 Section 53200
[21] Title 5 Section 51023.7

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, advocate for the formal recognition of local classified senates in Title 5, including the designation of areas of purview explicitly acknowledged alongside those of academic senates and student leadership; and

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, advocate for formal recognition of the California Community Colleges Classified Senate as the official voice of classified professionals in participatory governance at the state level to safeguard the interests of classified professionals and enhance the collaborative framework of the California Community Colleges system.

Julie Bruno, Sierra College, Area A

ACCLAMATION

111.06 S25 Unapologetic Commitment to IDEAA and Academic Freedom

Whereas, The Academic Senate for California Community Colleges (ASCCC) has consistently championed inclusion, diversity, equity, anti-Racism, and accessibility (IDEAA) as fundamental to its mission and goals, as reflected in numerous resolutions supporting IDEAA -related initiatives, including resolutions 09/07 F21, 03.02 S21, 19.01 F19, and 03.01 S21;

Whereas, ASCCC President Cheryl Aschenbach's statement titled "Upholding ASCCC Values" dated February 14, 2025 reaffirmed the organization's unwavering commitment to fostering an inclusive and equitable academic environment despite ongoing national political challenges and opposition to IDEAA efforts in education, and IDEAA principles are essential for ensuring equitable access and success for students from historically marginalized and underrepresented backgrounds, aligning with the California community colleges' mission to serve all students with excellence;

Whereas, Faculty primacy in academic and professional matters, as established in Title 5 §53200, includes curriculum, professional development, and student support programs, all of which are strengthened by a commitment to IDEAA, ensuring that course content, faculty hiring, and institutional practices reflect the diverse experiences and needs of California's students; and

Whereas, Academic freedom is essential to the role of faculty in higher education[22], protecting critical inquiry, research, and teaching without fear of censorship, retaliation, or political interference, and threats to IDEAA efforts represent a broader attack on faculty autonomy and the integrity of academic institutions;

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[22] American Association of University Professors. (n.d.). Endorsers of the 1940 Statement.

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to resist efforts to diminish or eliminate inclusion, diversity, equity, anti-racism, and accessibility initiatives within their purview as defined in Title 5 §53200; and

Resolved, That the Academic Senate for California Community Colleges affirm the indivisible nature of academic freedom and inclusion, diversity, equity, anti-Racism, and accessibility, upholding faculty rights to teach, conduct research, and participate in professional discourse on IDEAA matters free from threats of political mischief, suppression, or institutional retaliation.

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

ACCLAMATION

111.07 S25 Laboratory Faculty and College Governance

Whereas, Title 5 §55002.5[23] defines all credit hours as total student work and does not differentiate between work completed in lecture, in lab, or outside the classroom, and Title 5 §§55002[24](a)(2)(C) states that credit courses shall treat "subject matter with a scope and intensity that requires students to study independently outside-of-class time";

Whereas, The Academic Senate for California Community Colleges (ASCCC) affirmed in ASCCC Resolution 09.02 SP01 that modern teaching pedagogy "has shifted to best meet student learning needs, including a movement to lecturing with various technology platforms in a laboratory setting and the inclusion of laboratory-like group collaborations and peer assisted learning in lecture formats";

Whereas, The ASCCC affirmed in Resolution 19.02 SP16 that the "differential between a lecture and a laboratory or activity course full-time load hours is a governance concern that affects all programs containing laboratory or activity courses"; and

Whereas, Women and faculty of color are underpaid in many disciplines compared to their White male counterparts, particularly in STEM and health professions disciplines that require extensive laboratory instruction[25];

Resolved, That the Academic Senate for California Community Colleges assert that the discrepancy between lecture and laboratory compensation is not grounded in modern pedagogical practices or the actual work performed and instead creates inequities among faculty groups;

Resolved, That the Academic Senate for California Community Colleges recommend that colleges prioritize eliminating historical structural inequities in faculty load and pay

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[23] Title 5 Section 55002.5
[24] Title 5 Section 55002
[25] https://www.cupahr.org/surveys/research-briefs/representation-and-pay-equity-in-higher-ed-faculty-trends-april-2024/

determinations as part of their processes of instructional planning and budget development; and

Resolved, That the Academic Senate for California Community Colleges investigate how load hours difference between lectures and laboratory or activity courses impacts the recruitment, hiring, and retention of faculty in disciplines with laboratory instruction.

Contact: Preston Pipal, San José City College, Area B

MSC

111.08 S25 Advocating for Systemwide Access to AI Tools and Training

Whereas, The rapid integration of artificial intelligence (AI) technologies in higher education necessitates coordinated support for faculty, staff, and students across the California Community Colleges system;

Whereas, The California State University system has successfully implemented a centralized AI Commons that provides tools, resources, professional development, and guidance for ethical AI implementation across their institutions;

Whereas, The absence of centralized AI support results in duplication of effort and spending, as local colleges independently evaluate tools, negotiate licenses, and develop training, creating inefficiencies that a systemwide strategy could address through shared procurement, equitable rollout, and coordinated professional development; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) has previously acknowledged the importance of addressing AI in education through various resolutions, including ASCCC resolutions 13.05 SP23 and 108.01 F24, which have called for the development of resources, frameworks, and criteria for evaluating AI tools for educational use;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Chancellor's Office, in partnership with industry, faculty, and statewide organizations such as the California Community Colleges Digital Center for Innovation and Learning Lab, establish a centralized California Community Colleges AI Commons that provides system-wide access to generative artificial intelligence tools, resources, and professional development opportunities;

Resolved, That the Academic Senate for California Community Colleges confirm that the governance, content curation, and educational frameworks within the AI Commons are academic and professional matters that require primary reliance upon the advice and judgment of California community college faculty; and

Resolved, That the Academic Senate for California Community Colleges develop and implement a comprehensive plan for the California Community Colleges AI Commons, including vetted system-wide AI tool access, professional development pathways, and resources for ethical and

responsible implementation and use across diverse disciplines and learning environments by spring 2026.

Contact: Mark Branom, San José City College, Area B

MSC

111.09 S25 Supporting a United Faculty Workplace for California Community Colleges

Whereas, The Academic Senate for California Community Colleges (ASCCC) is a statewide steward of academic and professional matters as outlined in Title 5 §53200(c),[26] with a long history advocating for equity and equal rights for part-time faculty and formally working with various faculty groups, such as Faculty Association of California Community Colleges, through the Council of Faculty Organizations on common issues under academic and professional matters and overlapping purview, all of which are essential to equitable and high-quality education;

Whereas, California community colleges currently operate under a divided, or two-tier, faculty system[27] comprised of part-time (adjunct) and full-time (tenured or tenure-track) faculty who often operate under wholly separate rules, guidelines, and affordances, creating many inequities in both working conditions and academic and professional matters, including collegial consultation, professional development opportunities , curriculum development, participatory governance structures, strategic and institutional planning, and more, all of which negatively affect the college experience and success of the marginalized students part-time faculty serve;

Whereas, The persistence of the two-tier faculty system deprives California community colleges of the opportunity to benefit from the diverse viewpoints and professional expertise of a large part of every campus' faculty body[28] and causes disparities, which may be described as "tenurism,"[29] that belie the equitable treatment of faculty and deny basic professional dignity, undermining the principles of equity and just working conditions as outlined in Article 23.1 of the Universal Declaration of Human Rights[30]; and

Whereas, While the current structure, with its two vastly unequal tiers, has produced inconsistent and inequitable service for students, the United Faculty model—also referred to as the one-tier, one-faculty, or unified faculty model—emphasizes the elimination of the two employment tiers to create a structure that will better serve students, colleges, and the state of California, will relieve full-time faculty overburdened by college governance duties by greatly

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[26] Title 5 Section 53200(c)
27 The One-Tier Concept for Advancing Student Success and Achieving Faculty Equality
[28] CCCCO Faculty and Staff Demographics
[29] https://cpfa.org/tenurism/
[30] Article 23.1 of the Universal Declaration of Human Rights

increasing the number of faculty available to participate in college governance, and will support students outside of instructional hours;

Resolved, That the Academic Senate for California Community Colleges continue the work called for in its Resolution 17.03 F23 "Supporting Equal Rights for Part-time Faculty" by promoting and supporting legislation enacting the United Faculty model for all California community colleges and actively encouraging system-wide changes to ratify the united faculty system;

Resolved, That the Academic Senate for California Community Colleges, within its purview of academic and professional matters, work in solidarity with the Faculty Association of California Community Colleges, the California Part-time Faculty Association, the New Faculty Majority, the California Federation of Teachers, the Community College Association, and other faculty organizations by endorsing the United Faculty model and encouraging colleges and districts to ensure that all instructors, regardless of rank or tenure status, have equitable access to some form of basic job security as well as equitable and proportional duties and development opportunities as they are willing and available; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to collaborate with local collective bargaining units and advocacy groups to develop campus cultures that seek out all faculty voices and provide equal access to compensated opportunities in curriculum development, participatory governance roles, professional development, and institutional planning for those part-time faculty who wish to engage in such work.

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

MSC

112 HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

112.01 S25 Disciplines List – Art

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

Master's in fine arts, or art, ~~or art history~~

OR

Bachelor's in any of the above AND Master's in ~~humanities~~ *art history*.

OR

the equivalent

(NOTE: "Master's in fine arts" as used here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, creative writing or other nonplastic arts.); and

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

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

Contact: Christopher J. Howerton, ASCCC Executive Committee

MSU

112.02 S25 Disciplines List – Physical Education (Adapted)

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

> Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, ~~adaptive~~ *adapted* physical education
>
> OR
>
> Bachelor's in any of the above AND masters in any life science, dance, physiology, health education, recreation administration or physical therapy
>
> OR
>
> the equivalent AND 15 semester units of upper division or graduate study ~~in~~ *related to* adapted physical education; and

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed revision to the Disciplines List for physical education (adapted).

Contact: Christopher J. Howerton, ASCCC Executive Committee

MSU

112.03 S25 Disciplines List – Brewing, Fermentation, and Distillery Sciences

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

> Any bachelor's degree or higher and two years of professional experience,
>
> OR
>
> Any associate's degree and six years of professional experience; and

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for brewing, fermentation, and distillery sciences.

Contact: Christopher J. Howerton, ASCCC Executive Committee

MSC

112.04 S25 Update the Paper, "A Re-examination of Faculty Hiring Processes and Procedures"

Whereas, The Academic Senate for California Community Colleges Faculty Hiring Processes and Procedures Paper *A Re-examination of Faculty Hiring Processes and Procedures* was originally adopted in 2000 and last revised and adopted in Spring of 2018;

Whereas, The 2018 paper references California Community College Chancellor's Office Equal Employment Opportunity (EEO) Best Practices Handbook that has since been updated in 2022 and is, at the time writing of this resolution, in the process of being updated again;

Whereas, Since the 2018 update of the paper, the Academic Senate for California Community Colleges, in collaboration with system partners, has garnered greater attention to and focus on

faculty diversification and retention by addressing structural racism in California community colleges, including leading a call to action, contributing to the 2023 EEO 10-Point Plan for Faculty Diversity Hiring, furthering discussions of including student voice in faculty hiring processes, and supporting various innovative and culturally responsive hiring methods that this paper has yet to explore; and

Whereas, In 35 of California's 73 community college districts, part-time faculty make up 70% or more of the instructional faculty[31], inviting special attention to part-time faculty hiring policies and procedures, which is not currently addressed in the 2018 paper *A Re-examination of Faculty Hiring Processes and Procedures*;

Resolved, That the Academic Senate for California Community Colleges review and update the paper *A Re-examination of Faculty Hiring Processes and Procedures*.

Contact: Luke Lara, ASCCC Executive Committee

MSU

113 LEGISLATION AND ADVOCACY

113.01 S25 Advocating for a 21st Century Ralph M. Brown Open Meetings Act

Whereas, The Academic Senate for California Community Colleges (ASCCC) has affirmed the value of flexible remote participation in governance through prior resolutions such as Resolution 1.04 S22, recognizing that faculty and staff have demonstrated success and effectiveness using remote platforms since the COVID-19 pandemic;

Whereas, Rigid in-person meeting requirements of the Ralph M. Brown Open Meetings Act, including limitations on teleconferencing, posting mandates for private locations, and arbitrary caps on remote attendance, reflect a workplace structure of a previous generation and do not meet the needs of dynamic, modern academic institutions seeking to expand access, transparency, and participation across geographically diverse and time-constrained constituencies;

Whereas, Institutions globally are integrating digital processes to support inclusion, sustainability, and equity, and California's community colleges have demonstrated that public, accessible remote meetings can be effective, transparent, and broadly engaging[32]; and

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[31]https://www.asccc.org/papers/part-time_faculty-equity_rights_roles_in_governance
[32]Chancellor's Office Vision Resource Center https://visionresourcecenter.azurewebsites.net/events/

Whereas, Expanding remote participation in public meetings aligns with the California Community Colleges Chancellor's Office *Vision 2030* Goal 5, "Equitable Distribution of Resources," by reducing barriers and enabling wider public involvement;

Resolved, That the Academic Senate for California Community Colleges support AB 259 (Rubio, 2025)[33] to preserve flexible teleconferencing options; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and California's Legislature to advocate for policy changes that expand remote participation options in modern academic governance processes in ways that uphold transparency and public participation while supporting equity, access, inclusion, and sustainability.

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

MSC

113.02 S25 Revising Student Centered Funding Formula Metrics to Better Serve All Students

Whereas, The Student-Centered Funding Formula (SCFF) was designed to incentivize student success and equity outcomes but does not adequately account for the realities faced by working adults and nontraditional students, including students who enroll part-time due to work and family obligations, a concern the Academic Senate for California Community Colleges has addressed by calling for new approaches to measure success in Resolution 07.03 S23;

Whereas, Current SCFF metrics prioritize full-time enrollment, degree/certificate completion, and transfer rates, which disproportionately disadvantages institutions serving a high percentage of working adults, lifelong learners, and students who pursue career education in shorter increments that do not align with traditional academic pathways;

Whereas, Many working adult students benefit from skills-building, upskilling, and short-term stackable credentials that improve employability and economic mobility, but many such achievements are not captured within the existing SCFF completion metrics, thereby disincentivizing ongoing education and skill development[34]; and

Whereas, From 2022-2023 to 2023-2024, the statewide success rates for four-year transfer and living wage—neither of which is fully within the control of colleges—declined despite the fact

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[33] AB 259 (Rubio, 2025): Open meetings: local agencies: teleconferences Bill Text - AB-259 Open meetings: local agencies: teleconferences.

[34] See ASCCC legislative advocacy letter, February 28, 2019, Revising the "Student Centered Funding Formula" to Incentivize Student-Focused Outcomes:
https://www.asccc.org/sites/default/files/Revising%20the%20Student%20Centered%20Funding%20Formula%202.28.19_1.pdf
https://www.asccc.org/sites/default/files/Revising the Student Centered Funding Formula 2.28.19_1.pdf

that the statewide success rates for associate degree for transfer completion, associate of arts and associate of science degree completion, certificate completion, and completion of 9+ career technical education units all improved, penalizing colleges for declines in these two metrics— both of which are influenced by factors outside their control— and suggesting that the current SCFF is fundamentally flawed;

Resolved, That the Academic Senate for California Community Colleges advocate for revisions to the Student-Centered Funding Formula metrics that recognize and appropriately fund colleges for serving all of their students, including working adults and nontraditional students, to include success metrics that measure all levels of incremental skills attainment, all wage gains, transfer, and completion of short-term industry-recognized credentials, regardless of student status;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other interest holders to explore alternative funding metrics and models that account for the success of all students, including part-time students, adult learners, and workforce education participants, ensuring equitable funding for colleges serving diverse student populations;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to analyze disaggregated student success data to ensure that Student-Centered Funding Formula adjustments support equitable outcomes for all student demographics, with particular focus on nontraditional transfers and working adults; and

Resolved, That the Academic Senate for California Community Colleges collaborate with local academic senates to develop recommendations for Student-Centered Funding Formula modifications that promote student-centered policies without disadvantaging colleges with significant working adult and part-time student populations.

Leticia Barajas, East Los Angeles College, Area C

MSC

113.03 S25 Allow Districts to Offer Mathematics and English Courses to Support Upskilling for Student Advancement

Whereas, Generations of students have attended California Community Colleges to take specific courses to upskill in preparation for advancement in the workplace, which is a need recently observed in the California Master Plan for Career Education,[35] and in preparation for their academic journey;

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[35] https://www.gov.ca.gov/wp-content/uploads/2024/12/CA-Master-Plan-Framework-Governors-Office.pdf

Whereas, California Education Code Section 78213,[36] as revised in 2022 by AB 1705 (Irwin), reduces upskilling opportunities by prohibiting community college districts from enrolling students in pretransfer-level English and mathematics courses and enrolling STEM majors in mathematics courses below Calculus 1 unless those courses can demonstrate better aggregate results in one-year throughput irrespective of students wanting to take the courses to enhance their skills to advance their career and academic goals;

Whereas, California Education Code Section 66010.2[37] provides that all education institutions, including "the California Community Colleges… share goals designed to provide educational opportunity and success to the broadest possible range of our citizens," and yet state restrictions on community college course offerings have excluded citizens who seek to upskill their remedial skills in mathematics and English; and

Whereas, The Academic Senate for California Community Colleges opposes legislation that censors academic offerings while advocating for legislation to allow community college districts to offer students the option of taking pre-transfer level English and mathematics courses and mathematics courses below Calculus, as established in Resolutions 13.04 SP 23 and 113.01 F24;

Resolved, That the Academic Senate for California Community Colleges advocate for revisions to California Education Code section 78213 to allow community college districts to offer English and mathematics courses that students seek for upskilling to advance their career and academic development.

Contact: Jeffrey Hernandez, Los Angeles Community College District

MSC

113.04 S25 Support of Assembly Bill 1433 (Sharp-Collins): Education Finance—Funding for Noncredit Instruction as of February 21, 2025

Whereas, The California Community Colleges system has, for over five decades, provided tuition-free noncredit education that supports adult learners through short-term, competency-based instruction designed to advance employment opportunities, foster career development, facilitate access to higher education, and promote lifelong learning;

Whereas, Noncredit students represent a diverse and often underserved population, including immigrants, older adults, individuals with disabilities, and communities historically affected by systemic inequities and underinvestment, who benefit from access to essential academic and support services;

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[36] See California Education Code Section 78213, particularly sub-sections (d) through (j) https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78213.
[37] See California Education Code Section 66010.2 https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=66010.2

Whereas, Current law does not recognize noncredit colleges and centers as distinct institutions of higher education, thus limiting their access to base funding under most categorical programs, which in turn restricts the ability to offer comprehensive student services such as disability accommodations, veteran resources, basic needs support, and mental health care; and

Whereas, Assembly Bill 1433[38] (Sharp-Collins) proposes to formally define noncredit colleges and centers and to mandate the allocation of base funding within designated categorical programs to eligible noncredit institutions that meet specified conditions, thereby enabling equitable access to critical wraparound services;

Resolved, That the Academic Senate for California Community Colleges support Assembly Bill 1433, as of February 21, 2025, recognizing the essential role of noncredit education in advancing educational equity, access, and student success.

Contact: Mona Alsoraimi-Espiritu, San Diego City College

ACCLAMATION

114 CONSULTATION WITH THE CHANCELLOR'S OFFICE

114.01 S25 Empowering Faculty Voice in Rising Scholars Programming

Whereas, Rising Scholars is a commitment made in the California Community Colleges Chancellor's Office Vision 2030: "California and the California Community Colleges Chancellor's Office (Chancellor's Office) have institutionalized the Rising Scholars Network and grant program to specifically bring educational opportunities to justice-involved young people and adults";

Whereas, Successful Rising Scholars program development and implementation aligns with the following areas of Title 5 §53200[39]: #1 Curriculum, #2 Degree and certificate requirements, #4 Educational program development, #5 Standards or policies regarding student preparation and success, #8 Policies for faculty professional development activities, #9 Processes for program review, #10 Processes for institutional planning and budget development;

Whereas, Current Rising Scholars programs across California rely on intentional decision-making, informed by faculty expertise, about the unique strengths, needs, and barriers that Rising Scholars students face; and

Whereas, Rising Scholars students generate higher levels of apportionment for local colleges;

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[38] https://legiscan.com/CA/bill/AB1433/2025
[39] Title 5 Section 53200

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to learn about, explore, and advocate intentionally for Rising Scholars;

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office to include in their Rising Scholars Guidelines that state funding specifically resources faculty coordination for Rising Scholars programs;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and partner organizations, such as the California Community Colleges Chief Instructional Officers and the Chief Student Services Officers, to provide professional development, grounded in faculty expertise, so that all interest holders understand their impact on and accountability to Rising Scholars students and how to best support Rising Scholars faculty; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to encourage awareness of the involvement of faculty in budget processes and to provide guidance and expectations for colleges to make sure funds generated by Rising Scholars programming via increased apportionment go directly back into Rising Scholars programming, thus creating a budgeting structure that ensures Rising Scholars programs receive the highest portion of the income they generate.

Contact: Mitra Sapienza, ASCCC Executive Committee, ASCCC Rising Scholars Faculty Advisory Committee

ACCLAMATION

114.03 S25 Clarification of Noncredit Alternative Attendance Accounting Procedure for Asynchronous Classes

Whereas, The Academic Senate for California Community Colleges Resolution 07.13 F22 Overhaul of Attendance Accounting was instrumental in updating the Standardized Attendance Accounting Regulations for all credit courses but neglected to update the noncredit accounting methods;

Whereas, Title 5 §58003.1(f)(2)[40] and the 2024 *Attendance Accounting Manual*[41] (section 3, pages 23-25) provide confusing and sometimes contradictory guidance for the calculation of student attendance according to hours of instruction, hours of outside study, and instructor contact, the latter of which has been discouraged at conference presentations;

Whereas, The current example provided with the guidance appears to impose a credit model of two hours of study for every hour in class instead of taking into account the pedagogical

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[40] Title 5 Section 58003.1(f)(2)
[41] 2024 Attendance Accounting Manual

approaches that are the basis of noncredit course outline design and that underpin actual noncredit teaching and learning practices in and out of class; and

Whereas, Establishing explicit guidance on basing apportionment on hours in the course outline in compliance with Title 5 should alleviate internal accounting tensions and aid institutions in the calculation of full-time equivalent students for asynchronous and combination asynchronous/synchronous scheduling patterns for distance education sections of noncredit 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 noncredit asynchronous attendance accounting rules;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to review and revise the guidance for the noncredit alternative attendance accounting procedure that is used to calculate full-time equivalent students for both fully asynchronous and combination asynchronous/synchronous online course delivery to reflect actual noncredit approaches and to provide apportionment equitably with in-person classes;

Resolved, That the Academic Senate for California Community Colleges advocate to the California Community Colleges Chancellor's Office for the inclusion of noncredit faculty to review a clear noncredit asynchronous accounting approach that can be used systemwide; and

Resolved, That the Academic Senate for California Community Colleges request the California Community Colleges Chancellor's Office to publish an updated guidance document for noncredit accounting, with particular attention to asynchronous courses, to be disseminated by the Academic Senate for California Community Colleges at its Spring 2026 Plenary Session.

Contact: Alexis Litzky, City College of San Francisco, Area B

MSU

114.04 S25 Fraudulent Bot Enrollments in California Community Colleges Courses

Whereas, In the past several years, the dramatic rise in fraudulent enrollments, mainly from bots mimicking students, has disrupted the enrollment in California community college courses, necessitated larger than normal adjustments to P1 reporting, and created financial impacts on California community colleges, and despite the California Community Colleges Chancellor's

Office efforts to prevent and mitigate fraud systemwide,[42] the California Community Colleges system lost more than $7.5 million to financial aid fraud in 2024;[43]

Whereas, The influx of fraudulent enrollments has prevented local students from being able to access needed courses[44], causing further scheduling complications and making it more difficult for students to register for required courses needed to make progress toward their academic and professional goals;

Whereas, Faculty need support, including professional development for pedagogical strategies[45] to accurately identify and drop fraudulent students so that add codes can be given to real students to enroll in their place before the add deadline; and

Whereas, Currently each California community college or district is attempting to combat this fraud separately, incurring significant costs for individual colleges or districts in terms of staff time and technology, and leveraging a systemwide approach may help address the local need and uplift fraud trends that can be addressed statewide;

Resolved, That the Academic Senate for California Community Colleges commend the California Community Colleges Chancellor's Office on efforts already underway to mitigate fraud, including enhancements to CCCApply;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Chancellor's Office assess the extent that fraudulent enrollments are affecting apportionment received by community college districts under the Student-Centered Funding Formula and advance mitigations to offset negative impacts; and

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to increase efforts toward supplying disaggregated data by district or provide an explanation for why providing such data is not in the best interests of the colleges, as well as provide systemwide technology or funding to help local colleges' efforts to understand and combat fraud in enrollment and financial aid.

Contact: Ric Epps, Imperial Valley College, ASCCC Educational Policies Committee

ACCLAMATION

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[42] https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/fraud-prevention
[43] Ed Source: Financial aid fraud is growing at California's community colleges.
[44] https://calmatters.org/education/higher-education/2024/04/financial-aid-fraud/
[45] https://asccc.org/content/how-student-engagement-can-mitigate-enrollment-fraud

FAILED RESOLUTIONS AND AMENDMENTS

103.02 S25 Enhancing Student Mobility: Credit for Prior Learning and Transcript Reciprocity Among California Community Colleges

Whereas, Not every student begins and ends their academic career at the same college, and with the increasing trend of students transferring between institutions of higher education, it is incumbent upon the California Community Colleges system to facilitate a seamless and efficient transfer process for transfers;

Whereas, The California State University (CSU) system accepts students' transcripts wholesale, including credit for prior learning (CPL), but the California Community Colleges system does not have a written policy on a reciprocity agreement among California community colleges when it involves the transcription of CPL, leading to inconsistencies in how colleges accept transcripts from other community colleges within the state;

Whereas, Some evaluators within colleges and districts already accept official transcripts of courses completed or awarded using CPL without question, while others create roadblocks for students, not accepting these official transcripts and thereby impacting student progress; and

Whereas, There is a difference between transcript reciprocity and articulation reciprocity, whereby transcript reciprocity focuses on the acceptance of official transcripts from one institution by another, simplifying the transfer process by recognizing the credits and grades from the sending institution's transcripts without requiring a detailed course-by-course evaluation, and articulation reciprocity refers to agreements between institutions that ensure a smooth transfer process for students, outlining how credits from one institution will be recognized and applied toward degree requirements at another institution, but with the current curriculum structure, course outlines of records and learning outcomes may not always align with the receiving college, creating conflicts;

Resolved, That the Academic Senate for California Community Colleges recommend the development of a standardized transcript reciprocity policy within the California Community Colleges system, aligned with the California State University policy for credit for prior learning, as this policy would ensure that CPL credits and grades are accepted and applied toward transfer requirements without additional evaluations; and

Resolved, That the Academic Senate for California Community Colleges encourage the University of California to consider adopting a similar policy to promote student mobility and ensure equitable access to educational opportunities.

Contact: Dr. Sigrid Williams, Norco College, Area D

MSF

104.01.01 S25 Amend 104.01 S25 Reimagining Transfer Alignment Efforts

Replace 3rd whereas:

~~Whereas, Many UC Transfer Pathways (UCTPs)[46] in high unit science, technology, engineering, and mathematics (STEM) disciplines cannot be converted into a TMC, even with modifications to the California General Education Transfer Curriculum (Cal-GETC)[47], because they have too many units to fit within the 66 units permitted by AB 2057 (Berman, 2023)[48] requiring removal of courses from the preferred major preparation to create a compliant Associate Degree for Transfer (ADT); and~~

<u>Whereas, TMCs in a number of majors including business administration, law, public policy, and society, and some science, technology, engineering, and mathematics disciplines do not include the full or correct major preparation coursework; and</u>

Amend the resolved:

Resolved, That the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California and each segment's systems office to ~~propose and develop an aligned alternative to the Associate Degree for Transfer for high unit science, technology, engineering, and mathematics (STEM) majors that includes guaranteed admission and any major preparation course required by either segment.~~ <u>develop a programmatic alternative to the associate degree for transfer that provides the same level of priority admission for students who complete the correct ASSIST.org-articulated major preparation coursework for their intended CSU or UC campus.</u>

Contact: Pablo Martin, San Diego Miramar College

MSF

114.02 S25 Advocating for Systemwide Access to AI Tools and Training

Whereas, The California State University and University of California systems have launched major systemwide artificial intelligence (AI) initiatives to provide coordinated access to tools, training, and research capacity, thus ensuring their students, faculty, and staff are prepared to engage with evolving technologies and workforce needs[49];

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[46] https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/uc-transfer-programs/transfer-pathways/
[47] https://icas-ca.org/cal-getc/
[48] AB 2057 (Berman 2023)
[49] CSU unveils massive AI venture (LA Times, Feb 2025)
https://www.latimes.com/california/story/2025-02-04/california-state-university-unveils-massive-ai-venture
UC Artificial Intelligence Council https://ai.universityofcalifornia.edu/tools-and-resources.html

Whereas, The California community colleges are currently the only public higher education system in California without funded systemwide access to vetted AI tools and training, leaving 116 colleges to navigate implementation independently, which exacerbates inequities, strains local budgets, and hinders coordinated innovation;

Whereas, *Vision 2030* calls on the California Community Colleges to "embrace emerging technologies such as artificial intelligence to prepare students for jobs of the future and support educators in adapting to rapidly evolving tools and pedagogies," directly linking AI adoption to the system's goals for workforce responsiveness, equity, and academic excellence[50]; and

Whereas, The absence of centralized AI support results in duplication of effort and spending, as local colleges independently evaluate tools, negotiate licenses, and develop training creating inefficiencies that a systemwide strategy could address through shared procurement, equitable rollout, and coordinated professional development;

Resolved, That the Academic Senate for California Community Colleges advocate for and work with the California Community Colleges Chancellor's Office to lead a systemwide initiative to provide equitable access to vetted AI tools, training, and support for faculty, staff, and students in the California Community Colleges system.

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

MSF

REFERRED RESOLUTIONS AND AMENDMENTS

103.03 S25 Ensuring Access and Equity: Removing Residency Barriers for Credit for Prior Learning (CPL)

Whereas, The California community colleges recognize the value of prior learning and the importance of acknowledging the knowledge and skills students bring to their educational journey;

Whereas, Credit for prior learning provides students with the opportunity to receive academic credit for validated skills and knowledge gained outside of traditional coursework;

Whereas, The California Community Colleges Chancellor's Office Vision 2030[51] emphasizes the importance of equity in access and success, including dismantling systemic barriers to education and expanding opportunities for all learners; and

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[50] Vision 2030, California Community Colleges Chancellor's Office
https://www.cccco.edu/About-Us/Vision-2030 (Goal 4: Responsiveness to Community and Workforce Needs)
[51] https://www.cccco.edu/About-Us/Vision-2030

Whereas, Residency requirements and minimum unit attainment should not obstruct the timely recognition and awarding of credit for prior learning so that students can benefit from their prior learning experiences beginning with their first semester of enrollment;

Resolved, That the Academic Senate for California Community Colleges recommend that colleges eliminate barriers to awarding credit for prior learning (CPL) by removing unit residency requirements to promote equitable access to CPL in alignment with the goals and principles of the California Community Colleges Chancellor's Office Vision 2030.

Contact: Dr. Sigrid Williams, Norco College, Area D

MSR – Referred to the ASCCC Executive Committee to **take action and report back** at the Fall 2026 Plenary Session

DELEGATES

College	First Name	Last Name
Alameda, College of	Cynthia	Haro
Allan Hancock College	Alberto	Restrepo
American River College	Brian	Knirk
Antelope Valley College	Hal	Huntsman
Bakersfield College	Lisa	Harding
Barstow College	Melissa	Matteson
Berkeley City College	Matthew	Freeman
Butte College	Jess	Vickery
Cabrillo College	Victoria	Banales
Calbright College	Michael	Stewart
Canada College	Gampi	Shankar
Canyons, College of	Lisa	Hooper
Cerritos College	Yvonne	Mills
Cerro Coso College	Mona	Abdoun
Chaffey College	Nicole	DeRose
Citrus College	Lisa	Villa
Clovis College		
Coalinga College	Matt	Magnuson
Coastline College	Ann	Holliday
College of Marin	Maria	Coulson
Columbia College	Marcus	Whisenant
Compton College	Sean Christopher	Moore
Contra Costa CCD	Joseph	Carver

College	First Name	Last Name
Contra Costa College	Gabriela	Segade
Copper Mountain College	Jennifer	Anderson
Cosumnes River College	Jacob	Velasquez
Crafton Hills College	Natalie	Lopez
Cuesta College	Alexandra	Kahane
Cuyamaca College	Karen	Marrujo
Cypress College	Kathleen	McAlister
De Anza College	Erik	Woodbury
Desert, College of	Corbyn	Wild
Diablo Valley College	John	Freytag
East Los Angeles College	Leticia	Barajas
Evergreen Valley College	Eric	Narveson
Feather River College	Nikki	Grose
Folsom Lake College	Wayne	Jensen
Foothill College	Voltaire	Villanueva
Foothill DeAnza CCD	Kathryn	Maurer
Fresno City College	Karla	Kirk
Fullerton College	Bridget	Kominek
Gavilan College	Cherise	Mantia
Glendale College	Cameron	Hastings
Golden West College	Damien	Jordan
Grossmont College	Perla	Lopez
Hartnell College		
Imperial Valley College	Ric	Epps
Irvine Valley College	RJ	Dolbin

College	First Name	Last Name
Laney College	Leslie	Blackie
Las Positas College	Ashley	McHale
Lassen College	Adam	Runyan
Lemoore College		
Long Beach City College	Jerome	Hunt
Los Angeles CCD	Angela	Echeverri
Los Angeles City College	Anna	Le
Los Angeles Harbor College	Adrienne	Brown
Los Angeles Mission College	Maryanne	Galindo
Los Angeles Pierce College	Margarita	Pillado
Los Angeles Southwest College	Erum	Syed
Los Angeles Trade Tech College	Marvin	Da Costa
Los Angeles Valley College	Edgar	Perez
Los Medanos College	Louie	Giambattista
Los Rios CCD	Paula	Cardwell
Madera College		
Mendocino College	Nicholas	Petti
Merced College	Wanda	Schindler
Merritt College	Tom	Renbarger
MiraCosta College	Curry	Mitchell
Mission College	Joanna	Sobala
Modesto Junior College	Gisele	Flores
Monterey Peninsula College	Adria	Gerard
Moorpark College	Nicole	Block
Moreno Valley College	Esteban	Navas

College	First Name	Last Name
Mt. San Antonio College	Kelly	Rivera
Mt. San Jacinto College	John	Torres
Napa Valley College	Matthew	Kronzer
Norco College	Kimberly	Bell
North Orange Continuing Education	Michelle	Patrick-Norng
Ohlone College	Katherine	Michel
Orange Coast College	Rendell	Drew
Oxnard College	Dolores	Ortiz
Palo Verde College	Sarah	Frid
Palomar College	Elizabeth	Pearson
Pasadena City College	Carmen	Stephens
Peralta CCD	Eleni	Gastis
Porterville College	Rebecca	Baird
Rancho Santiago CCD	Claire M.	Coyne
Redwoods, College of the	Bernadette	Johnson
Reedley College	Ruby	Duran
Rio Hondo College	Angela	Rhodes
Riverside City College	Jo	Scott-Coe
Riverside CCD	Kimberly	Bell
Sacramento City College	Amy	Strimling
Saddleback College	Frank	Gonzalez
San Bernardino Valley College	Andrea	Hecht
San Diego City College	Mona	Alsoraimi-Espiritu
San Diego Continuing Ed	Richard	Weinroth

College	First Name	Last Name
San Diego Mesa College	Andrew	Hoffman
San Diego Miramar College	Pablo	Martin
San Francisco, City College of	Alexis	Litzky
San Joaquin Delta College	Becky	Plaza
San Jose City College	Heidi	Kozlowski
San Jose-Evergreen CCD	David	Hendricks
San Mateo CCD	David	Eck
San Mateo, College of	Tod	Windisch
Santa Ana College	Merari	Weber
Santa Barbara City College	Kathleen	O'Connor
Santa Monica College	Jamar	London
Santa Rosa Junior College	John	Stover
Santiago Canyon College	Sara	Gonzalez
Sequoias, College of the	Ramyar Alavi	Moghaddam
Shasta College	Jacquelyn	Horton
Sierra College	Andre	Mendoza
Siskiyous, College of the		
Skyline College	Jessica	Truglio
Solano College	Joshua	Scott
Southwestern College	Andrew	Rempt
Taft College	Michelle	Beasley
Ventura College		
Victor Valley College	Harry	Bennett Jr.
West Los Angeles College	Patricia	Zuk
West Valley College	Meg	Farrell

College	First Name	Last Name
Woodland College	Aree	Metz
Yuba College	Melissa	Ha

Executive Committee Member	First Name	Last Name
President	Cheryl	Aschenbach
Vice President	LaTonya	Parker
Secretary	Stephanie	Curry
Treasurer	Robert L.	Stewart Jr.
At-large Representative	Karen	Chow
At-large Representative	Christopher	Howerton
North Representative	Eric	Wada
North Representative	Mitra	Sapienza
South Representative	Carlos	Guerrero
South Representative	Luke	Lara
Area A Representative	Juan	Arzola
Area B Representative	Mark	Osea
Area C Representative	Erik	Reese
Area D Representative	Maria-Jose	Zeledon-Perez

Apprenticeship (APPR) Division Curriculum Committee

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

Business & Social Sciences (BSS) Division Curriculum Committee

- **Chair(s)**: Sam Connell (tenured faculty), Angie Dupree (projected tenure Spring 2026)
- **Voting Members**: Sam Connel, Angie Dupree (all BSS faculty are encouraged to tender advisory votes)
- **Quorum Requirements**: 2 voting members
- **Meeting Schedule**:
  - **Location**: Room 3202
  - **Time and Date**: Mondays at 3:30 pm (and Tuesdays at 3:30 pm when Monday is a holiday)
  - **Frequency**: Monthly in Fall/Winter quarters. Spring dates: 4/14, 5/19, 6/16
- **Agenda Posting**: Posted on the window of the division office (building 3000)

Counseling (CNSL) Division Curriculum Committee

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

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

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

- ○ **Time and Date**: Mondays, 12PM - Next meeting February 10, 2025
- ○ **Frequency**: Quarterly
- **Agenda Posting**: DRC Office Window (5400 building)

Fine Arts & Communication (FAC) Division Curriculum Committee

- **Chair(s)**: Jordan Fong, Cynthia Brannvall
- **Voting Members**: Jordan Fong, Cynthia Brannvall (all FAC faculty are encouraged to tender advisory votes)
- **Quorum Requirements**: 2 voting members
- **Meeting Schedule**:
  - ○ **Location**: Room 1801, or via Zoom
  - ○ **Time and Date**: 2pm-3pm, every other Tuesday
  - ○ **Frequency**: Biweekly
- **Agenda Posting**: Posted on the front window of the FAC Division office, Rm 1701

Health Sciences & Horticulture (HSH) Division Curriculum Committee

- **Chair(s):** Rachelle Campbell, Cathy Draper, Shaelyn St. Onge-Cole
- **Voting Members:** All HSH faculty members have voting privileges
- **Quorum Requirements:** 6 voting members
- **Meeting Schedule:**
  - ○ **Location:** HSH Division Conference Room (5212)
  - ○ **Time and Date:** Friday, January 24, 12:00pm – 1:00pm
  - ○ **Frequency:** Monthly. Next meetings: 3/14, 4/18, 5/23
- **Agenda Posting:** Agendas are posted on the HSH Division Office window, 5200 building

Kinesiology & Athletics (KA/ATHL) Division Curriculum Committee

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

Language Arts (LA) Division Curriculum Committee

- **Chair(s)**: Amy Sarver; projected tenure through the 2024-25 AY.
- **Voting Members**: Rachael Dworsky, Ulysses Acevedo, Patricia Crespo-Martin, Julio Rivera-Montanez, Amy Sarver
- **Quorum Requirements**: 2 voting members
- **Meeting Schedule**:
  - ○ **Location**: TBD

- ○ **Time and Date**: 11:00a.m. 8th week of every quarter (2/28; 5/30)
- ○ **Frequency**: Quarterly
- **Agenda Posting**: Posted on the bulletin boards near the 6000s bathrooms

Learning Resource Center (LRC) Division Curriculum Committee

- **Chair(s)**: Micaela Agyare (Library, Fall 24, Winter 25), Laura Gamez (Library, Spring 25), Katie Ha (Tutoring, Spring 25), Eric Reed (Tutoring, Fall 24, Winter 25)
- **Voting Members**: Micaela Agyare, Eric Reed *(all LRC faculty are encouraged to tender advisory votes)*
- **Quorum Requirements**: 2
- **Meeting Schedule**:
    - ○ **Location**: Library Conference Room 3533
    - ○ **Time and Date**: next meeting 6/17/25 11am-12pm
    - ○ **Frequency**: Quarterly
- **Agenda Posting**: Posted on the window of the Library Conference Room, 3533

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

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

Transfer Studies: Cal-GETC, Certificate of Achievement

Faculty Author(s)

Evan Gilstrap

Department
Counseling

Division
Counseling and Student Services

Title of Degree/Certificate
Transfer Studies: Cal-GETC

Type of Award
Certificate of Achievement

Workforce/CTE Program:
No

Effective Catalog Edition:
2025-2026

Certificate of Achievement Local Narrative

Program Goals and Objectives

The objective of the Certificate of Achievement in Cal-GETC is to notate and award the completion of the singular lower division general education pattern that was mandated and given to the community college system by AB 928 legislation. Students will be able to use this certificate to solidify that their lower division general education requirements are fully completed and thus be able to transfer to the University of California (UC) and the California State University (CSU) systems. The completion of the Cal-GETC pattern will also fulfill the lower division general education requirements for some independent and out-of-state institutions. The Certificate of Achievement in Cal-GETC will increase the completion rate and promote success for our transfer student population.

Program Learning Outcomes

- Students will be able to demonstrate effective communication skills—both written and verbal—through academic writing and public speaking, and apply critical thinking and quantitative reasoning to analyze and solve problems using mathematical concepts and data-driven arguments.
- Students will be able to analyze and appreciate diverse perspectives and cultural expressions by engaging with significant works in philosophy, history, literature,

religion, fine arts, and the social sciences, gaining insight into individual and societal behavior across local and global contexts.
- Students will be able to apply scientific reasoning to understand the physical and biological world, while critically examining culturally centered worldviews, lived experiences, and intellectual traditions of people of color in the U.S. through the lens of Ethnic Studies.

Catalog Description

The Certificate of Achievement in Cal-GETC is for students who intend to transfer to either the University of California (UC) or the California State University (CSU), or to one of the many independent or out-of-state universities that accept the Cal-GETC pattern. Students who satisfactorily complete the requirements for this Certificate of Achievement with a grade of "C" or better in each course will satisfy the California General Education Transfer Curriculum (Cal-GETC), thereby completing all lower division general education units required by both the CSU and UC. Students should meet with a Foothill College counselor to determine whether the Cal-GETC is the best option to meet their specific transfer goals.

The Certificate of Achievement will be noted on the student's official transcript. To earn this certificate, students must complete the coursework as outlined below. Courses completed for this Certificate of Achievement must be on the approved list during the year in which they were taken. Please consult a counselor with any questions. For information regarding the year in which courses are approved, access assist.org.

Program Requirements

Core Course Units: 50-56

The list of courses will always match the approved Cal-GETC pattern for the catalog year.

Total Units: 50-56

Proposed Sequence

Term	Units
Year 1, Fall	10
Year 1, Winter	10
Year 1, Spring	10
Year 2, Fall	10
Year 2, Winter	10
Year 2, Spring	6

Master Planning

The Certificate of Achievement in Cal-GETC aligns with the Foothill College Mission Statement by equipping students with critical thinking skills to address complex societal changes. General education helps students understand that solutions to our problems can

be solved by looking through different viewpoints. The certificate aligns with Foothill's Strategic Vision for Equity by addressing the completion phase. Under Issue 13 (Across the California Community College System, all students are not succeeding in comparable rates at reaching their educational goals), Goal 52 (Completion), this certificate will help increase the number of students who earn a Chancellor's Office approved certificate and ADTs.

Enrollment and Completer Projections

Completer projections are estimated at 250.

Place of Program in Curriculum/Similar Programs

This certificate is unique in that transfer students will receive a transcriptable certificate for completion of the Cal-GETC pattern. This certificate is replacing Foothill's current Transfer Studies certificates for CSU GE Breadth and IGETC, which will be deactivated. It is not similar to any other certificate programs we have on campus.

Similar Programs at Other Colleges in Service Area

While no colleges in Foothill's service area offer this certificate of achievement yet, it is likely that all colleges will offer this certificate of achievement, as it is beneficial to have in order to support our transfer students across the state.

Additional Information Required for State Submission

TOP Code: 4901.10 - Transfer Studies (Program Only)

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

Will any new resources be required (e.g., facilities, equipment, personnel)? No

Gainful Employment: No

Distance Education: 50-99%

Certificate Deactivation: Geriatric Home Aide (noncredit)

The Health Sciences & Horticulture Division respectfully requests deactivation of the noncredit Geriatric Home Aide certificate. The reason for deactivation is that the two courses required for the certificate (NCSV 400 & NCSV 401) are being deactivated as a result of the Courses not Taught in Four Years process. The course deactivations will be effective Summer 2025, so the certificate deactivation will go into effect that same term.

HSH Division Curriculum Committee Approval: 4/18/25

Catherine Draper HSH CC Representative

Certificate Deactivation: Landscape Technician Certificate

The Health Sciences and Horticulture Division respectfully requests deactivation of the Landscape Technician Certificate. This certificate was originally designed for a narrow group of industry professionals and there has been no enrollment in the past 5 years. Only two of the industry certification courses are in the catalog; the remaining courses for this certificate have been deactivated as a result of the Courses not Taught in Four Years process. The deactivation of this certificate will be reflected in the curriculum sheet for the Horticulture program, effective Summer 2025.

HSH Division Curriculum Committee Approval: 4/18/25

Catherine K. Draper, HSH CCC representative

NCBS F404A : MATH PREPARATION FOR TRADES I: PLUMBING, PIPEFITTING, HVAC, SHEET METAL, ELECTRICAL

Proposal Type
New Course

Effective Term
Summer 2025

Subject
Non-Credit: Basic Skills (NCBS)

Course Number
F404A

Department
Mathematics (MATH)

Division
Science Technology Engineering and Mathematics (1PS)

Units
0

Former ID

Cross Listed

Related Courses

Maximum Units
0

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
2

Weekly Lab Hours
0

Weekly Out of Class Hours
0

Special Hourly Notation

Total Contact Hours
24

Total Student Learning Hours
24

Repeatability Statement
Unlimited Repeatability

Repeatability Criteria
Students who need additional practice, deeper understanding, or multiple methods of approaching these math concepts may benefit from repeating this course.

Credit Status
Non-Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
Yes

Basic Skills Level
3 Levels Below Transfer

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>Temporary</mark>

In this case, identify the degree/certificate to which the course will be added:
<mark>Under discussion</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>Division is currently discussing options for including this course on a noncredit certificate</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>See attached LMI</mark>

Attach evidence
<mark>LMI_Foothill_Construction Crafts Technology_December 2023(1).docx</mark>

Need/Justification
Trade apprenticeships require an aptitude test prior to acceptance. The trades have asked Foothill College to offer a course that prepares students for the aptitude test.

Course Description
Preparation for the mathematics aptitude tests for the trades. Operations and applications of fractions, decimals, percents, ratios and proportions, and geometric formulas.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives
The student will be able to:

1. Perform the four operations (addition, subtraction, multiplication, and division) with whole numbers, fractions, mixed numbers, and decimals.
2. Convert between fractions, decimals, and percentages.
3. Use ratios, rates, proportions, and percentages to model and solve application problems.
4. Evaluate square roots and use the Pythagorean Theorem.
5. Find perimeter, area, and volume of geometric figures.
6. Identify number patterns in sequences.

Course Content

1. Whole numbers
    1. Add, subtract, multiply, and divide whole numbers
    2. Estimate sums, differences, products, and quotients of whole numbers
2. Fractions and mixed numbers
    1. Simply fractions
    2. Convert between improper fractions and mixed numbers
    3. Add, subtract, multiply, and divide fractions and mixed numbers
3. Decimals
    1. Converting between decimals and fractions
    2. Add, subtract, multiply, and divide decimals
4. Percents
    1. Converting between fractions, decimals, and percents
    2. Finding the percent of a number
    3. Applications of percentages
    4. Calculating percent increase or decrease (relative change)
5. Ratios and proportions
    1. Writing unit rates
    2. Solving proportions

3. Applications involving proportional reasoning
6. Geometric formulas
    1. Using the Pythagorean Theorem
    2. Perimeter and area of rectangles, triangles, and composite figures
    3. Circumference and area of circles and semicircles
    4. Volume of spheres and cylinders
    5. Converting between units (inches, feet, yards, square inches, square feet, etc.)
7. Sequences
    1. Identifying the next number in a sequence of numbers, which may include arithmetic sequences, geometric sequences, or other patterns

Lab Content
Not applicable.

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

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Class discussion
Homework
Self-assessment

Methods of Instruction

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

Representative Text(s)

Author(s)	Title	Publication Date
Aufmann, Richard, and Joanne Lockwood	Mathematics: Journey from Basic Mathematics through Intermediate Algebra	2025

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

Other Materials
Instructor created worksheets, instructor created practice tests, web-based practice.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments
Weekly practice problems.

Authorized Discipline(s):
Mathematics

Faculty Service Area (FSA Code)
MATHEMATICS

Taxonomy of Program Code (TOP Code)
1702.00 - Mathematics Skills

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

Please describe how you have incorporated principles of equity during this revision:
4/1/2025: The course has no prerequisites and is offered in a hybrid format to meet the varying scheduling needs of students.

Articulation Office Only

C-ID Notation

Transferability
None

Validation Date

Division Dean Only

Seat Count
30

Load
.030

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
152012 - FH Non-Credit Basic Skills (NCBS)

Account Code
1320

Program Code
170200 - Mathematics Skills

NCBS F404B : MATH PREPARATION FOR TRADES II: ELECTRICAL

Proposal Type
New Course

Effective Term
Summer 2025

Subject
Non-Credit: Basic Skills (NCBS)

Course Number
F404B

Department
Mathematics (MATH)

Division
Science Technology Engineering and Mathematics (1PS)

Units
0

Former ID

Cross Listed

Related Courses

Maximum Units
0

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
2

Weekly Lab Hours
0

Weekly Out of Class Hours
0

Special Hourly Notation

Total Contact Hours
24

Total Student Learning Hours
24

Repeatability Statement
Unlimited Repeatability

Repeatability Criteria
Students who need additional practice, deeper understanding, or multiple methods of approaching these math concepts may benefit from repeating this course.

Credit Status
Non-Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
Yes

Basic Skills Level
2 Levels Below Transfer

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>Temporary</mark>

In this case, identify the degree/certificate to which the course will be added:
<mark>Under discussion</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>Division is currently discussing options for including this course on a noncredit certificate</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>See attached LMI</mark>

Attach evidence
<mark>LMI_Foothill_Construction Crafts Technology_December 2023(1).docx</mark>

Need/Justification
Electrician apprenticeships require an aptitude test prior to acceptance. The local unions have asked Foothill College to offer a course that prepares potential apprentices for the test.

Course Description
Review of algebra topics in preparation for the electrical apprenticeship program. Solving linear equations in one variable, graphing linear functions, solving systems of linear equations, properties of exponents, multiplying and factoring polynomials.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: Competency with topics in NCBS 404A.

Course Objectives
The student will be able to:

1. Solve a linear equation in one variable.
2. Graph a linear function and describe the properties of the function (slope and intercepts).
3. Solve a 2x2 system of equations.
4. Use properties of exponents to simplify expressions.
5. Add, subtract, and multiply polynomials.
6. Factor polynomials.
7. Identify number patterns in sequences.

Course Content

1. Linear relationships in 1 and 2 variables
    1. Solve linear equations with rational coefficients for a specified variable
    2. Solve literal equations (formulas) for a specified variable
    3. Represent linear functions using equations, tables, and graphs
    4. Interpret the meaning of intercepts and slopes from a problem situation, a table, a graph
    5. Describe magnitude and direction of slope
    6. Identify slopes and y-intercepts from equations
    7. Write an equation of a line
    8. Solve linear systems algebraically and graphically
    9. Write and graph a system of linear equalities
    10. Interpret the solution of a linear system in the context of a problem situation
2. Exponents, roots, and polynomials
    1. Multiply and divide powers
    2. Evaluate powers with positive, negative, and zero exponents
    3. Use properties of exponents
    4. Add, subtract, multiply, and divide polynomials
    5. Factor a polynomial using a greatest common factor
    6. Factor a difference of two squares
    7. Factor a trinomial

Lab Content
Not applicable.

Special Facilities and/or Equipment
1. Computer with internet access.
2. When taught hybrid, on-going access to computer with email software and hardware; email address.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Class discussion
Homework
Self-assessment

Methods of Instruction

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

Representative Text(s)

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Articulation Office Only

C-ID Notation

Transferability
None

Validation Date

Division Dean Only

Seat Count
30

Load
.030

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

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152012 - FH Non-Credit Basic Skills (NCBS)

Account Code
1320

Program Code
170200 - Mathematics Skills

Labor Market Analysis for Program Recommendation Construction Crafts Technology Occupations Foothill College

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

December 2023

Recommendation

Based on all available data, there appears to be an "undersupply" of Construction Crafts Technology 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 4,367 students in the Bay region and 948 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 0952.00 - Construction Crafts 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 Construction Crafts Technology Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a proposed new Plumbing/HVAC/Sheet Metal/General Electrician Industry Management program at Foothill College.

- **Construction Managers (11-9021):** Plan, direct, or coordinate, usually through subordinate supervisory personnel, activities concerned with the construction and maintenance of structures, facilities, and systems. Participate in the conceptual development of a construction project and oversee its organization, scheduling, budgeting, and implementation. Includes managers in specialized construction fields, such as carpentry or plumbing.
  Entry-Level Educational Requirement: Bachelor's degree
  Training Requirement: Moderate-term on-the-job training
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 33%

- **Cost Estimators (13-1051):** Prepare cost estimates for product manufacturing, construction projects, or services to aid management in bidding on or determining price of product or service. May specialize according to particular service performed or type of product manufactured.
  Entry-Level Educational Requirement: Bachelor's degree
  Training Requirement: Moderate-term on-the-job training
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 40%

- **Career/Technical Education Teachers, Secondary School (25-2032):** Teach occupational, career and technical, or vocational subjects at the secondary school level in public or private schools. Substitute teachers are included in "Teachers and Instructors, All Other" (25-3099). Excludes "Special Education Teachers, Secondary School" (25-2054).

Entry-Level Educational Requirement: Bachelor's degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 4%

- **First-Line Supervisors of Construction Trades and Extraction Workers (47-1011):** Directly supervise and coordinate activities of construction or extraction workers.
  Entry-Level Educational Requirement: High school diploma or equivalent
  Training Requirement: None
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 32%

Occupational Demand
Table 1. Employment Outlook for Construction Crafts Technology Occupations in Bay Region

Occupation	2021 Jobs	2026 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Construction Managers	16,093	17,321	1,229	8%	7,623	1,525	$28	$48
Cost Estimators	6,557	6,766	209	3%	3,242	648	$31	$43
Career/Technical Education Teachers, Secondary School	1,105	1,201	96	9%	486	97	$27	$41
First-Line Supervisors of Construction Trades and Extraction Workers	20,009	20,988	978	5%	10,824	2,165	$33	$43
Total	**43,763**	**46,275**	**2,512**	**6%**	**22,176**	**4,435**		

Source: Lightcast 2022.3

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

Table 2. Employment Outlook for Construction Crafts Technology Occupations in Silicon Valley Sub-region

Occupation	2021 Jobs	2026 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Construction Managers	3,547	3,862	315	9%	1,717	343	$27	$51
Cost Estimators	1,526	1,582	56	4%	758	152	$34	$46
Career/Technical Education Teachers, Secondary School	251	270	19	8%	107	21	$47	$58
First-Line Supervisors of Construction Trades and Extraction Workers	4,311	4,597	286	7%	2,411	482	$34	$47
Total	**9,635**	**10,311**	**676**	**7%**	**4,992**	**998**		

Source: Lightcast 2022.3

Silicon Valley Sub-Region includes: Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region
Table 3. Number of Job Postings by Occupation for latest 12 months (Nov. 2022 - Oct. 2023)

Occupation	Bay Region	Silicon Valley
Construction Managers	5,235	1,259
Cost Estimators	1,876	447
First-Line Supervisors of Construction Trades and Extraction Workers	1,070	225

Occupation	Bay Region	Silicon Valley
Career/Technical Education Teachers, Secondary School	281	70

Source: Lightcast

Table 4a. Top Job Titles for Construction Crafts Technology Occupations for latest 12 months (Nov. 2022 - Oct. 2023) - Bay Region

Title	Bay	Title	Bay
Construction Project Managers	657	Captains	94
Project Managers	471	Multifamily Superintendents	92
Estimators	383	Project Superintendents	92
Superintendents	377	Electrical Estimators	91
Construction Superintendents	347	Foremen	90
Construction Managers	346	Electrical Foremen	88
Construction Estimators	162	Commercial Construction Superintendents	80
Service Advisors	122	Drywall Estimators	75
Driving Instructors	118	Commercial Construction Project Managers	72

Source: Lightcast

Table 4b. Top Job Titles for Construction Crafts Technology Occupations for latest 12 months (Nov. 2022 - Oct. 2023) - Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Construction Project Managers	133	Driving Instructors	27
Project Managers	104	Overseas Sales Managers	24
Superintendents	102	Electrical Estimators	23
Estimators	92	Concrete Estimators	22
Construction Superintendents	88	Drywall Estimators	22
Construction Managers	77	Electrical Foremen	22
Commercial Construction Superintendents	34	Foremen	21
Commercial Construction Project Managers	32	Multifamily Superintendents	21
Construction Estimators	29	Commercial Superintendents	20

Source: Lightcast

Industry Concentration

Table 5. Industries hiring Construction Crafts Technology Workers in Bay Region

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2021)	Jobs in Industry (2026)	% Change (2021-26)	% Occupation Group in Industry (2022)
Commercial and Institutional Building Construction	4,506	5,250	17%	12%
Residential Remodelers	4,639	4,973	7%	11%
Electrical Contractors and Other Wiring Installation Contractors	3,456	3,854	12%	9%
New Single-Family Housing Construction (except For-Sale Builders)	2,848	2,798	-2%	7%
Plumbing, Heating, and Air-Conditioning Contractors	2,845	2,883	1%	7%
All Other Specialty Trade Contractors	1,565	1,563	0%	4%
Local Government, Excluding Education and Hospitals	1,262	1,365	8%	3%
Painting and Wall Covering Contractors	1,210	1,324	9%	3%
Site Preparation Contractors	1,218	1,229	1%	3%
Drywall and Insulation Contractors	955	1,012	6%	2%

Source: Lightcast 2022.3

Table 6. Top Employers Posting Construction Crafts Technology Occupations in Bay Region and Silicon Valley Sub-Region (Nov. 2022 - Oct. 2023)

Employer	Bay	Employer	Silicon Valley
GPAC	464	GPAC	135
CyberCoders	216	CyberCoders	53
Kiewit Corporation	89	Kiewit Corporation	26
Tesla	79	Larsen & Toubro	25
Actalent	75	Actalent	24
PG&E	71	Tesla	24

Source: Lightcast

Educational Supply

There are four (4) community colleges in the Bay Region issuing 68 awards on average annually (last 3 years ending 2021-22) on TOP 0952.00 - Construction Crafts Technology. In the Silicon Valley Sub-Region, there is one (1) community college that issued 50 awards on average annually (last 3 years) on this TOP code.

Table 7. Community College Awards on TOP 0952.00 - Construction Crafts Technology in Bay Region

College	Subregion	Associate Degree	High unit Certificate	Low unit Certificate	Noncredit award	Total
Diablo Valley	East Bay	0	0	6	0	6

College	Subregion	Associate Degree	High unit Certificate	Low unit Certificate	Noncredit award	Total
San Francisco	Mid-Peninsula	0	0	3	0	3
San Jose City	Silicon Valley	8	10	32	0	50
Santa Rosa	North Bay	0	0	0	9	9
Total		**8**	**10**	**41**	**9**	**68**

Source: Data Mart

Note: The annual average for awards is 2019-20 to 2021-22.

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 4,435 annual openings for the Construction Crafts Technology occupational cluster and 68 annual (3-year average) awards for an annual undersupply of 4,367 students. In the Silicon Valley Sub-Region, there is also a gap with 998 annual openings and 50 annual (3-year average) awards for an annual undersupply of 948 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0952.00 - Construction Crafts Technology

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 0952.00	Bay 0952.00	Silicon Valley 0952.00	Foothill College 0952.00
Students with a Job Closely Related to Their Field of Study	74%	88%	74%	75%	75%	N/A
Median Annual Earnings for SWP Exiting Students	$53,090	$73,174	$45,440	$52,272	$50,922	$167,437
Median Change in Earnings for SWP Exiting Students	24%	42%	28%	18%	22%	12%
Exiting Students Who Attained the Living Wage	54%	66%	60%	47%	44%	80%

Source: Launchboard Strong Workforce Program Median of 2018 to 2021.

Skills, Certifications and Education

Table 9. Top Skills for Construction Crafts Technology Occupations in Bay Region (Nov. 2022 - Oct. 2023)

Skill	Posting	Skill	Posting
Construction	4,812	Procore	613
Project Management	4,718	Building Codes	581
Subcontracting	3,195	Cost Control	569
Construction Management	2,984	Purchasing	551
Change Orders	1,715	Microsoft Project	534
Project Schedules	1,302	Civil Engineering	514
Submittals (Construction)	1,030	Renovation	500
Procurement	742	Accounting	489

Skill	Posting	Skill	Posting
Commercial Construction	654	Bidding	468
Invoicing	626	Billing	461

Source: Lightcast

Table 10. Certifications for Construction Crafts Technology Occupations in Bay Region (Nov. 2022 - Oct. 2023)

Certification	Posting	Certification	Posting
Valid Driver's License	1,440	Architecture License	49
30-Hour OSHA General Industry Card	289	CDL Class C License	48
Project Management Professional Certification	250	Commercial Driver's License (CDL)	46
Cardiopulmonary Resuscitation (CPR) Certification	230	Master of Business Administration (MBA)	37
First Aid Certification	224	OSHA Certification	34
Certified Construction Manager	164	Security Clearance	34
Professional Engineer (PE) License	150	Project Management Certification	25
LEED Accredited Professional (AP)	125	Construction Health And Safety Technician	22
10-Hour OSHA General Industry Card	109	Safety Trained Supervisor Certification	21
Contractor License	50		

Source: Lightcast

Table 11. Education Requirements for Construction Crafts Technology Occupations in Bay Region

Education Level	Job Postings	% of Total
High school or GED	1,253	22%
Associate degree	329	6%
Bachelor's degree & higher	4,076	72%

Source: Lightcast

Note: 46% of records have been excluded because they do not include a degree level. As a result, the chart above may not be representative of the full sample.

Methodology

Occupations for this report were identified by use of job descriptions and skills listed in O*Net. Labor demand data is sourced from Lightcast occupation and job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CCCCO Data Mart and CTE Launchboard.

Sources

O*Net Online
Lightcast
CTE LaunchBoard www.calpassplus.org
Launchboard

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

Contacts

For more information, please contact:

- Leila Jamoosian, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (COE), leila@baccc.net

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

Allowing "P" Grade for Major Courses for AA/AS Degrees

Updated Title 5 language for Section 55062 - Conditions for Awarding the Associate Degree stipulates "satisfactory completion of each course counted toward the major … with a grade of 'C' or better, or of 'P' if the course is taken on a 'pass-no pass' basis."

Our curriculum sheets for local AA/AS degrees in the current 2024-25 catalog include the following language in the Associate Degree Requirements section: *All courses pertaining to the major must be taken for a letter grade. In addition, a grade of "C" or better is required for all core and support courses used for the degree or certificates.*

To be in alignment with the new Title 5 language, beginning with the upcoming 2025-26 catalog, this language will be updated as follows: *A grade of "C" (or "P") or better is required for all core and support courses used for the degree or certificates. In addition, the student must obtain a minimum GPA of 2.0.*

No changes are being made to the Grading Option selections on individual CORs! If a course is designated Letter Grade Only, it will remain so, and students will not have the option to take it for a P/NP grade.

Special note about certain programs

Some Foothill programs must adhere to guidelines set by outside accrediting bodies specific to their discipline. The Office of Instruction has reached out to the directors of Allied Health programs and Child Development, as well as the Apprenticeship Division, to determine if including the "P" grade language is allowable for these programs.

Special note about ADTs

Our curriculum sheets for AA-T & AS-T degrees (ADTs) have for many years already included the "P" grade in their language: *All courses pertaining to the major must be completed with a grade of "C" (or "P") or better. In addition, the student must obtain a minimum GPA of 2.0.* No changes need to be made to this language on ADT curriculum sheets.

Minimum Grade Requirement for Foothill GE

Reasons for this discussion at CCC

The newest Title 5 language does not specify a grade requirement of "C" (or "P") or better in any area of local general education for the associate degree (AKA Foothill GE).

Previous Title 5 language required us to have minimum proficiencies in math and English, which required a grade of "C" or better. Other areas of Foothill GE did not have any minimum grade requirement. Now that minimum proficiencies are no longer required by Title 5 and have been incorporated into the new Foothill GE pattern (which goes into effect for 2025-26), we need to decide if we should establish a minimum grade requirement for some, or all, areas of Foothill GE.

What are other colleges doing?

Cañada:

- "C" or better in three GE areas: English, Critical Thinking and Communication, and Math
- Other areas can be satisfied with a "D" grade

Gavilan:

- "C" or better in three GE areas: English, Critical Thinking and Communication, and Math
- Other areas can be satisfied with a "D" grade

College of Marin:

- "C" or better in ENGL 1A course, as well as in one GE area: Math
- Other areas can be satisfied with a "D" grade

Hartnell:

- "C" or better for both GE and major prep courses

Ohlone:

- "C" (or "P") or better in three GE areas: English, Critical Thinking and Communication, and Math
- Other areas can be satisfied with a "D" grade

LACCD:

- Sticking with the minimum Title 5 requirement, which is a "D" or better in each area of local GE

Mission/West Valley:

- Sticking with the minimum Title 5 requirement, which is a "D" or better in each area of local GE

Chabot:

- Sticking with the minimum Title 5 requirement, which is a "D" or better in each area of local GE

Butte:

- Sticking with the minimum Title 5 requirement, which is a "D" or better in each area of local GE

The Question for CCC

The request of the College Curriculum Committee is to decide on the minimum grade requirement for Foothill GE. Below are options for CCC to consider:

1. Require a grade of "C" (or "P") or better for **two** areas: Area 1A (English Composition) and Area 2 (Mathematical Concepts and Quantitative Reasoning). Allow for all other areas to be satisfied with a "D" grade

2. Require a grade of "C" or ("P") or better for **three** areas: Area 1A (English Composition), Area 1B (Oral Communication and Critical Thinking), and Area 2 (Mathematical Concepts and Quantitative Reasoning). Allow for all other areas to be satisfied with a "D" grade

3. Require a grade of "C" (or "P") or better for the **entire** Foothill GE pattern

4. Require a grade of "D" or better for the **entire** Foothill GE pattern

Important note: Regardless of which option is the final decision, the student must have an overall GPA of 2.0 or higher.