

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

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: November 4, 2025	2:00	Action	#11/18/25-1	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. Notification of Proposed Requisites b. Foothill GE Area Draft Review Process c. Credit for Prior Learning Workgroup d. Recent CCCCCO Approval!	2:17	Information	#11/18/25-2	CCC Team
5. Division Curriculum Committees	2:25	Action	#11/18/25-3	Kaupp
6. New Degree Application: Mathematics 2.0 ADT	2:28	2nd Read/ Action	#11/18/25-4	Kaupp
7. New Degree Application: Physics 2.0 ADT	2:31	2nd Read/ Action	#11/18/25-5	Kaupp
8. Stand Alone Applications: ALTW 403B, 403C	2:34	2nd Read/ Action	#11/18/25-6–7	Kaupp
9. Stand Alone Applications: LINC 477A, 477B, 477C, 477D, 478C, 484, 484A, 484D, 484E, 484F	2:37	2nd Read/ Action	#11/18/25-8–17	Kaupp
10. New Certificate Proposal: Pre-Law Studies	2:40	Action	#11/18/25-18	Kaupp
11. New Degree Application: Elementary Teacher Education: Integrated Programs ADT	2:45	1st Read	#11/18/25-19	Kaupp
12. Stand Alone Application: GID 70R series	2:48	1st Read	#11/18/25-20	Kaupp
13. Stand Alone Applications: JRYM 403, 420, 422, 422A, 422B, 422C, 422D, 422E, 423B, 423C, 423D, 423E, 423G, 423J, 423K, 423L, 426A, 426B, 427A, 427C, 427E, 427F, 427J, 427K, 427L, 428, 432A, 434E, 434F, 434L	2:51	1st Read	#11/18/25-21–50	Kaupp
14. Course Lab Hours and Units	2:54	Discussion		Hueg
15. Foothill GE Application Criteria: Area 2	3:04	Discussion	#11/18/25-51	Kaupp
16. Foothill GE Application Breadth Criteria & Breadth Mapping	3:17	Discussion	#11/18/25-52–53	Kaupp
17. Good of the Order	3:27			Kaupp
18. Adjournment	3:30			Kaupp

**Times listed are approximate*

Attachments:

#11/18/25-1 Draft Minutes: November 4, 2025
#11/18/25-2 CCC Notification of Proposed Requisites

- #11/18/25-3 Division Curriculum Committees 11.18.25
- #11/18/25-4 New Degree Application: [Mathematics 2.0 ADT](#)
- #11/18/25-5 New Degree Application: [Physics 2.0 ADT](#)
- #11/18/25-6–7 Stand Alone Applications: [ALTW 403B](#), [ALTW 403C](#)
- #11/18/25-8–17 Stand Alone Applications: [LINC 477A](#), [LINC 477B](#), [LINC 477C](#), [LINC 477D](#), [LINC 478C](#), [LINC 484](#), [LINC 484A](#), [LINC 484D](#), [LINC 484E](#), [LINC 484F](#)
- #11/18/25-18 New Certificate Proposal: [Pre-Law Studies](#)
- #11/18/25-19 New Degree Application: [Elementary Teacher Education: Integrated Programs ADT](#)
- #11/18/25-20 Stand Alone Application: [GID 70R series](#)
- #11/18/25-21–50 Stand Alone Applications: [JRYM 403](#), [JRYM 420](#), [JRYM 422](#), [JRYM 422A](#), [JRYM 422B](#), [JRYM 422C](#), [JRYM 422D](#), [JRYM 422E](#), [JRYM 423B](#), [JRYM 423C](#), [JRYM 423D](#), [JRYM 423E](#), [JRYM 423G](#), [JRYM 423J](#), [JRYM 423K](#), [JRYM 423L](#), [JRYM 426A](#), [JRYM 426B](#), [JRYM 427A](#), [JRYM 427C](#), [JRYM 427E](#), [JRYM 427F](#), [JRYM 427J](#), [JRYM 427K](#), [JRYM 427L](#), [JRYM 428](#), [JRYM 432A](#), [JRYM 434E](#), [JRYM 434F](#), [JRYM 434L](#)
- #11/18/25-51 Foothill GE Application for Area 2
- #11/18/25-52 Foothill GE Breadth Criteria & Breadth Mapping draft updates
- #11/18/25-53 Foothill College Institutional Learning Outcomes

2025-2026 Curriculum Committee Meetings:

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

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

2025-2026 Curriculum Deadlines:

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

Distribution:

Micaela Agyare (LRC), Chris Allen (Dean, APPR), Jeff Bissell (KA), Sam Bliss (De Anza AVP Instruction), Cynthia Brannvall (FAC), Rachelle Campbell (HSH), Zach Cembellin (Dean, STEM), Anthony Cervantes (Dean, Enrollment Services), Stephanie Crosby (Dean, SRC), Angie Dupree (BSS), Rachael Dworsky (LA), Kelly Edwards (KA), John Fox (BSS), Patricia Gibbs Stayte (BSS), Evan Gilstrap (Articulation Officer), Stacy Gleixner (VP Instruction), Ron Herman (Dean, FAC), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Ben Kaupp (Faculty Co-Chair), Anaya Kendall (ASFC), Glenn Kurisu (HSH), Andy Lee (CNSL), Laurence Lew (BSS), Tim Myres (APPR), Teresa Ong (AVP Workforce), Bob Sandor (STEM), Richard Saroyan

(SRC), Amy Sarver (LA), Jennifer Sinclair (STEM), Bob Singh (De Anza CCC Faculty Co-Chair), Paul Starer (APPR), Shae St. Onge-Cole (HSH), Kyle Taylor (STEM), Mary Vanatta (Curriculum Coordinator), Kristina Vennarucci (APPR), Nate Vennarucci (APPR), Voltaire Villanueva (AS President), Judy Walgren (FAC), Sam White (LA), Erik Woodbury (De Anza AS President)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2025-26

Meeting Date: 11/18/25Co-Chairs (2)

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

Voting Membership (1 vote per division)

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

Non-Voting Membership (4)

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

Visitors

Chris Allen*, John Fox, Vanessa Mondragon

* Indicates in-person attendance

College Curriculum Committee
Meeting Minutes
Tuesday, November 4, 2025
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom

Item	Discussion
1. Minutes: October 21, 2025	Motion to approve M/S (Gilstrap, Taylor). Approved.
2. Report Out from CCC Members	Speaker: All Apprenticeship: No updates to report. BSS: No updates to report. Counseling: No updates to report. Fine Arts & Comm.: No updates to report. HSH: No updates to report. Kinesiology: No updates to report. Language Arts: No updates to report. LRC: No updates to report. SRC: No updates to report. STEM: No updates to report. Gilstrap currently finalizing Common Course Numbering CORs for Cal-GETC submission and beginning to review general Cal-GETC submission list; updating Program Maps. Mentioned he's recently had a few conversations on the effects of catalog rights on our students and is thinking of bringing suggested policy changes to CCC for review, with the goal of better serving students. Recently attended Credit for Prior Learning Summit, which was worthwhile in terms of learning about what other colleges are doing and getting inspiration for what Foothill might be able to implement. Vanatta mentioned Stand Alone application for R T 473 not yet returning for second read due to additional changes being made to the COR.
3. Public Comment on Items Not on Agenda	Sinclair mentioned she was sorry to have to miss previous CCC meeting. Kaupp reminded the group of upcoming 5K run/walk supporting Veterans Resource Center (VRC).
4. Announcements	Speakers: CCC Team The following proposals were presented: APPT 122B, 123C, 124D, 125E, 126F; CHEM 36AH, 36BH, 36CH; NCBS 451M, 452M, 453M; SPAN 410. Allen explained APPT courses will be included in new Service Plumbing cert. being created by Pipe Trades; Taylor explained CHEM courses similar to recently created BIOL research courses; Sinclair explained NCBS courses being created specifically for STEM Center use. Vanatta noted SPAN course will be changed to NCAL.
a. New Course Proposals	
b. ASCCC Fall Plenary Resolutions	Plenary is this weekend; Kaupp will be attending as proxy vote for Academic Senate President Voltaire Villanueva. Noted a few curriculum-related resolutions, as well as those related to

c. Credit for Prior Learning Workgroup d. Recent CCCCCO Approvals!	degrees/certs. and grading policies. Kaupp explained that the decisions made by ASCCC are generally advisory by nature (unless eventually made into law); Plenary held twice annually to discuss issues related to CA community colleges as a whole. Agyare mentioned resolution 111.03, re: use of and creation of OER, to help make textbooks available to students at no cost on the first day of class; Kaupp mentioned there are still funds available to support OER efforts and encouraged folks to reach out to LRC Dean Mark Barnes to learn more. Announcement delayed to future meeting, due to Hueg's absence. Vanatta announced that we've received state approval for the new Semiconductor Process Engineering AS degree and the new Vacuum Technology certificate of achievement! Allen thanked the STEM division for their help in getting these created.
5. Division Curriculum Committees	Speaker: Ben Kaupp Document includes details about each division CC. Kaupp noted updates since previous version, to Apprenticeship and Language Arts. Motion to approve M/S (Lee, Taylor). Approved.
6. New Certificate Application: Independence and Career Readiness	Speaker: Ben Kaupp Second read of new Independence and Career Readiness Certificate of Achievement. Sinclair mentioned "disabled adults" wording and suggested we offer similar courses/program to all students—Kaupp agreed, and also noted he'll change "disabled" to "neurodivergent" which is the current terminology. Kaupp noted that to those of us with generational and institutional knowledge, the skills taught in this program seem obvious, but today's students might not have learned these skills. Discussion occurred re: Minimum Qualifications for courses in the cert. Brannvall mentioned importance of courses related to career selection, and Lee noted Counseling division teaches such courses under CRLP subject. Myres noted trades recently started implementing courses in soft skills training, for similar reason. Allen shared one of the trades hosted summer program for high school students which included career and life planning course, which was really well received. Motion to approve M/S (Brannvall, Dupree). Approved.
7. Stand Alone Application: AHS 452	Speaker: Ben Kaupp Second read of Stand Alone Approval Request for AHS 452. Motion to approve M/S (Sinclair, St. Onge-Cole). Approved.
8. New Degree Application: Mathematics 2.0 ADT	Speaker: Ben Kaupp First read of new Mathematics 2.0 ADT. Gilstrap explained the state released new requirements for Mathematics, significant enough to necessitate a new version of the ADT (instead of just an update). Second read and possible action will occur at next meeting.
9. New Degree Application: Physics 2.0 ADT	Speaker: Ben Kaupp First read of new Physics 2.0 ADT. Gilstrap explained this is the same situation as the above ADT. Second read and possible action will occur at next meeting.
10. Stand Alone Applications: ALTW 403B, 403C	Speaker: Ben Kaupp First read of Stand Alone Approval Requests for ALTW 403B & 403C, both of which will be permanently Stand Alone. Kaupp explained these used to be taught as part of ALTW 403, which is being split into three

	separate courses and expanded. Brannvall noted these courses could also be beneficial for all students, not just those in TTW program. Second read and possible action will occur at next meeting.
11. Stand Alone Applications: LINC 477A, 477B, 477C, 477D, 478C, 484, 484A, 484D, 484E, 484F	Speaker: Ben Kaupp First read of Stand Alone Approval Requests for LINC 477A, 477B, 477C, 477D, 478C, 484, 484A, 484D, 484E & 484F, all of which will be permanently Stand Alone. Vanatta noted these are mirrored noncredit versions of existing credit courses, all related to makerspaces. Second read and possible action will occur at next meeting.
12. Course Lab Hours and Units	Speaker: Kurt Hueg Topic delayed to future meeting, due to Hueg's absence.
13. Foothill GE Application Criteria: Area 1A & Area 1B	Speaker: Ben Kaupp Kaupp began discussion by noting he's received questions about the intent of CCC's review of Foothill GE application forms. Clarified we're not reviewing the actual Foothill GE pattern, as CCC went through the robust process of doing so during the previous two years, with the new pattern going into effect this catalog year. Also noted it's fine if folks are happy with keeping any/all of the current criteria. Explained these forms are primarily used for two purposes: for faculty to submit their course/program for inclusion in the Foothill GE pattern, and for students to request a course taken at a different college satisfy Foothill GE. Today's discussion is about Depth Criteria/Mapping for Area 1A: English Composition and Area 1B: Oral Communication and Critical Thinking, being discussed together because they are closely related. Kaupp noted any edits discussed and agreed upon will be made to forms, which will all return for approval later this year. Dworsky noted emailed English faculty for feedback and didn't receive any responses; Kaupp mentioned Language Arts did send extensive feedback back when current version of forms were being created. Edits to be made to Area 1A application form: • Mandatory Outcome 2 Text-Based Writing: update "6,000 words" to "5,000 words", to align with transfer requirements. • Mandatory Outcome 5 Research and Documentation: update "Conduct research using print and electronic media" to "Conduct research using a variety of sources", which followed discussion of whether to include the word "credible". The group decided to exclude it due to other criteria implying students will learn to determine credibility. • Mandatory Outcome 5 Research and Documentation: update "textual citations and MLA documentation" to "MLA or other appropriate textual citations and documentation", as every faculty member has their own policy and may use a different citation style. Gilstrap noted that C-ID descriptor for ENGL 100 does mention MLA; however, these descriptors are very generic and personally doesn't think expanding our local GE criteria to include add'l options will be an issue or affect C-ID articulation. Discussion also occurred re: possible edit to or replacement of Optional Outcome 2 Syntactical and Structural Variety, with no decision made. Kaupp encouraged folks to email him with additional suggestions for edits. Noted current forms were heavily based on previous versions, which were created many years ago before any of us were on CCC. Encouraged the group to help future-proof the forms, as well as ensure

	clear language so that when we're no longer on CCC folks will be able to easily interpret the criteria. Edits to be made to Area 1B application form; Gilstrap noted Area 1B was split off from previous Area V: • Mandatory Outcome 1 Effective Oral Communication: update outcome name to "Effective Communication", to be more inclusive. • Optional Outcome 1 Listening and Interpretation: discussion occurred about possible updates to lessen or remove focus on oral communication, but no updates determined; Kaupp will follow up with folks outside of meeting to edit language. • Mandatory Outcome 2 Critical Evaluation of Ideas: update "their" to "one's", to improve clarity of the wording. Sinclair noted title of Area 1B specifies Oral Communication, which may end up limiting area to courses with a verbal component; Kaupp wonders if the intent was for Area 1B to include courses which are not strictly focused on written communication, so wouldn't qualify for Area 1A. Brief discussion occurred re: potentially changing GE Area name itself. Discussion occurred re: which types of courses could potentially be approved for Area 1B, and Kaupp strongly encouraged the group to not think of these forms in terms of which specific courses might be approved, lest we begin to tailor the forms to accommodate certain courses. Suggested the language be as open as possible but also be clear in what we want the course content to be. Kaupp thanked the group for the thoughtful discussion, noting today is the only meeting we'll be discussing two areas. Encouraged folks to reach out to him with any additional thoughts or suggested edits.
14. Foothill GE Application Breadth Criteria and Breadth Mapping	Speaker: Ben Kaupp Foothill's Institutional Learning Outcomes (ILOs) inform the Breadth Criteria and Mapping included on all Foothill GE application forms. ILOs were updated late last year, after current forms were finalized, so we should review Breadth Criteria/Mapping to see if it needs updated to reflect new ILOs. Gilstrap asked if the intent is to ensure Breadth Mapping competencies encompass all ILOs or just some of them—Kaupp responded, believes current Breadth Mapping references all previous ILOs, so we could update full slate of Breadth Mapping to reference current ILOs if we want to.
15. Good of the Order	
16. Adjournment	3:30 PM

Attendees: Micaela Agyare* (LRC), Chris Allen* (Dean, APPR), Jeff Bissell (KA), Cynthia Brannvall* (FAC), Zach Cembellin* (Dean, STEM), Angie Dupree* (BSS), Rachael Dworsky* (LA), John Fox (BSS), Evan Gilstrap* (Articulation Officer), Ben Kaupp* (Faculty Co-Chair), Glenn Kurisu* (HSH), Andy Lee* (CNSL), Laurence Lew (BSS), Tim Myres* (APPR), Bob Sandor* (STEM), Richard Saroyan (SRC), Jennifer Sinclair* (STEM), Shae St. Onge-Cole* (HSH), Kyle Taylor* (STEM), Mary Vanatta* (Curriculum Coordinator), Judy Walgren* (FAC), Sam White* (LA)

* Indicates in-person attendance

Minutes Recorded by: M. Vanatta

CCC Notification of Proposed Prerequisites and Corequisites

The following courses are implementing new requisites or updating current requisites and have completed the required Content Review form in CourseLeaf. Please contact the Division Curriculum Reps if you have any questions or comments.

Target Course Number & Title	COR Editor	Requisite Course Number & Title	New/Update
ECON C2001 PRINCIPLES OF MICROECONOMICS	B. Evans	Prereq: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.	Update for fall 2026, to match Common Course Numbering language
ECON C2002 PRINCIPLES OF MACROECONOMICS	A. Dupree	Prereq: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.	Update for fall 2026, to match Common Course Numbering language
ENGL C1002 INTRODUCTION TO LITERATURE	B. Armerding	Prereq: Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.	Update for fall 2026, to match Common Course Numbering language
ENGL C1002H INTRODUCTION TO LITERATURE - HONORS	B. Armerding	Prereq: Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.	Update for fall 2026, to match Common Course Numbering language
ENGL C1003 CRITICAL THINKING AND WRITING THROUGH LITERATURE	B. Armerding	Prereq: Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.	Update for fall 2026, to match Common Course Numbering language
ENGL C1003H CRITICAL THINKING AND WRITING THROUGH LITERATURE - HONORS	B. Armerding	Prereq: Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.	Update for fall 2026, to match Common Course Numbering language

Foothill College Curriculum Committee Consent Calendar

11/18/25

Division Curriculum Committees

Apprenticeship (APPR) Division Curriculum Committee

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

Business & Social Sciences (BSS) Division Curriculum Committee

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

Counseling (CNSL) Division Curriculum Committee

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

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

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

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

Fine Arts & Communication (FAC) Division Curriculum Committee

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

Health Sciences & Horticulture (HSH) Division Curriculum Committee

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

Kinesiology & Athletics (KA/ATHL) Division Curriculum Committee

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

Language Arts (LA) Division Curriculum Committee

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

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

Learning Resource Center (LRC) Division Curriculum Committee

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

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

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

Orange highlights = changes made since previous meeting

Mathematics 2.0, AS-T Degree

Basic Information

Faculty Author(s)

Matthew Litrus

Jennifer Sinclair

Department

Mathematics

Division

Science Technology Engineering and Mathematics

Title of Degree/Certificate

Mathematics 2.0

Type of Award

AS-T Degree

Workforce/CTE Program:

No

Effective Catalog Edition:

2026-2027

AA-T or AS-T Degree Narrative

Program Goals and Objectives

The mission of the Mathematics program is to enable students to clearly communicate mathematical ideas through graphs, tables of data, equations, and verbal descriptions. Students will construct appropriate models of natural phenomena, develop those models with appropriate mathematical techniques, and interpret results of those models. The Associate in Science in Mathematics 2.0 for Transfer Degree is designed to provide students with the necessary course work required to prepare students to transfer to a UC or a CSU campus and complete a baccalaureate degree in mathematics.

Program Learning Outcomes

- Students will be able to clearly communicate mathematical ideas through graphs, tables of data, equations, and verbal descriptions.
- Students will be able to construct appropriate mathematical models of natural phenomena, develop those models with appropriate mathematical techniques, and interpret results of those models.

Catalog Description

The Associate in Science in Mathematics 2.0 for Transfer Degree will prepare students to transfer to the University of California (UC) or California State Universities (CSUs). Students who complete the Associate in Science in Mathematics 2.0 for Transfer Degree will be ensured preferential transfer status to many CSUs as mathematics majors and/or majors in related disciplines. The Associate in Science in Mathematics 2.0 for Transfer Degree requirements will fulfill the lower division major requirements at many CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for a specific CSU.

Mathematics and related subjects play important dual roles in our culture. Although mathematics is a study in its own right, it is also an indispensable tool for expressing and understanding ideas in the sciences, engineering, and an increasing number of other fields. Students completing this degree will be able to construct appropriate models of natural phenomena, develop those models with appropriate mathematical techniques, and interpret results of those models.

In addition, the student must complete the following:

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

Additional Information Required for State Submission

TOP Code: 1701.00 - Mathematics, General

CIP Code: 27.0101 - Mathematics, General

Distance Education: 1-49%

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

or the ASSIST website: <https://www.assist.org/>.

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

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

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

Attach the appropriate ASSIST documentation as follows:

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

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

Associate in Science in Mathematics 2.0 for Transfer Degree					
College Name: Foothill College					
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (17-18 units)					
Single Variable Calculus Sequence (8)	MATH 900S	MATH 1A	Calculus	5	2
OR	OR	OR			
Single Variable Calculus I – Early Transcendentals (4)	MATH 210	MATH 1AH	Honors Calculus I	5	2
AND	AND	AND			
Single Variable Calculus II – Early Transcendentals (4)	MATH 220	MATH 1B	Calculus	5	2
OR	OR	OR			
Single Variable Calculus I – Late Transcendentals (4)	MATH 211	MATH 1BH	Honors Calculus II	5	2
AND	AND	AND			
Single Variable Calculus II – Late Transcendentals (4)	MATH 221	MATH 1C	Calculus	5	2

A11Y 2/18/25

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Multivariable Calculus (4)	MATH 230	MATH 1C AND MATH 1D	Calculus	5	2
Ordinary Differential Equations (3) AND Introduction to Linear Algebra (3) OR Differential Equations and Linear Algebra (5)	MATH 240 AND MATH 250 OR MATH 910S	MATH 2A AND MATH 2B	Differential Equations Linear Algebra	5 5	2 2
List A: Select one (3-4 units)					
Programming Concepts and Methodologies I (3) OR Any Introductory Programming Course such as C++, Python, and such that is articulated for transfer for the major	COMP 122 OR AAM	C S 1A C S 2A C S 3A C S 49	Object-Oriented Programming Methodologies in Java Object-Oriented Programming Methodologies in C++ Object-Oriented Programming Methodologies in Python Foundations of Computer Programming	4.5 4.5 4.5 4.5	N/A N/A N/A N/A
Calculus-based Physics for Scientists and Engineers: A (4)	PHYS 205	PHYS 4A	General Physics (Calculus)	6	5A/5C
Total Units for the Major:	20-22	Total Units for the Major:		34.5-36	
		Total Units that may be double-counted (The transfer GE Area limits must <u>not</u> be exceeded)			9
		General Education (Cal-GETC) Units			34
		Elective (CSU Transferable) Units			18-19.5
		Total Degree Units (maximum)			60

Physics 2.0, AS-T Degree

Basic Information

Faculty Author(s)

David Marasco

Caleb Zerger

Department

Physics

Division

Science Technology Engineering and Mathematics

Title of Degree/Certificate

Physics 2.0

Type of Award

AS-T Degree

Workforce/CTE Program:

No

Effective Catalog Edition:

2026-2027

AA-T or AS-T Degree Narrative

Program Goals and Objectives

The Physics Department prepares students to advance to the next step towards a career in science, industry, or education. Students will know the basic principles of physics and be able to apply their knowledge to practical, theoretical, and experimental problems. The transfer degree will help our students to transfer to a University of California campus or a California State University and major in physics or a similar field.

The Associate in Science in Physics 2.0 for Transfer Degree meets the requirements set forth by Education Code section 66746 to prepare students to transfer to local California State Universities (CSUs). Students who complete the Associate in Science in Physics 2.0 for Transfer Degree will be ensured preferential and seamless transfer status to local CSUs for physics majors and majors in related disciplines. The Associate in Science in Physics 2.0 for Transfer Degree requirements will fulfill the lower division major requirements at many local UCs and CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local.

Program Learning Outcomes

- Students will know basic physics principles.
- Students will be able to apply their knowledge to practical, theoretical, and experimental problems.
- Students will be prepared to advance to the next step in careers in science, industry, and education.

Catalog Description

Physics, the fundamental science, conceptualizes the basic principles of the universe and establishes the foundation for astronomy, chemistry, and geology. The beauty of physics lies in a small number of powerful concepts which expand our view of the world around us and which lead to many engineering applications from which we derive many benefits.

The Physics Department prepares students to advance to the next step towards a career in science, industry, or education. Students awarded an Associate in Science in Physics 2.0 for Transfer Degree will know the basic principles of physics and be able to apply their knowledge to practical, theoretical, and experimental problems. Students who complete the Associate in Science in Physics 2.0 for Transfer Degree will be ensured preferential and seamless transfer status to local CSUs for physics majors and majors in related disciplines. The requirements will fulfill the lower division major requirements at many local UCs and CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local.

In addition, the student must complete the following:

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

Additional Information Required for State Submission

TOP Code: 1902.00 - Physics, General

CIP Code: 40.0801 - Physics, General

Distance Education: 1-49%

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

or the ASSIST website: <https://www.assist.org/>.

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

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

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

Attach the appropriate ASSIST documentation as follows:

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

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

Associate in Science in Physics 2.0 for Transfer Degree College Name: Foothill College					
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (32-33 units)					
Calculus-based Physics for Scientists and Engineers: ABC (12)	PHYS 200S	PHYS 4A	General Physics (Calculus)	6	5A/5C
OR	OR	AND			
Calculus-based Physics for Scientists and Engineers: A (4)	PHYS 205	PHYS 4B	General Physics (Calculus)	6	5A/5C
AND	AND	AND			
Calculus-based Physics for Scientists and Engineers: B (4)	PHYS 210	PHYS 4C	General Physics (Calculus)	6	5A/5C
AND	AND	AND			
Calculus-based Physics for Scientists and Engineers: C (4)	PHYS 215	PHYS 4D	General Physics (Calculus)	6	5A/5C

A11Y 2/18/25

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Single Variable Calculus Sequence (8) OR Single Variable Calculus I – Early Transcendentals (4) AND Single Variable Calculus II – Early Transcendentals (4) OR Single Variable Calculus I – Late Transcendentals (4) AND Single Variable Calculus II – Late Transcendentals (4)	MATH 900S OR MATH 210 AND MATH 220 OR MATH 211 AND MATH 221	MATH 1A OR MATH 1AH AND MATH 1B OR MATH 1BH AND MATH 1C	Calculus Honors Calculus I Calculus Honors Calculus II Calculus	5 5 5 5 5	2 2 2 2 2
Multivariable Calculus (4)	MATH 230	MATH 1C AND MATH 1D	Calculus Calculus	5 5	2 2
Ordinary Differential Equations (3) AND Introduction to Linear Algebra (3) OR Differential Equations and Linear Algebra (5)	MATH 240 AND MATH 250 OR MATH 910S	MATH 2A AND MATH 2B	Differential Equations Linear Algebra	5 5	2 2
Programming Concepts and Methodologies I (3) OR Any Introductory Programming Course such as C++, Python, and such that is articulated for transfer for the major	COMP 122 OR AAM	C S 1A OR C S 2A OR C S 3A	Object-Oriented Programming Methodologies in Java Object-Oriented Programming Methodologies in C++ Object-Oriented Programming Methodologies in Python	4.5 4.5 4.5	N/A N/A N/A

Total Units for the Major:	32-33	Total Units for the Major:	58.5	
		Total Units that may be double-counted (The transfer GE Area limits must <u>not</u> be exceeded)	9	
		General Education (Cal-GETC) Units	34	
		Elective (CSU Transferable) Units	0	
		Total Degree Units (maximum)	66	

This is proposed as a high-unit STEM major that prepares students for transfer to both the CSU and UC. Exception to 60-unit requirement by AB 928: 6 additional units for the ADT. Supporting evidence and rationale is required.

*Please note that colleges are permitted to use up to six additional units, but no additional local requirements can be added to this degree. Students are only to be required to complete the full Cal-GETC pattern and the core courses listed in the TMC.

*Please note that colleges are permitted to use up to six additional units, but no additional local requirements can be added to this degree. Students are only to be required to complete the full Cal-GETC pattern and the core courses listed in the TMC.

NOTES: Recommendations and Considerations

1. Require both Differential Equations and Linear Algebra. All UC campuses and most CSU campuses require both. In addition, CSU faculty shared that this would better prepare students for transfer.
2. Removal of one semester of General Chemistry. The one semester of general chemistry was removed because it was not required by all CSU campuses and many community colleges indicated that they would need a modification of Cal-GETC Area 5 (allow two physical science courses instead of one physical science and one biological science) and the six additional units from AB928 to implement the degree locally.
3. Require one introductory programming course. All UC campuses and most CSU campuses require programming. There were concerns that if students waited to take a programming course after transfer that it may create an equity issue between students that start at the four-year institution as freshmen and those that transfer. However, if units are really an issue, then this would be the course that could be taken after transfer.
4. Recommend an exception to the 60-unit maximum to permit a 66-unit maximum for the Physics ADT and/or completion of Cal-GETC after transfer. The units required for the major (with the removal of the first semester of General Chemistry) has been reduced to 32-33. With 7 units of double counting, the required units, based on the minimum units listed in the C-ID descriptors, would be 59-60. More than 30% of the colleges completing the survey for this TMC (that currently have ADTs in Physics) indicated that they would be unable to implement this new TMC locally because of 5 unit physics/math courses. For colleges with 5 unit physics courses, the major becomes 35-36 units. This would move the local degrees to 62-63 units and those degrees would not be possible if the TIMC is approved at 60 units.
To ensure the number of Physics ADT options at community college campuses does not decrease, it is requested that the 6 additional units outlined in AB928 are allowed for colleges implementing this degree program.

ALTW F403B : EXECUTIVE SKILLS

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Adaptive Learning: Transition to Work (ALTW)

Course Number

F403B

Department

Adaptive Learning (A L)

Division

Student Resource and Support Programs (1SR)

Units

0

Course Title

EXECUTIVE SKILLS

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

24

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation**Total Contact Hours**

24

Total Student Learning Hours

24

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

Students with disabilities often need ongoing academic support and may need to repeat this course to continue to learn the academic skills they need to be successful.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

Per attachment, in 2023, 22.5% of people with a disability were employed. Further, the unemployment rate for people with a disability is more than double that of those without a disability. Courses in the TTW program aim to provide a stable, eager, and willing workforce with the tools and skills needed to achieve their employment goals.

Attach evidence

disabl.pdf

Need/Justification

This course assists students with disabilities and veteran students to be successful in school by having one-on-one instruction and group work in developing student success skills and knowledge about the community college system.

Course Description

This open-entry, open-exit course supports students in the Tools for Transition & Work program as they develop core executive functioning skills essential for independence and personal success. Through instruction in goal-setting, emotional regulation, impulse control, and problem-solving, students will enhance their ability to plan, adapt, and make informed decisions. Emphasis is placed on developing practical strategies for self-management and resilience in academic, professional, and everyday life situations.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Set and track personal, academic, and career goals using structured goal-setting techniques.
2. Apply emotional regulation strategies to manage frustration, stress, and impulsivity.
3. Develop self-monitoring techniques to recognize and adjust behaviors that impact productivity and relationships.
4. Utilize problem-solving frameworks to assess situations and make informed decisions.
5. Implement strategies for task initiation, persistence, and completion to improve follow-through on responsibilities.

Course Content

1. Goal-setting and tracking
 1. Identifying meaningful goals
 1. Distinguishing between short-term and long-term goals
 2. Setting realistic and achievable objectives
 2. Structuring goals using frameworks
 1. Using SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals
 2. Breaking goals into manageable steps
 3. Tracking progress and making adjustments
 1. Using journals, planners, or digital tools to monitor progress
 2. Adapting goals based on progress and changing circumstances
2. Emotional regulation and impulse control
 1. Recognizing emotions and triggers
 1. Identifying personal stressors and emotional triggers
 2. Understanding how emotions impact decision-making
 2. Coping strategies for emotional regulation
 1. Practicing mindfulness and relaxation techniques
 2. Using structured strategies (e.g., STOP method, grounding techniques)
 3. Managing impulsivity and frustration
 1. Delaying immediate reactions to make thoughtful decisions
 2. Using self-talk and visual reminders to improve impulse control
3. Self-monitoring and behavior adjustment
 1. Understanding personal habits and patterns
 1. Identifying strengths and challenges in self-management
 2. Recognizing distractions and procrastination tendencies

2. Developing accountability systems
 1. Using checklists, timers, and progress trackers
 2. Seeking support from peers, mentors, or accountability partners
3. Adjusting behaviors for better outcomes
 1. Practicing reflection and self-assessment
 2. Making small, consistent changes to improve habits
4. Problem-solving and decision-making
 1. Analyzing problems and potential solutions
 1. Identifying problems clearly and separating facts from emotions
 2. Brainstorming possible solutions and weighing pros/cons
 2. Decision making frameworks
 1. Applying structured approaches (e.g., DECIDE, STAR, or 5-step problem-solving models)
 2. Practicing decision-making through real-world scenarios
 3. Handling setbacks and unexpected challenges
 1. Learning from mistakes and adjusting strategies
 2. Building resilience and adaptability
5. Task initiation, persistence, and completion
 1. Overcoming procrastination and starting tasks
 1. Using activation strategies (e.g., 5-minute rule, external motivation)
 2. Recognizing and addressing avoidance behaviors
 2. Maintaining focus and persistence
 1. Using structured work intervals (e.g., Pomodoro technique)
 2. Developing self-rewards and motivators to sustain effort
 3. Completing tasks and following through
 1. Reviewing and reflecting on completed tasks
 2. Developing a personal system for task completion and accountability

Lab Content

Not applicable.

Special Facilities and/or Equipment

Accessible classroom or internet access with Zoom-capable computer, monitor and speakers.

Methods of Evaluation

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

Class participation

Methods of Instruction

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

Individualized instruction

Work in groups

Other Materials

No course materials.

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

Not applicable.

Authorized Discipline(s):

Developmental Disabilities: Disabled Students Programs and Services OR Specialized Instruction (Disabled Student Programs and Services): Vocational Noncredit OR Specialized Instruction (Disabled Student Programs and Services): Noncredit

Faculty Service Area (FSA Code)

DEVELOPMENTAL DISABILITIES

Taxonomy of Program Code (TOP Code)

4930.30 - Learning Skills, Disabled

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:

2/11/25 - Equity is embedded in this course by ensuring that neurodivergent students, particularly disabled students of color, gain access to the executive functioning skills often presumed rather than explicitly taught in academic and professional settings. By integrating Universal Design for Learning (UDL) principles, the course offers multiple means of engagement, representation, and expression, allowing students to develop self-regulation and problem-solving strategies in ways that align with their strengths. Additionally, assistive technology and culturally responsive examples support diverse learning needs, while a strengths-based, trauma-informed approach fosters self-advocacy and empowerment. This ensures that all students, regardless of background, have the tools to navigate education, employment, and independent adulthood successfully.

Articulation Office Only

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

30

Load

.031



For release 10:00 a.m. (ET) Thursday, February 22, 2024

USDL-24-0349

Technical information: (202) 691-6378 • cpsinfo@bls.gov • www.bls.gov/cps

Media contact: (202) 691-5902 • PressOffice@bls.gov

PERSONS WITH A DISABILITY: LABOR FORCE CHARACTERISTICS — 2023

In 2023, 22.5 percent of people with a disability were employed—the highest recorded ratio since comparable data were first collected in 2008. This rate increased by 1.2 percentage points from the prior year, the U.S. Bureau of Labor Statistics reported today. Similarly, the employment-population ratio for those without a disability, at 65.8 percent, increased by 0.4 percentage point in 2023. The unemployment rate for people with a disability (7.2 percent) was little changed in 2023, while the rate for those without a disability was unchanged over the year at 3.5 percent.

The data on people with a disability are collected as part of the Current Population Survey (CPS), a monthly sample survey of about 60,000 households that provides statistics on employment and unemployment in the United States. The collection of data on people with a disability is sponsored by the Department of Labor's Office of Disability Employment Policy. For more information, see the Technical Note in this news release.

Highlights from the 2023 data:

- Half of all people with a disability were age 65 and over, nearly three times larger than the share for those with no disability. (See table 1.)
- For all age groups, the employment-population ratio was much lower for people with a disability than for those with no disability. (See table 1.)
- Unemployment rates were much higher for people with a disability than for those with no disability across all educational attainment groups. (See table 1.)
- Workers with a disability were nearly twice as likely to work part time as workers with no disability. (See table 2.)
- Workers with a disability were more likely to be self-employed than those with no disability. (See table 4.)

Demographic characteristics

People with a disability accounted for about 13 percent of the population in 2023. Those with a disability tend to be older than people with no disability, reflecting the increased incidence of disability with age. In 2023, 50 percent of people with a disability were age 65 and over, compared with 18 percent of those with no disability. Overall, women were somewhat more likely to have a disability than men, partly reflecting the greater life expectancy of women. Among the major race and ethnicity groups, Blacks and Whites continued to have a higher prevalence of disability than Hispanics and Asians. (See table 1.)

Employment

In 2023, the employment-population ratio for people with a disability increased by 1.2 percentage points to 22.5 percent. The employment-population ratio for people with a disability in 2023 was the highest recorded ratio since comparable data were first collected in 2008. The ratio for those with no disability increased by 0.4 percentage point to 65.8 percent in 2023. The lower ratio among people with a disability reflects, in part, the older age profile of people with a disability; older workers are less likely to be employed regardless of disability status. However, across all age groups, people with a disability were much less likely to be employed than those with no disability. (See tables A and 1.)

In 2023, the employment-population ratio for people with a disability ages 16 to 64 rose by 2.3 percentage points to 37.1 percent, while the ratio for people without a disability in the same age range increased by 0.6 percentage point to 75.0 percent. Among people age 65 and over, the employment-population ratio for those with a disability was little different from the prior year (7.9 percent) and the ratio for those with no disability was unchanged (at 23.0 percent). (See table A.)

People with a disability were less likely to have completed a bachelor's degree or higher than those with no disability. Among both groups, those who had attained higher levels of education were more likely to be employed than were those with less education. In 2023, across all levels of education, people with a disability were much less likely to be employed than their counterparts with no disability. (Educational attainment data are presented for those age 25 and over.) (See table 1.)

Workers with a disability were more likely to be employed part time than were those with no disability. About 29 percent of those with a disability usually worked part time compared with about 16 percent of workers without a disability. About 3 percent of workers with a disability worked part time for economic reasons. These individuals were working part time because their hours had been cut back or because they were not able to find a full-time job. (See table 2.)

In 2023, people with a disability were more likely to work in service occupations than were those with no disability (19.4 percent compared with 16.1 percent). Workers with a disability were more likely than those with no disability to work in production, transportation, and material moving occupations (14.5 percent compared with 12.3 percent). People with a disability were also more likely to work in sales and office occupations than were their counterparts with no

disability (20.4 percent and 18.7 percent, respectively). People with a disability were much less likely to work in management, professional, and related occupations than were those without a disability (37.4 percent compared with 43.9 percent). (See table 3.)

A larger share of people with a disability were self-employed than were those with no disability in 2023 (8.4 percent versus 5.9 percent). Those with a disability were slightly more likely to be employed by the federal government than were their counterparts with no disability (3.2 percent and 2.5 percent, respectively), while the proportions of people employed by state and local governments were about the same regardless of disability status. In contrast, people with a disability (77.5 percent) were less likely to be employed as private wage and salary workers than were those with no disability (80.6 percent). (See table 4.)

Unemployment

The unemployment rate for people with a disability was 7.2 percent in 2023, about twice that of those with no disability (3.5 percent). (Unemployed people are those who did not have a job, were available for work, and were actively looking for a job in the 4 weeks preceding the survey.) The unemployment rate for people with a disability was little changed in 2023, while the rate for people without a disability was unchanged from the prior year. (See tables A and 1.)

In 2023, the unemployment rates were the same for men and women with a disability—7.2 percent. These rates were little different from a year earlier. Among people with a disability, the jobless rate for Blacks decreased by 2.1 percentage points to 10.2 percent in 2023, while the rates for Whites (6.7 percent), Asians (7.0 percent), and Hispanics (9.2 percent) were little changed over the year. (See table 1.)

Not in the labor force

People who are neither employed nor unemployed are considered not in the labor force. A large proportion of people with a disability—about three-fourths—were not in the labor force in 2023, compared with nearly one-third of those with no disability. In part, this too reflects the older age profile of people with a disability; people age 65 and over are much less likely to participate in the labor force than younger age groups. Across all age groups, however, people with a disability were more likely to be out of the labor force than those with no disability. (See table 1.)

For both people with and without a disability, the vast majority of those who were not in the labor force did not want a job. In 2023, 3 percent of those with a disability wanted a job, lower than the 6 percent of those without a disability. Among those who wanted a job, a subset is classified as marginally attached to the labor force. These individuals wanted and were available to work and had looked for a job sometime in the prior 12 months. They were not counted as unemployed because they had not searched for work in the 4 weeks preceding the survey. (People marginally attached to the labor force include discouraged workers.) About 1 percent of people with a disability were marginally attached to the labor force in 2023. (See table 5.)

Table A. Employment status of the civilian noninstitutional population by disability status and age, 2022 and 2023 annual averages

[Numbers in thousands]

Characteristic	2022			2023		
	Total, 16 years and over	16 to 64 years	65 years and over	Total, 16 years and over	16 to 64 years	65 years and over
PERSONS WITH A DISABILITY						
Civilian noninstitutional population.....	32,596	16,441	16,155	33,501	16,685	16,816
Civilian labor force.....	7,528	6,222	1,306	8,112	6,715	1,397
Participation rate.....	23.1	37.8	8.1	24.2	40.2	8.3
Employed.....	6,956	5,714	1,242	7,528	6,196	1,331
Employment-population ratio.....	21.3	34.8	7.7	22.5	37.1	7.9
Unemployed.....	572	508	64	585	519	66
Unemployment rate.....	7.6	8.2	4.9	7.2	7.7	4.7
Not in labor force.....	25,068	10,219	14,849	25,389	9,970	15,419
PERSONS WITH NO DISABILITY						
Civilian noninstitutional population.....	231,378	190,823	40,555	233,441	191,998	41,443
Civilian labor force.....	156,759	147,168	9,591	159,004	149,206	9,798
Participation rate.....	67.8	77.1	23.7	68.1	77.7	23.6
Employed.....	151,335	142,003	9,332	153,509	143,961	9,548
Employment-population ratio.....	65.4	74.4	23.0	65.8	75.0	23.0
Unemployed.....	5,424	5,165	259	5,495	5,245	250
Unemployment rate.....	3.5	3.5	2.7	3.5	3.5	2.6
Not in labor force.....	74,618	43,655	30,964	74,437	42,792	31,645

NOTE: Updated population controls are introduced annually with the release of January data.

Technical Note

The estimates in this release are based on annual average data obtained from the Current Population Survey (CPS). The CPS, which is conducted by the U.S. Census Bureau for the Bureau of Labor Statistics (BLS), is a monthly survey of about 60,000 eligible households that provides information on the labor force status, demographics, and other characteristics of the nation's civilian noninstitutional population age 16 and over.

Questions were added to the CPS in June 2008 to identify people with a disability in the civilian noninstitutional population age 16 and over. The addition of these questions allowed the BLS to begin releasing monthly labor force data from the CPS for people with a disability. The collection of these data is sponsored by the Department of Labor's Office of Disability Employment Policy.

If you are deaf, hard of hearing, or have a speech disability, please dial 7-1-1 to access telecommunications relay services.

Reliability of the estimates

Statistics based on the CPS are subject to both sampling and nonsampling error. When a sample, rather than the entire population, is surveyed, there is a chance that the sample estimates may differ from the true population values they represent. The component of this difference that occurs because samples differ by chance is known as *sampling error*, and its variability is measured by the standard error of the estimate. There is about a 90-percent chance, or level of confidence, that an estimate based on a sample will differ by no more than 1.6 standard errors from the true population value because of sampling error. BLS analyses are generally conducted at the 90-percent level of confidence.

The CPS data also are affected by *nonsampling error*. Nonsampling error can occur for many reasons, including the failure to sample a segment of the population, inability to obtain information for all respondents in the sample, inability or unwillingness of respondents to provide correct information, and errors made in the collection or processing of the data.

Additional information about the reliability of data from the CPS and estimating standard errors is available at www.bls.gov/cps/documentation.htm#reliability.

CPS estimates are controlled to population totals that are available by age, sex, race, and Hispanic ethnicity. These controls are developed by the Census Bureau and are based on complete population counts obtained in the decennial census. In the years between decennial censuses, they incorporate the latest information about population change (births, deaths, and net international migration). As part of its annual update of population estimates, the Census Bureau introduces adjustments to the total population controls. The updated controls typically have a negligible impact on unemployment rates and other ratios. The estimates of the population of people with a disability are not controlled to independent population totals of people with a disability because such data are not available. Without independent population totals, sample-based estimates are more apt to vary from one time period to the next. Information about population controls is available at www.bls.gov/cps/documentation.htm#pop.

Disability questions and concepts

The CPS uses a set of six questions to identify people with disabilities. In the CPS, people are classified as having a disability if there is a response of "yes" to any of these questions. The disability questions appear in the CPS in the following format:

This month we want to learn about people who have physical, mental, or emotional conditions that cause serious difficulty with their daily activities. Please answer for household members who are 15 years and over.

- Is anyone deaf or does anyone have serious difficulty hearing?
- Is anyone blind or does anyone have serious difficulty seeing even when wearing glasses?
- Because of a physical, mental, or emotional condition, does anyone have serious difficulty concentrating, remembering, or making decisions?
- Does anyone have serious difficulty walking or climbing stairs?
- Does anyone have difficulty dressing or bathing?

- Because of a physical, mental, or emotional condition, does anyone have difficulty doing errands alone such as visiting a doctor's office or shopping?

The CPS questions for identifying individuals with disabilities are only asked of household members who are age 15 and over. Each of the questions ask the respondent whether anyone in the household has the condition described, and if the respondent replies "yes," they are then asked to identify everyone in the household who has the condition. Labor force measures from the CPS are tabulated for people age 16 and over. More information on the disability questions and the limitations of the CPS disability data is available on the BLS website at www.bls.gov/cps/cpsdisability_faq.htm.

Other definitions

Other definitions used in this release are described briefly below. Additional information on the concepts and methodology of the CPS is available at www.bls.gov/cps/documentation.htm.

Employed. Employed people are all those who, during the survey reference week, (a) did any work at all as paid employees; (b) worked in their own business, profession, or on their own farm; or (c) worked 15 hours or more as unpaid workers in a family member's business. People who were temporarily absent from their jobs because of illness, bad weather, vacation, labor dispute, or another reason also are counted as employed.

Unemployed. Unemployed people are those who had no employment during the reference week, were available for work at that time, and had made specific efforts to find employment sometime during the 4-week period ending with the reference week. People who were waiting to be recalled to a job from which they had been laid off need not have been looking for work to be classified as unemployed.

Civilian labor force. The civilian labor force comprises all people classified as employed or unemployed.

Unemployment rate. The unemployment rate is the number unemployed as a percent of the labor force.

Not in the labor force. People not in the labor force include all those who are not classified as employed or unemployed. Information is collected on their desire for and availability to take a job at the time of the CPS interview, job search activity in the prior year, and reason for not looking in the 4-week period

ending with the reference week. This group includes individuals *marginally attached to the labor force*, defined as people not in the labor force who want and are available for a job and who have looked for work sometime in the past 12 months (or since the end of their last job if they held one within the past 12 months). They are not counted as unemployed because they had not actively searched for work in the prior 4 weeks. Within the marginally attached group are *discouraged workers*—people who are not currently looking for work because they believe there are no jobs available or there are none for which they would qualify. The *other persons marginally attached to the labor force* group includes people who want a job but had not looked for work in the past 4 weeks for reasons such as family responsibilities or transportation problems.

Part time for economic reasons. People classified as at work part time for economic reasons, a measure sometimes referred to as involuntary part time, are those who gave an economic reason for working 1 to 34 hours during the reference week. Economic reasons include slack work or unfavorable business conditions, inability to find full-time work, and seasonal declines in demand. Those who usually work part time must also indicate that they want and are available for full-time work to be classified as part time for economic reasons.

Occupation, industry, and class of worker. The occupation, industry, and class of worker classifications for the employed relate to the job held in the survey reference week. People with two or more jobs are classified in the job at which they worked the greatest number of hours. People are classified using the 2018 Census occupational and 2017 Census industry classification systems. The class-of-worker breakdown assigns workers to the following categories: private and government wage and salary workers, self-employed workers, and unpaid family workers. Wage and salary workers receive wages, salary, commissions, tips, or pay in kind from a private employer or from a government unit. Self-employed people are those who work for profit or fees in their own business, profession, trade, or farm. Only the unincorporated self-employed are included in the self-employed category. Self-employed people who respond that their businesses are incorporated are included among wage and salary workers. Unpaid family workers are people working without pay for 15 hours a week or more on a farm or in a business operated by a family member in their household.

Table 1. Employment status of the civilian noninstitutional population by disability status and selected characteristics, 2023 annual averages
[Numbers in thousands]

Characteristic	Civilian noninstitutional population	Civilian labor force						Not in labor force
		Total	Participation rate	Employed		Unemployed		
				Total	Percent of population	Total	Rate	
TOTAL								
Total, 16 years and over.....	266,942	167,116	62.6	161,037	60.3	6,080	3.6	99,826
Men.....	130,476	88,877	68.1	85,500	65.5	3,377	3.8	41,599
Women.....	136,466	78,239	57.3	75,537	55.4	2,702	3.5	58,227
PERSONS WITH A DISABILITY								
Total, 16 years and over.....	33,501	8,112	24.2	7,528	22.5	585	7.2	25,389
Men.....	15,687	4,186	26.7	3,884	24.8	302	7.2	11,501
Women.....	17,814	3,926	22.0	3,644	20.5	282	7.2	13,888
Age								
16 to 64 years.....	16,685	6,715	40.2	6,196	37.1	519	7.7	9,970
16 to 19 years.....	876	237	27.0	194	22.2	43	18.0	639
20 to 24 years.....	1,240	643	51.8	567	45.7	76	11.8	597
25 to 34 years.....	2,591	1,477	57.0	1,341	51.8	135	9.2	1,115
35 to 44 years.....	2,600	1,247	48.0	1,157	44.5	90	7.2	1,353
45 to 54 years.....	3,344	1,357	40.6	1,269	37.9	89	6.5	1,987
55 to 64 years.....	6,032	1,754	29.1	1,668	27.6	86	4.9	4,278
65 years and over.....	16,816	1,397	8.3	1,331	7.9	66	4.7	15,419
Race and Hispanic or Latino ethnicity								
White.....	26,296	6,412	24.4	5,984	22.8	428	6.7	19,883
Black or African American.....	4,634	1,079	23.3	969	20.9	110	10.2	3,555
Asian.....	1,120	207	18.5	193	17.2	15	7.0	912
Hispanic or Latino ethnicity.....	4,138	1,106	26.7	1,004	24.3	101	9.2	3,032
Educational attainment								
Total, 25 years and over.....	31,384	7,232	23.0	6,766	21.6	466	6.4	24,152
Less than a high school diploma.....	4,583	550	12.0	485	10.6	65	11.8	4,033
High school graduates, no college ¹	10,903	2,007	18.4	1,864	17.1	143	7.1	8,896
Some college or associate degree.....	8,818	2,354	26.7	2,203	25.0	151	6.4	6,463
Bachelor's degree and higher ²	7,080	2,321	32.8	2,214	31.3	107	4.6	4,759
PERSONS WITH NO DISABILITY								
Total, 16 years and over.....	233,441	159,004	68.1	153,509	65.8	5,495	3.5	74,437
Men.....	114,789	84,691	73.8	81,616	71.1	3,075	3.6	30,098
Women.....	118,652	74,313	62.6	71,893	60.6	2,420	3.3	44,339
Age								
16 to 64 years.....	191,998	149,206	77.7	143,961	75.0	5,245	3.5	42,792
16 to 19 years.....	16,347	6,123	37.5	5,453	33.4	671	11.0	10,224
20 to 24 years.....	20,876	15,126	72.5	14,158	67.8	967	6.4	5,750
25 to 34 years.....	41,936	35,826	85.4	34,496	82.3	1,330	3.7	6,110
35 to 44 years.....	40,854	35,183	86.1	34,242	83.8	941	2.7	5,670
45 to 54 years.....	36,615	31,450	85.9	30,717	83.9	733	2.3	5,166
55 to 64 years.....	35,370	25,497	72.1	24,894	70.4	603	2.4	9,873
65 years and over.....	41,443	9,798	23.6	9,548	23.0	250	2.6	31,645
Race and Hispanic or Latino ethnicity								
White.....	178,219	120,915	67.8	117,181	65.8	3,734	3.1	57,305
Black or African American.....	30,033	20,807	69.3	19,706	65.6	1,102	5.3	9,225
Asian.....	16,472	11,232	68.2	10,903	66.2	329	2.9	5,240
Hispanic or Latino ethnicity.....	43,394	30,712	70.8	29,339	67.6	1,374	4.5	12,682
Educational attainment								
Total, 25 years and over.....	196,219	137,755	70.2	133,898	68.2	3,857	2.8	58,463
Less than a high school diploma.....	14,897	8,631	57.9	8,184	54.9	446	5.2	6,267
High school graduates, no college ¹	52,516	33,921	64.6	32,665	62.2	1,256	3.7	18,595
Some college or associate degree.....	48,108	33,448	69.5	32,511	67.6	938	2.8	14,660
Bachelor's degree and higher ²	80,697	61,755	76.5	60,538	75.0	1,217	2.0	18,942

¹ Includes persons with a high school diploma or equivalent.

² Includes persons with bachelor's, master's, professional, and doctoral degrees.

NOTE: Estimates for the above race groups (White, Black or African American, and Asian) do not sum to totals because data are not presented for all races. Persons whose ethnicity is identified as Hispanic or Latino may be of any race.

Table 2. Employed full- and part-time workers by disability status and age, 2023 annual averages
[Numbers in thousands]

Disability status and age	Employed			At work part time for economic reasons ¹
	Total	Usually work full time	Usually work part time	
TOTAL				
16 years and over.....	161,037	134,056	26,981	4,069
16 to 64 years.....	150,157	127,282	22,876	3,873
65 years and over.....	10,879	6,774	4,105	196
Persons with a disability				
16 years and over.....	7,528	5,337	2,191	260
16 to 64 years.....	6,196	4,636	1,560	232
65 years and over.....	1,331	701	630	28
Persons with no disability				
16 years and over.....	153,509	128,719	24,790	3,810
16 to 64 years.....	143,961	122,646	21,315	3,641
65 years and over.....	9,548	6,073	3,475	168

¹ Refers to persons who, whether they usually work full or part time, worked 1 to 34 hours during the reference week for an economic reason such as slack work or unfavorable business conditions, inability to find full-time work, or seasonal declines in demand. Persons who usually work part time for an economic reason, but worked 35 hours or more during the reference week are excluded. Also excludes employed persons who were absent from their jobs for the entire reference week.

NOTE: Full time refers to persons who usually work 35 hours or more per week; part time refers to persons who usually work less than 35 hours per week.

Table 3. Employed persons by disability status, occupation, and sex, 2023 annual averages
[Percent distribution]

Occupation	Persons with a disability			Persons with no disability		
	Total	Men	Women	Total	Men	Women
Total employed (in thousands).....	7,528	3,884	3,644	153,509	81,616	71,893
Occupation as a percent of total employed						
Total employed.....	100.0	100.0	100.0	100.0	100.0	100.0
Management, professional, and related occupations.....	37.4	34.0	41.0	43.9	39.9	48.6
Management, business, and financial operations occupations.....	16.4	17.2	15.5	19.1	19.5	18.6
Management occupations.....	11.6	12.8	10.3	13.0	14.3	11.7
Business and financial operations occupations.....	4.8	4.4	5.2	6.0	5.2	7.0
Professional and related occupations.....	21.0	16.8	25.4	24.9	20.4	29.9
Computer and mathematical occupations.....	3.2	4.2	2.1	4.1	5.6	2.3
Architecture and engineering occupations.....	1.7	2.7	0.6	2.3	3.6	0.8
Life, physical, and social science occupations.....	1.1	1.0	1.2	1.2	1.1	1.2
Community and social service occupations.....	2.2	1.6	2.7	1.8	1.0	2.7
Legal occupations.....	1.1	1.0	1.1	1.2	1.1	1.3
Education, training, and library occupations.....	5.4	2.5	8.4	5.9	3.0	9.1
Arts, design, entertainment, sports, and media occupations.....	2.2	1.9	2.4	2.2	2.1	2.2
Healthcare practitioners and technical occupations.....	4.3	2.0	6.8	6.4	2.9	10.3
Service occupations.....	19.4	16.2	22.8	16.1	13.0	19.7
Healthcare support occupations.....	3.8	1.2	6.6	3.2	0.9	5.7
Protective service occupations.....	2.2	2.8	1.5	1.9	2.8	1.0
Food preparation and serving related occupations.....	5.8	4.7	6.9	5.1	4.4	5.8
Building and grounds cleaning and maintenance occupations.....	4.7	6.0	3.3	3.4	3.6	3.1
Personal care and service occupations.....	2.9	1.5	4.5	2.6	1.2	4.2
Sales and office occupations.....	20.4	14.4	26.7	18.7	13.9	24.2
Sales and related occupations.....	8.8	8.2	9.4	8.9	8.6	9.2
Office and administrative support occupations.....	11.6	6.3	17.2	9.8	5.3	14.9
Natural resources, construction, and maintenance occupations.....	8.3	15.1	1.1	8.9	15.8	1.1
Farming, fishing, and forestry occupations.....	0.5	0.8	0.3	0.6	0.8	0.4
Construction and extraction occupations.....	4.4	8.1	0.4	5.3	9.5	0.5
Installation, maintenance, and repair occupations.....	3.4	6.2	0.4	3.0	5.4	0.3
Production, transportation, and material moving occupations.....	14.5	20.3	8.4	12.3	17.4	6.5
Production occupations.....	5.6	7.4	3.6	5.1	6.8	3.3
Transportation and material moving occupations.....	8.9	12.8	4.8	7.2	10.7	3.2

Table 4. Employed persons by disability status, industry, class of worker, and sex, 2023 annual averages
[Percent distribution]

Industry and class of worker	Persons with a disability			Persons with no disability		
	Total	Men	Women	Total	Men	Women
Total employed (in thousands).....	7,528	3,884	3,644	153,509	81,616	71,893
Industry as a percent of total employed						
Total employed.....	100.0	100.0	100.0	100.0	100.0	100.0
Agriculture and related industries.....	1.9	2.7	1.1	1.4	1.8	0.9
Nonagricultural industries.....	98.1	97.3	98.9	98.6	98.2	99.1
Mining, quarrying, and oil and gas extraction.....	0.3	0.6	0.1	0.4	0.6	0.1
Construction.....	6.0	10.4	1.4	7.5	12.5	1.7
Manufacturing.....	9.1	12.3	5.6	9.7	12.9	6.1
Wholesale trade.....	1.7	2.2	1.3	2.0	2.6	1.4
Retail trade.....	13.0	12.7	13.3	10.1	10.0	10.3
Transportation and utilities.....	6.1	8.2	3.8	6.2	8.8	3.2
Information.....	1.6	1.8	1.3	1.9	2.2	1.5
Financial activities.....	5.5	5.2	5.8	6.9	6.3	7.5
Professional and business services.....	12.0	12.8	11.1	12.9	14.1	11.6
Education and health services.....	22.2	11.3	33.8	22.6	10.9	35.9
Leisure and hospitality.....	10.0	9.1	10.9	8.8	8.2	9.5
Other services.....	5.4	5.1	5.7	4.7	4.1	5.3
Public administration.....	5.2	5.7	4.7	4.9	5.0	4.9
Class of worker as a percent of total employed						
Total employed ¹	100.0	100.0	100.0	100.0	100.0	100.0
Wage and salary workers ²	91.5	89.8	93.4	94.0	93.3	94.9
Private industries.....	77.5	77.6	77.4	80.6	82.4	78.7
Government.....	14.0	12.2	16.1	13.4	10.9	16.2
Federal.....	3.2	3.6	2.8	2.5	2.6	2.4
State.....	4.7	3.8	5.8	4.6	3.4	6.0
Local.....	6.1	4.8	7.5	6.3	4.9	7.8
Self-employed workers, unincorporated.....	8.4	10.2	6.5	5.9	6.7	5.1

¹ Includes a small number of unpaid family workers, not shown separately.

² Includes self-employed workers whose businesses are incorporated.

Table 5. Persons not in the labor force by disability status, age, and sex, 2023 annual averages
[Numbers in thousands]

Category	Total, 16 years and over	16 to 64 years			Total, 65 years and over
		Total	Men	Women	
PERSONS WITH A DISABILITY					
Total not in the labor force.....	25,389	9,970	4,796	5,174	15,419
Persons who currently want a job.....	734	480	228	252	255
Marginally attached to the labor force ¹	184	136	61	75	48
Discouraged workers ²	31	22	12	10	9
Other persons marginally attached to the labor force ³	153	114	49	65	40
PERSONS WITH NO DISABILITY					
Total not in the labor force.....	74,437	42,792	16,518	26,274	31,645
Persons who currently want a job.....	4,596	4,038	1,925	2,113	558
Marginally attached to the labor force ¹	1,275	1,178	618	560	96
Discouraged workers ²	339	312	193	118	28
Other persons marginally attached to the labor force ³	935	867	425	442	68

¹ Data refer to persons who want a job, have searched for work during the prior 12 months, and were available to take a job during the reference week, but had not looked for work in the past 4 weeks.

² Includes those who did not actively look for work in the prior 4 weeks for reasons such as thinks no work available, could not find work, lacks schooling or training, employer thinks too young or old, and other types of discrimination.

³ Includes those who did not actively look for work in the prior 4 weeks for such reasons as school or family responsibilities, ill health, and transportation problems, as well as a number for whom reason for nonparticipation was not determined.

ALTW F403C : INDEPENDENCE SKILLS

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Adaptive Learning: Transition to Work (ALTW)

Course Number

F403C

Department

Adaptive Learning (A L)

Division

Student Resource and Support Programs (1SR)

Units

0

Course Title

INDEPENDENCE SKILLS

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

24

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation**Total Contact Hours**

24

Total Student Learning Hours

24

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

Students with disabilities often need ongoing academic support and may need to repeat this course to continue to learn the academic skills they need to be successful.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

Per attachment, in 2023, 22.5% of people with a disability were employed. Further, the unemployment rate for people with a disability is more than double that of those without a disability. Courses in the TTW program aim to provide a stable, eager, and willing workforce with the tools and skills needed to achieve their employment goals.

Attach evidence

disabl.pdf

Need/Justification

This course assists students with disabilities and veteran students to be successful in school by having one-on-one instruction and group work in developing student success skills and knowledge about the community college system.

Course Description

This capstone course brings together the skills developed in ALTW 403A and 403B, focusing on fostering personal autonomy and preparing students for life beyond the classroom. Through instruction in self-advocacy, goal-setting, and navigating complex social interactions, students will strengthen their ability to tackle real-world challenges with confidence. Emphasis is placed on problem-solving, resource management, and developing strategies for maintaining independence in both personal and professional settings. This

course empowers students not just to succeed in college, but to thrive in their careers and communities.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Advocate for their needs in personal, academic, workplace, and community settings.
2. Develop and implement personalized strategies for setting and achieving long-term goals.
3. Navigate complex social interactions, including professional communication, conflict resolution, and relationship management.
4. Identify and utilize community resources and support networks to maintain independence.
5. Build sustainable routines for managing personal responsibilities, including health, time management, and household tasks.
6. Apply problem-solving strategies to address unexpected challenges and transitions in daily life.

Course Content

1. Self-advocacy in personal, academic, workplace, and community settings
 1. Communicating needs effectively
 1. Identifying personal needs and rights in different environments
 2. Practicing clear and assertive communication
 2. Self-advocacy in education and the workplace
 1. Requesting accommodations and supports
 2. Understanding workplace expectations and policies
 3. Engaging with community resources
 1. Finding and accessing public services (transportation, healthcare, housing)
 2. Understanding when and how to seek assistance
2. Goal-setting and long-term planning
 1. Identifying personal and professional goals
 1. Creating realistic, meaningful goals
 2. Recognizing potential barriers and developing solutions
 2. Strategies for achieving goals
 1. Using structured goal-setting frameworks (e.g., SMART goals)
 2. Breaking down long-term goals into actionable steps
 3. Maintaining motivation and adjusting plans
 1. Tracking progress and celebrating milestones

2. Adapting goals as circumstances change
3. Navigating complex social interactions
 1. Professional communication skills
 1. Email etiquette and workplace interactions
 2. Making a positive impression in interviews and networking
 2. Conflict resolution and relationship management
 1. Understanding different perspectives and managing emotions
 2. Practicing de-escalation and problem-solving strategies
 3. Social boundaries and independence
 1. Balancing friendships, work relationships, and personal space
 2. Recognizing and responding to unhealthy or toxic relationships
4. Using community resources and building support networks
 1. Identifying available community supports
 1. Finding and utilizing disability services, career centers, and advocacy organizations
 2. Understanding legal rights and protections (ADA, housing rights, workplace accommodations)
 2. Developing a personal support system
 1. Recognizing the importance of mentorship and peer networks
 2. Strategies for asking for and accepting help when needed
5. Building sustainable routines for independent living
 1. Managing health and wellness
 1. Strategies for maintaining physical and mental well-being
 2. Accessing healthcare and understanding self-care needs
 2. Time management for independent life
 1. Creating daily and weekly schedules for personal and work responsibilities
 2. Avoiding burnout and balancing obligations
 3. Household management and daily living tasks
 1. Basic home organization and maintenance skills
 2. Meal planning, grocery shopping, and personal finance basics
6. Problem-solving for life's unexpected challenges
 1. Adapting to change and handling transitions
 1. Recognizing and preparing for life changes (new jobs, moves, major decisions)
 2. Coping strategies for stress and uncertainty
 2. Crisis management and decision-making under pressure
 1. Steps to take in emergencies (lost job, medical issues, unexpected bills)
 2. Knowing when and how to seek assistance
 3. Learning from setbacks
 1. Developing resilience and growth mindset strategies
 2. Evaluating past challenges and adjusting approaches for future success

Lab Content

Not applicable.

Special Facilities and/or Equipment

Accessible classroom or internet access with Zoom-capable computer, monitor and speakers.

Methods of Evaluation

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

Class participation

Methods of Instruction

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

Individualized instruction

Work in groups

Other Materials

No course materials.

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

Not applicable.

Authorized Discipline(s):

Developmental Disabilities: Disabled Students Programs and Services OR Specialized Instruction (Disabled Student Programs and Services): Vocational Noncredit OR Specialized Instruction (Disabled Student Programs and Services): Noncredit

Faculty Service Area (FSA Code)

DEVELOPMENTAL DISABILITIES

Taxonomy of Program Code (TOP Code)

4930.30 - Learning Skills, Disabled

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:

2/11/25 - Equity is embedded in this course by ensuring that neurodivergent students, particularly disabled students of color, gain access to the executive functioning skills often presumed rather than explicitly taught in academic and professional settings. By integrating Universal Design for Learning (UDL) principles, the course offers multiple means of engagement, representation, and expression, allowing students to develop self-regulation and problem-solving strategies in ways that align with their strengths. Additionally, assistive technology and culturally responsive examples support diverse learning needs, while a strengths-based, trauma-informed approach fosters self-advocacy and empowerment. This

ensures that all students, regardless of background, have the tools to navigate education, employment, and independent adulthood successfully.

Articulation Office Only

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

30

Load

.031



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PERSONS WITH A DISABILITY: LABOR FORCE CHARACTERISTICS — 2023

In 2023, 22.5 percent of people with a disability were employed—the highest recorded ratio since comparable data were first collected in 2008. This rate increased by 1.2 percentage points from the prior year, the U.S. Bureau of Labor Statistics reported today. Similarly, the employment-population ratio for those without a disability, at 65.8 percent, increased by 0.4 percentage point in 2023. The unemployment rate for people with a disability (7.2 percent) was little changed in 2023, while the rate for those without a disability was unchanged over the year at 3.5 percent.

The data on people with a disability are collected as part of the Current Population Survey (CPS), a monthly sample survey of about 60,000 households that provides statistics on employment and unemployment in the United States. The collection of data on people with a disability is sponsored by the Department of Labor's Office of Disability Employment Policy. For more information, see the Technical Note in this news release.

Highlights from the 2023 data:

- Half of all people with a disability were age 65 and over, nearly three times larger than the share for those with no disability. (See table 1.)
- For all age groups, the employment-population ratio was much lower for people with a disability than for those with no disability. (See table 1.)
- Unemployment rates were much higher for people with a disability than for those with no disability across all educational attainment groups. (See table 1.)
- Workers with a disability were nearly twice as likely to work part time as workers with no disability. (See table 2.)
- Workers with a disability were more likely to be self-employed than those with no disability. (See table 4.)

Demographic characteristics

People with a disability accounted for about 13 percent of the population in 2023. Those with a disability tend to be older than people with no disability, reflecting the increased incidence of disability with age. In 2023, 50 percent of people with a disability were age 65 and over, compared with 18 percent of those with no disability. Overall, women were somewhat more likely to have a disability than men, partly reflecting the greater life expectancy of women. Among the major race and ethnicity groups, Blacks and Whites continued to have a higher prevalence of disability than Hispanics and Asians. (See table 1.)

Employment

In 2023, the employment-population ratio for people with a disability increased by 1.2 percentage points to 22.5 percent. The employment-population ratio for people with a disability in 2023 was the highest recorded ratio since comparable data were first collected in 2008. The ratio for those with no disability increased by 0.4 percentage point to 65.8 percent in 2023. The lower ratio among people with a disability reflects, in part, the older age profile of people with a disability; older workers are less likely to be employed regardless of disability status. However, across all age groups, people with a disability were much less likely to be employed than those with no disability. (See tables A and 1.)

In 2023, the employment-population ratio for people with a disability ages 16 to 64 rose by 2.3 percentage points to 37.1 percent, while the ratio for people without a disability in the same age range increased by 0.6 percentage point to 75.0 percent. Among people age 65 and over, the employment-population ratio for those with a disability was little different from the prior year (7.9 percent) and the ratio for those with no disability was unchanged (at 23.0 percent). (See table A.)

People with a disability were less likely to have completed a bachelor's degree or higher than those with no disability. Among both groups, those who had attained higher levels of education were more likely to be employed than were those with less education. In 2023, across all levels of education, people with a disability were much less likely to be employed than their counterparts with no disability. (Educational attainment data are presented for those age 25 and over.) (See table 1.)

Workers with a disability were more likely to be employed part time than were those with no disability. About 29 percent of those with a disability usually worked part time compared with about 16 percent of workers without a disability. About 3 percent of workers with a disability worked part time for economic reasons. These individuals were working part time because their hours had been cut back or because they were not able to find a full-time job. (See table 2.)

In 2023, people with a disability were more likely to work in service occupations than were those with no disability (19.4 percent compared with 16.1 percent). Workers with a disability were more likely than those with no disability to work in production, transportation, and material moving occupations (14.5 percent compared with 12.3 percent). People with a disability were also more likely to work in sales and office occupations than were their counterparts with no

disability (20.4 percent and 18.7 percent, respectively). People with a disability were much less likely to work in management, professional, and related occupations than were those without a disability (37.4 percent compared with 43.9 percent). (See table 3.)

A larger share of people with a disability were self-employed than were those with no disability in 2023 (8.4 percent versus 5.9 percent). Those with a disability were slightly more likely to be employed by the federal government than were their counterparts with no disability (3.2 percent and 2.5 percent, respectively), while the proportions of people employed by state and local governments were about the same regardless of disability status. In contrast, people with a disability (77.5 percent) were less likely to be employed as private wage and salary workers than were those with no disability (80.6 percent). (See table 4.)

Unemployment

The unemployment rate for people with a disability was 7.2 percent in 2023, about twice that of those with no disability (3.5 percent). (Unemployed people are those who did not have a job, were available for work, and were actively looking for a job in the 4 weeks preceding the survey.) The unemployment rate for people with a disability was little changed in 2023, while the rate for people without a disability was unchanged from the prior year. (See tables A and 1.)

In 2023, the unemployment rates were the same for men and women with a disability—7.2 percent. These rates were little different from a year earlier. Among people with a disability, the jobless rate for Blacks decreased by 2.1 percentage points to 10.2 percent in 2023, while the rates for Whites (6.7 percent), Asians (7.0 percent), and Hispanics (9.2 percent) were little changed over the year. (See table 1.)

Not in the labor force

People who are neither employed nor unemployed are considered not in the labor force. A large proportion of people with a disability—about three-fourths—were not in the labor force in 2023, compared with nearly one-third of those with no disability. In part, this too reflects the older age profile of people with a disability; people age 65 and over are much less likely to participate in the labor force than younger age groups. Across all age groups, however, people with a disability were more likely to be out of the labor force than those with no disability. (See table 1.)

For both people with and without a disability, the vast majority of those who were not in the labor force did not want a job. In 2023, 3 percent of those with a disability wanted a job, lower than the 6 percent of those without a disability. Among those who wanted a job, a subset is classified as marginally attached to the labor force. These individuals wanted and were available to work and had looked for a job sometime in the prior 12 months. They were not counted as unemployed because they had not searched for work in the 4 weeks preceding the survey. (People marginally attached to the labor force include discouraged workers.) About 1 percent of people with a disability were marginally attached to the labor force in 2023. (See table 5.)

Table A. Employment status of the civilian noninstitutional population by disability status and age, 2022 and 2023 annual averages

[Numbers in thousands]

Characteristic	2022			2023		
	Total, 16 years and over	16 to 64 years	65 years and over	Total, 16 years and over	16 to 64 years	65 years and over
PERSONS WITH A DISABILITY						
Civilian noninstitutional population.....	32,596	16,441	16,155	33,501	16,685	16,816
Civilian labor force.....	7,528	6,222	1,306	8,112	6,715	1,397
Participation rate.....	23.1	37.8	8.1	24.2	40.2	8.3
Employed.....	6,956	5,714	1,242	7,528	6,196	1,331
Employment-population ratio.....	21.3	34.8	7.7	22.5	37.1	7.9
Unemployed.....	572	508	64	585	519	66
Unemployment rate.....	7.6	8.2	4.9	7.2	7.7	4.7
Not in labor force.....	25,068	10,219	14,849	25,389	9,970	15,419
PERSONS WITH NO DISABILITY						
Civilian noninstitutional population.....	231,378	190,823	40,555	233,441	191,998	41,443
Civilian labor force.....	156,759	147,168	9,591	159,004	149,206	9,798
Participation rate.....	67.8	77.1	23.7	68.1	77.7	23.6
Employed.....	151,335	142,003	9,332	153,509	143,961	9,548
Employment-population ratio.....	65.4	74.4	23.0	65.8	75.0	23.0
Unemployed.....	5,424	5,165	259	5,495	5,245	250
Unemployment rate.....	3.5	3.5	2.7	3.5	3.5	2.6
Not in labor force.....	74,618	43,655	30,964	74,437	42,792	31,645

NOTE: Updated population controls are introduced annually with the release of January data.

Technical Note

The estimates in this release are based on annual average data obtained from the Current Population Survey (CPS). The CPS, which is conducted by the U.S. Census Bureau for the Bureau of Labor Statistics (BLS), is a monthly survey of about 60,000 eligible households that provides information on the labor force status, demographics, and other characteristics of the nation's civilian noninstitutional population age 16 and over.

Questions were added to the CPS in June 2008 to identify people with a disability in the civilian noninstitutional population age 16 and over. The addition of these questions allowed the BLS to begin releasing monthly labor force data from the CPS for people with a disability. The collection of these data is sponsored by the Department of Labor's Office of Disability Employment Policy.

If you are deaf, hard of hearing, or have a speech disability, please dial 7-1-1 to access telecommunications relay services.

Reliability of the estimates

Statistics based on the CPS are subject to both sampling and nonsampling error. When a sample, rather than the entire population, is surveyed, there is a chance that the sample estimates may differ from the true population values they represent. The component of this difference that occurs because samples differ by chance is known as *sampling error*, and its variability is measured by the standard error of the estimate. There is about a 90-percent chance, or level of confidence, that an estimate based on a sample will differ by no more than 1.6 standard errors from the true population value because of sampling error. BLS analyses are generally conducted at the 90-percent level of confidence.

The CPS data also are affected by *nonsampling error*. Nonsampling error can occur for many reasons, including the failure to sample a segment of the population, inability to obtain information for all respondents in the sample, inability or unwillingness of respondents to provide correct information, and errors made in the collection or processing of the data.

Additional information about the reliability of data from the CPS and estimating standard errors is available at www.bls.gov/cps/documentation.htm#reliability.

CPS estimates are controlled to population totals that are available by age, sex, race, and Hispanic ethnicity. These controls are developed by the Census Bureau and are based on complete population counts obtained in the decennial census. In the years between decennial censuses, they incorporate the latest information about population change (births, deaths, and net international migration). As part of its annual update of population estimates, the Census Bureau introduces adjustments to the total population controls. The updated controls typically have a negligible impact on unemployment rates and other ratios. The estimates of the population of people with a disability are not controlled to independent population totals of people with a disability because such data are not available. Without independent population totals, sample-based estimates are more apt to vary from one time period to the next. Information about population controls is available at www.bls.gov/cps/documentation.htm#pop.

Disability questions and concepts

The CPS uses a set of six questions to identify people with disabilities. In the CPS, people are classified as having a disability if there is a response of "yes" to any of these questions. The disability questions appear in the CPS in the following format:

This month we want to learn about people who have physical, mental, or emotional conditions that cause serious difficulty with their daily activities. Please answer for household members who are 15 years and over.

- Is anyone deaf or does anyone have serious difficulty hearing?
- Is anyone blind or does anyone have serious difficulty seeing even when wearing glasses?
- Because of a physical, mental, or emotional condition, does anyone have serious difficulty concentrating, remembering, or making decisions?
- Does anyone have serious difficulty walking or climbing stairs?
- Does anyone have difficulty dressing or bathing?

- Because of a physical, mental, or emotional condition, does anyone have difficulty doing errands alone such as visiting a doctor's office or shopping?

The CPS questions for identifying individuals with disabilities are only asked of household members who are age 15 and over. Each of the questions ask the respondent whether anyone in the household has the condition described, and if the respondent replies "yes," they are then asked to identify everyone in the household who has the condition. Labor force measures from the CPS are tabulated for people age 16 and over. More information on the disability questions and the limitations of the CPS disability data is available on the BLS website at www.bls.gov/cps/cpsdisability_faq.htm.

Other definitions

Other definitions used in this release are described briefly below. Additional information on the concepts and methodology of the CPS is available at www.bls.gov/cps/documentation.htm.

Employed. Employed people are all those who, during the survey reference week, (a) did any work at all as paid employees; (b) worked in their own business, profession, or on their own farm; or (c) worked 15 hours or more as unpaid workers in a family member's business. People who were temporarily absent from their jobs because of illness, bad weather, vacation, labor dispute, or another reason also are counted as employed.

Unemployed. Unemployed people are those who had no employment during the reference week, were available for work at that time, and had made specific efforts to find employment sometime during the 4-week period ending with the reference week. People who were waiting to be recalled to a job from which they had been laid off need not have been looking for work to be classified as unemployed.

Civilian labor force. The civilian labor force comprises all people classified as employed or unemployed.

Unemployment rate. The unemployment rate is the number unemployed as a percent of the labor force.

Not in the labor force. People not in the labor force include all those who are not classified as employed or unemployed. Information is collected on their desire for and availability to take a job at the time of the CPS interview, job search activity in the prior year, and reason for not looking in the 4-week period

ending with the reference week. This group includes individuals *marginally attached to the labor force*, defined as people not in the labor force who want and are available for a job and who have looked for work sometime in the past 12 months (or since the end of their last job if they held one within the past 12 months). They are not counted as unemployed because they had not actively searched for work in the prior 4 weeks. Within the marginally attached group are *discouraged workers*—people who are not currently looking for work because they believe there are no jobs available or there are none for which they would qualify. The *other persons marginally attached to the labor force* group includes people who want a job but had not looked for work in the past 4 weeks for reasons such as family responsibilities or transportation problems.

Part time for economic reasons. People classified as at work part time for economic reasons, a measure sometimes referred to as involuntary part time, are those who gave an economic reason for working 1 to 34 hours during the reference week. Economic reasons include slack work or unfavorable business conditions, inability to find full-time work, and seasonal declines in demand. Those who usually work part time must also indicate that they want and are available for full-time work to be classified as part time for economic reasons.

Occupation, industry, and class of worker. The occupation, industry, and class of worker classifications for the employed relate to the job held in the survey reference week. People with two or more jobs are classified in the job at which they worked the greatest number of hours. People are classified using the 2018 Census occupational and 2017 Census industry classification systems. The class-of-worker breakdown assigns workers to the following categories: private and government wage and salary workers, self-employed workers, and unpaid family workers. Wage and salary workers receive wages, salary, commissions, tips, or pay in kind from a private employer or from a government unit. Self-employed people are those who work for profit or fees in their own business, profession, trade, or farm. Only the unincorporated self-employed are included in the self-employed category. Self-employed people who respond that their businesses are incorporated are included among wage and salary workers. Unpaid family workers are people working without pay for 15 hours a week or more on a farm or in a business operated by a family member in their household.

Table 1. Employment status of the civilian noninstitutional population by disability status and selected characteristics, 2023 annual averages
[Numbers in thousands]

Characteristic	Civilian noninstitutional population	Civilian labor force						Not in labor force
		Total	Participation rate	Employed		Unemployed		
				Total	Percent of population	Total	Rate	
TOTAL								
Total, 16 years and over.....	266,942	167,116	62.6	161,037	60.3	6,080	3.6	99,826
Men.....	130,476	88,877	68.1	85,500	65.5	3,377	3.8	41,599
Women.....	136,466	78,239	57.3	75,537	55.4	2,702	3.5	58,227
PERSONS WITH A DISABILITY								
Total, 16 years and over.....	33,501	8,112	24.2	7,528	22.5	585	7.2	25,389
Men.....	15,687	4,186	26.7	3,884	24.8	302	7.2	11,501
Women.....	17,814	3,926	22.0	3,644	20.5	282	7.2	13,888
Age								
16 to 64 years.....	16,685	6,715	40.2	6,196	37.1	519	7.7	9,970
16 to 19 years.....	876	237	27.0	194	22.2	43	18.0	639
20 to 24 years.....	1,240	643	51.8	567	45.7	76	11.8	597
25 to 34 years.....	2,591	1,477	57.0	1,341	51.8	135	9.2	1,115
35 to 44 years.....	2,600	1,247	48.0	1,157	44.5	90	7.2	1,353
45 to 54 years.....	3,344	1,357	40.6	1,269	37.9	89	6.5	1,987
55 to 64 years.....	6,032	1,754	29.1	1,668	27.6	86	4.9	4,278
65 years and over.....	16,816	1,397	8.3	1,331	7.9	66	4.7	15,419
Race and Hispanic or Latino ethnicity								
White.....	26,296	6,412	24.4	5,984	22.8	428	6.7	19,883
Black or African American.....	4,634	1,079	23.3	969	20.9	110	10.2	3,555
Asian.....	1,120	207	18.5	193	17.2	15	7.0	912
Hispanic or Latino ethnicity.....	4,138	1,106	26.7	1,004	24.3	101	9.2	3,032
Educational attainment								
Total, 25 years and over.....	31,384	7,232	23.0	6,766	21.6	466	6.4	24,152
Less than a high school diploma.....	4,583	550	12.0	485	10.6	65	11.8	4,033
High school graduates, no college ¹	10,903	2,007	18.4	1,864	17.1	143	7.1	8,896
Some college or associate degree.....	8,818	2,354	26.7	2,203	25.0	151	6.4	6,463
Bachelor's degree and higher ²	7,080	2,321	32.8	2,214	31.3	107	4.6	4,759
PERSONS WITH NO DISABILITY								
Total, 16 years and over.....	233,441	159,004	68.1	153,509	65.8	5,495	3.5	74,437
Men.....	114,789	84,691	73.8	81,616	71.1	3,075	3.6	30,098
Women.....	118,652	74,313	62.6	71,893	60.6	2,420	3.3	44,339
Age								
16 to 64 years.....	191,998	149,206	77.7	143,961	75.0	5,245	3.5	42,792
16 to 19 years.....	16,347	6,123	37.5	5,453	33.4	671	11.0	10,224
20 to 24 years.....	20,876	15,126	72.5	14,158	67.8	967	6.4	5,750
25 to 34 years.....	41,936	35,826	85.4	34,496	82.3	1,330	3.7	6,110
35 to 44 years.....	40,854	35,183	86.1	34,242	83.8	941	2.7	5,670
45 to 54 years.....	36,615	31,450	85.9	30,717	83.9	733	2.3	5,166
55 to 64 years.....	35,370	25,497	72.1	24,894	70.4	603	2.4	9,873
65 years and over.....	41,443	9,798	23.6	9,548	23.0	250	2.6	31,645
Race and Hispanic or Latino ethnicity								
White.....	178,219	120,915	67.8	117,181	65.8	3,734	3.1	57,305
Black or African American.....	30,033	20,807	69.3	19,706	65.6	1,102	5.3	9,225
Asian.....	16,472	11,232	68.2	10,903	66.2	329	2.9	5,240
Hispanic or Latino ethnicity.....	43,394	30,712	70.8	29,339	67.6	1,374	4.5	12,682
Educational attainment								
Total, 25 years and over.....	196,219	137,755	70.2	133,898	68.2	3,857	2.8	58,463
Less than a high school diploma.....	14,897	8,631	57.9	8,184	54.9	446	5.2	6,267
High school graduates, no college ¹	52,516	33,921	64.6	32,665	62.2	1,256	3.7	18,595
Some college or associate degree.....	48,108	33,448	69.5	32,511	67.6	938	2.8	14,660
Bachelor's degree and higher ²	80,697	61,755	76.5	60,538	75.0	1,217	2.0	18,942

¹ Includes persons with a high school diploma or equivalent.

² Includes persons with bachelor's, master's, professional, and doctoral degrees.

NOTE: Estimates for the above race groups (White, Black or African American, and Asian) do not sum to totals because data are not presented for all races. Persons whose ethnicity is identified as Hispanic or Latino may be of any race.

Table 2. Employed full- and part-time workers by disability status and age, 2023 annual averages
[Numbers in thousands]

Disability status and age	Employed			At work part time for economic reasons ¹
	Total	Usually work full time	Usually work part time	
TOTAL				
16 years and over.....	161,037	134,056	26,981	4,069
16 to 64 years.....	150,157	127,282	22,876	3,873
65 years and over.....	10,879	6,774	4,105	196
Persons with a disability				
16 years and over.....	7,528	5,337	2,191	260
16 to 64 years.....	6,196	4,636	1,560	232
65 years and over.....	1,331	701	630	28
Persons with no disability				
16 years and over.....	153,509	128,719	24,790	3,810
16 to 64 years.....	143,961	122,646	21,315	3,641
65 years and over.....	9,548	6,073	3,475	168

¹ Refers to persons who, whether they usually work full or part time, worked 1 to 34 hours during the reference week for an economic reason such as slack work or unfavorable business conditions, inability to find full-time work, or seasonal declines in demand. Persons who usually work part time for an economic reason, but worked 35 hours or more during the reference week are excluded. Also excludes employed persons who were absent from their jobs for the entire reference week.

NOTE: Full time refers to persons who usually work 35 hours or more per week; part time refers to persons who usually work less than 35 hours per week.

Table 3. Employed persons by disability status, occupation, and sex, 2023 annual averages
[Percent distribution]

Occupation	Persons with a disability			Persons with no disability		
	Total	Men	Women	Total	Men	Women
Total employed (in thousands).....	7,528	3,884	3,644	153,509	81,616	71,893
Occupation as a percent of total employed						
Total employed.....	100.0	100.0	100.0	100.0	100.0	100.0
Management, professional, and related occupations.....	37.4	34.0	41.0	43.9	39.9	48.6
Management, business, and financial operations occupations.....	16.4	17.2	15.5	19.1	19.5	18.6
Management occupations.....	11.6	12.8	10.3	13.0	14.3	11.7
Business and financial operations occupations.....	4.8	4.4	5.2	6.0	5.2	7.0
Professional and related occupations.....	21.0	16.8	25.4	24.9	20.4	29.9
Computer and mathematical occupations.....	3.2	4.2	2.1	4.1	5.6	2.3
Architecture and engineering occupations.....	1.7	2.7	0.6	2.3	3.6	0.8
Life, physical, and social science occupations.....	1.1	1.0	1.2	1.2	1.1	1.2
Community and social service occupations.....	2.2	1.6	2.7	1.8	1.0	2.7
Legal occupations.....	1.1	1.0	1.1	1.2	1.1	1.3
Education, training, and library occupations.....	5.4	2.5	8.4	5.9	3.0	9.1
Arts, design, entertainment, sports, and media occupations.....	2.2	1.9	2.4	2.2	2.1	2.2
Healthcare practitioners and technical occupations.....	4.3	2.0	6.8	6.4	2.9	10.3
Service occupations.....	19.4	16.2	22.8	16.1	13.0	19.7
Healthcare support occupations.....	3.8	1.2	6.6	3.2	0.9	5.7
Protective service occupations.....	2.2	2.8	1.5	1.9	2.8	1.0
Food preparation and serving related occupations.....	5.8	4.7	6.9	5.1	4.4	5.8
Building and grounds cleaning and maintenance occupations.....	4.7	6.0	3.3	3.4	3.6	3.1
Personal care and service occupations.....	2.9	1.5	4.5	2.6	1.2	4.2
Sales and office occupations.....	20.4	14.4	26.7	18.7	13.9	24.2
Sales and related occupations.....	8.8	8.2	9.4	8.9	8.6	9.2
Office and administrative support occupations.....	11.6	6.3	17.2	9.8	5.3	14.9
Natural resources, construction, and maintenance occupations.....	8.3	15.1	1.1	8.9	15.8	1.1
Farming, fishing, and forestry occupations.....	0.5	0.8	0.3	0.6	0.8	0.4
Construction and extraction occupations.....	4.4	8.1	0.4	5.3	9.5	0.5
Installation, maintenance, and repair occupations.....	3.4	6.2	0.4	3.0	5.4	0.3
Production, transportation, and material moving occupations.....	14.5	20.3	8.4	12.3	17.4	6.5
Production occupations.....	5.6	7.4	3.6	5.1	6.8	3.3
Transportation and material moving occupations.....	8.9	12.8	4.8	7.2	10.7	3.2

Table 4. Employed persons by disability status, industry, class of worker, and sex, 2023 annual averages
[Percent distribution]

Industry and class of worker	Persons with a disability			Persons with no disability		
	Total	Men	Women	Total	Men	Women
Total employed (in thousands).....	7,528	3,884	3,644	153,509	81,616	71,893
Industry as a percent of total employed						
Total employed.....	100.0	100.0	100.0	100.0	100.0	100.0
Agriculture and related industries.....	1.9	2.7	1.1	1.4	1.8	0.9
Nonagricultural industries.....	98.1	97.3	98.9	98.6	98.2	99.1
Mining, quarrying, and oil and gas extraction.....	0.3	0.6	0.1	0.4	0.6	0.1
Construction.....	6.0	10.4	1.4	7.5	12.5	1.7
Manufacturing.....	9.1	12.3	5.6	9.7	12.9	6.1
Wholesale trade.....	1.7	2.2	1.3	2.0	2.6	1.4
Retail trade.....	13.0	12.7	13.3	10.1	10.0	10.3
Transportation and utilities.....	6.1	8.2	3.8	6.2	8.8	3.2
Information.....	1.6	1.8	1.3	1.9	2.2	1.5
Financial activities.....	5.5	5.2	5.8	6.9	6.3	7.5
Professional and business services.....	12.0	12.8	11.1	12.9	14.1	11.6
Education and health services.....	22.2	11.3	33.8	22.6	10.9	35.9
Leisure and hospitality.....	10.0	9.1	10.9	8.8	8.2	9.5
Other services.....	5.4	5.1	5.7	4.7	4.1	5.3
Public administration.....	5.2	5.7	4.7	4.9	5.0	4.9
Class of worker as a percent of total employed						
Total employed ¹	100.0	100.0	100.0	100.0	100.0	100.0
Wage and salary workers ²	91.5	89.8	93.4	94.0	93.3	94.9
Private industries.....	77.5	77.6	77.4	80.6	82.4	78.7
Government.....	14.0	12.2	16.1	13.4	10.9	16.2
Federal.....	3.2	3.6	2.8	2.5	2.6	2.4
State.....	4.7	3.8	5.8	4.6	3.4	6.0
Local.....	6.1	4.8	7.5	6.3	4.9	7.8
Self-employed workers, unincorporated.....	8.4	10.2	6.5	5.9	6.7	5.1

¹ Includes a small number of unpaid family workers, not shown separately.

² Includes self-employed workers whose businesses are incorporated.

Table 5. Persons not in the labor force by disability status, age, and sex, 2023 annual averages
[Numbers in thousands]

Category	Total, 16 years and over	16 to 64 years			Total, 65 years and over
		Total	Men	Women	
PERSONS WITH A DISABILITY					
Total not in the labor force.....	25,389	9,970	4,796	5,174	15,419
Persons who currently want a job.....	734	480	228	252	255
Marginally attached to the labor force ¹	184	136	61	75	48
Discouraged workers ²	31	22	12	10	9
Other persons marginally attached to the labor force ³	153	114	49	65	40
PERSONS WITH NO DISABILITY					
Total not in the labor force.....	74,437	42,792	16,518	26,274	31,645
Persons who currently want a job.....	4,596	4,038	1,925	2,113	558
Marginally attached to the labor force ¹	1,275	1,178	618	560	96
Discouraged workers ²	339	312	193	118	28
Other persons marginally attached to the labor force ³	935	867	425	442	68

¹ Data refer to persons who want a job, have searched for work during the prior 12 months, and were available to take a job during the reference week, but had not looked for work in the past 4 weeks.

² Includes those who did not actively look for work in the prior 4 weeks for reasons such as thinks no work available, could not find work, lacks schooling or training, employer thinks too young or old, and other types of discrimination.

³ Includes those who did not actively look for work in the prior 4 weeks for such reasons as school or family responsibilities, ill health, and transportation problems, as well as a number for whom reason for nonparticipation was not determined.

LINC F477A : DESIGN THINKING PROCESS NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Learning in New Media Classrooms (LINC)

Course Number

F477A

Department

Learning in New Media Classrooms (LINC)

Division

Business and Social Sciences (1SS)

Units

0

Course Title

DESIGN THINKING PROCESS NONCREDIT

Former ID**Cross Listed****Related Courses**

LINC F077A - DESIGN THINKING PROCESS

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

4

Special Hourly Notation

Total Contact Hours

24

Total Student Learning Hours

72

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

Because maker technologies and the regional projects that drive their use evolve regularly, each offering spotlights new tools, materials, and real-world design briefs. Each repeat exposes returning students to new machinery settings, advanced processes, and progressively complex collaborative briefs, ensuring expanded proficiencies rather than simple content review.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

Foothill College's service area sits at the epicenter of the Bay Area's innovation economy, where even entry-level roles increasingly require fundamental skills in digital fabrication, rapid prototyping, and human-centered design. Community partners (which include local K-12 districts, public libraries, small-business incubators, and workforce development boards) regularly request low-cost, hands-on training that can serve (1) adult re-entry learners updating their technology toolkit, (2) under-represented students who cannot yet risk a graded, tuition-bearing course, and (3) educators seeking to embed makerspace practices in their classrooms.

Offering these competencies in a stand-alone non-credit format meets that demand by removing financial barriers, allowing open, repeatable access for mastery, and focusing squarely on foundational "learn-by-doing" skills which are the hallmarks of basic-skills

instruction. Each mirrored course delivers the same safety, tool-operation, and design-thinking outcomes as its credit counterpart, but with the added flexibility non-credit students need to build confidence before advancing to credit programs or the workplace.

By expanding equitable access to essential maker literacy, these courses directly support Foothill's mission to empower students as workforce members and global citizens while upholding the college's core values of openness, sustainability, and integrity.

Attach evidence

Need/Justification

This course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades K-12. The primary target audience includes educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

Course Description

Students delve deeper into design thinking to hone skills in facilitating design thinking methodology when working in groups. Special attention is given to using the design thinking process for exploring how to bring positive disruptions and shifts in mindsets in order to arrive at innovative solutions.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Course Objectives

The student will be able to:

1. Define and explain the design thinking process and disruptive innovation
2. Analyze disruptive innovation and mindset shifts needed for best case uses in education, business, industry, and government
3. Research the opportunities available to implement design thinking process
4. Communicate the benefits of disruptive innovation and mindset awareness
5. Apply the design thinking process to solve simple and complex problems
6. Develop strategies for effective design thinking activities, based on audience
7. Create case uses for education, business, industry, and/or government audiences

Course Content

1. Design thinking and disruptive innovation process
 1. Empathize, define the problem, ideate, prototype, test
 2. Stanford d.school and IDEO connections
2. Best case uses
 1. In education
 2. In business
 3. In industry
 4. In government
3. Opportunities
 1. Locally/contextually
 2. Community-based
 3. World-based
4. Benefits
 1. Benefit identification
5. Applications in problem solving
 1. Define
 2. Empathize
 3. Ideate
 4. Prototype
 5. Test
6. Strategies
 1. Partnering/small group
 2. Building community
 3. Contextual and empathetic facilitation of activities

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with computers or laptops with internet access.
2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access.

Methods of Evaluation

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

Developing a project utilizing design thinking and integrating principles of disruptive innovation and mindset awareness for the participant's specific purposes, whether educational, business-related, or personal

Presenting their design thinking project to peers and providing constructive feedback through peer reviews
Making constructive contributions to class discussions

Methods of Instruction

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

Lecture presentations delivered in student-centered learning style, during which students take notes, follow demonstrations, or complete an activity
Facilitated discussions of live presentations, readings, or video presentations
Student presentations in small group and whole class situations

Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Authorized Discipline(s):

Instructional Design/Technology

Faculty Service Area (FSA Code)

EDUCATION

Taxonomy of Program Code (TOP Code)

*0860.00 - Educational Technology

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

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

June 2025: This is a mirrored non-credit and not a revision. Alignment with the current credit course is essential, so no changes have been made beyond what is strictly necessary.

Articulation Office Only

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

35

Load

.030

LINC F477B : DESIGN THINKING & TINKERING NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Learning in New Media Classrooms (LINC)

Course Number

F477B

Department

Learning in New Media Classrooms (LINC)

Division

Business and Social Sciences (1SS)

Units

0

Course Title

DESIGN THINKING & TINKERING NONCREDIT

Former ID**Cross Listed****Related Courses**

LINC F077B - DESIGN THINKING & TINKERING

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

4

Special Hourly Notation

Total Contact Hours

24

Total Student Learning Hours

72

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

Because maker technologies and the regional projects that drive their use evolve regularly, each offering spotlights new tools, materials, and real-world design briefs. Each repeat exposes returning students to new machinery settings, advanced processes, and progressively complex collaborative briefs, ensuring expanded proficiencies rather than simple content review.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

Foothill College's service area sits at the epicenter of the Bay Area's innovation economy, where even entry-level roles increasingly require fundamental skills in digital fabrication, rapid prototyping, and human-centered design. Community partners (which include local K-12 districts, public libraries, small-business incubators, and workforce development boards) regularly request low-cost, hands-on training that can serve (1) adult re-entry learners updating their technology toolkit, (2) under-represented students who cannot yet risk a graded, tuition-bearing course, and (3) educators seeking to embed makerspace practices in their classrooms.

Offering these competencies in a stand-alone non-credit format meets that demand by removing financial barriers, allowing open, repeatable access for mastery, and focusing squarely on foundational "learn-by-doing" skills which are the hallmarks of basic-skills

instruction. Each mirrored course delivers the same safety, tool-operation, and design-thinking outcomes as its credit counterpart, but with the added flexibility non-credit students need to build confidence before advancing to credit programs or the workplace.

By expanding equitable access to essential maker literacy, these courses directly support Foothill's mission to empower students as workforce members and global citizens while upholding the college's core values of openness, sustainability, and integrity.

Attach evidence

Need/Justification

This course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades K-12. The primary target audience includes educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

Course Description

Student participants from community, business, and education practice design thinking, a process that innovators, designers, policy makers, and educators are using to develop innovative and collaborative solutions to real world challenges. Participants use the design thinking process as they build low resolution prototype models using both physical and digital materials. Focus is on working individually and in teams, to hone skills of defining problems, collecting information, brainstorming, and developing solutions.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Course Objectives

The student will be able to:

1. Define and explain the design thinking process and specify how prototyping is integral to the process
2. Research problems that need solutions that can be prototyped with low-tech and high-tech resources
3. Apply the prototyping process in a larger design thinking project
4. Create multiple prototypes for problems that have been identified through the design thinking process

Course Content

1. Design thinking process and ideation
 1. Empathize, define the problem, ideate, prototype, test
 2. Ideation importance and types
2. Problems that need solutions
 1. In education
 2. In business
 3. In industry
 4. In government
3. Prototyping process
 1. Ideation
 2. Iterative testing and redesigning
 3. Finalizing a prototype
4. Creation of multiple prototypes
 1. Low tech
 2. High tech
 3. Digital

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with computers or laptops with internet access.
2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access.

Methods of Evaluation

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

Developing a project utilizing design thinking and prototyping to solve a problem

Presenting their design thinking project to peers and providing constructive feedback to peers' projects

Making constructive contributions to class discussions

Methods of Instruction

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

Lecture presentations delivered in student-centered learning style, during which students take notes, follow demonstrations, or complete an activity

Facilitated discussions of live presentations, readings, or video presentations

Student presentations in small group and whole class situations

Creation of prototypes

Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Authorized Discipline(s):

Instructional Design/Technology

Faculty Service Area (FSA Code)

EDUCATION

Taxonomy of Program Code (TOP Code)

*0860.00 - Educational Technology

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

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

June 2025: This is a mirrored non-credit and not a revision. Alignment with the current credit course is essential, so no changes have been made beyond what is strictly necessary.

Articulation Office Only

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

35

Load

.030

LINC F477C : DESIGN THINKING FOR TEACHERS NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Learning in New Media Classrooms (LINC)

Course Number

F477C

Department

Learning in New Media Classrooms (LINC)

Division

Business and Social Sciences (1SS)

Units

0

Course Title

DESIGN THINKING FOR TEACHERS NONCREDIT

Former ID**Cross Listed****Related Courses**

LINC F077C - DESIGN THINKING FOR TEACHERS

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

4

Special Hourly Notation

Total Contact Hours

24

Total Student Learning Hours

72

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

Because maker technologies and the regional projects that drive their use evolve regularly, each offering spotlights new tools, materials, and real-world design briefs. Each repeat exposes returning students to new machinery settings, advanced processes, and progressively complex collaborative briefs, ensuring expanded proficiencies rather than simple content review.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

Foothill College's service area sits at the epicenter of the Bay Area's innovation economy, where even entry-level roles increasingly require fundamental skills in digital fabrication, rapid prototyping, and human-centered design. Community partners (which include local K-12 districts, public libraries, small-business incubators, and workforce development boards) regularly request low-cost, hands-on training that can serve (1) adult re-entry learners updating their technology toolkit, (2) under-represented students who cannot yet risk a graded, tuition-bearing course, and (3) educators seeking to embed makerspace practices in their classrooms.

Offering these competencies in a stand-alone non-credit format meets that demand by removing financial barriers, allowing open, repeatable access for mastery, and focusing squarely on foundational "learn-by-doing" skills which are the hallmarks of basic-skills

instruction. Each mirrored course delivers the same safety, tool-operation, and design-thinking outcomes as its credit counterpart, but with the added flexibility non-credit students need to build confidence before advancing to credit programs or the workplace.

By expanding equitable access to essential maker literacy, these courses directly support Foothill's mission to empower students as workforce members and global citizens while upholding the college's core values of openness, sustainability, and integrity.

Attach evidence

Need/Justification

This course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades K-12. The primary target audience includes educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

Course Description

This course introduces participants to the design thinking process with a focus on educational applications. Through a blend of theoretical and practical approaches, participants will learn to apply design thinking methods to address real-world challenges from an educational standpoint. The course emphasizes hands-on project development, fostering innovative and collaborative solutions that can be implemented with learners. Participants will engage in a structured process that includes identifying challenges, empathizing with stakeholders, ideating solutions, prototyping, testing, and reflecting on their projects.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Course Objectives

The student will be able to:

1. Define and explain the design thinking process in educational contexts.
2. Identify and research real-world challenges from an educational perspective.
3. Apply the design thinking process to develop practical and creative projects that can be implemented with learners.
4. Document and reflect on the development of a design thinking project to be implemented in an educational environment.

Course Content

1. Design thinking in education
 1. Overview of design thinking and its importance in education
 2. Creativity and innovation in the classroom
2. Identifying and researching challenges
 1. Identifying various real-world challenges
 2. Research methods and empathy in design thinking from an educational standpoint
3. Design thinking process steps
 1. Empathize
 2. Define
 3. Ideate
 4. Prototype
 5. Test
4. Project development and implementation
 1. Planning and developing a design thinking project for educational purposes
 2. Documenting and reflecting on project progress
 3. Presenting projects to an authentic audience for feedback and iteration

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with computers or laptops with internet access.
2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access.

Methods of Evaluation

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

Development and documentation of a design thinking project for educational purposes
Presentation of the design thinking project to peers and receiving constructive feedback
Active participation in class discussions and peer review sessions
Ongoing reflections on the design thinking process and project development

Methods of Instruction

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

Lecture presentations delivered in student-centered learning style, during which students take notes, follow demonstrations, or complete an activity
Facilitated discussions of live presentations, readings, or video presentations
Student presentations in small group and whole class situations

Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Authorized Discipline(s):

Instructional Design/Technology

Faculty Service Area (FSA Code)

EDUCATION

Taxonomy of Program Code (TOP Code)

*0860.00 - Educational Technology

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

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

June 2025: This is a mirrored non-credit and not a revision. Alignment with the current credit course is essential, so no changes have been made beyond what is strictly necessary.

Articulation Office Only

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

35

Load

.030

LINC F477D : DESIGN THINKING CHALLENGES NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Learning in New Media Classrooms (LINC)

Course Number

F477D

Department

Learning in New Media Classrooms (LINC)

Division

Business and Social Sciences (1SS)

Units

0

Course Title

DESIGN THINKING CHALLENGES NONCREDIT

Former ID**Cross Listed****Related Courses**

LINC F077D - DESIGN THINKING CHALLENGES

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

4

Special Hourly Notation

Total Contact Hours

24

Total Student Learning Hours

72

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

Because maker technologies and the regional projects that drive their use evolve regularly, each offering spotlights new tools, materials, and real-world design briefs. Each repeat exposes returning students to new machinery settings, advanced processes, and progressively complex collaborative briefs, ensuring expanded proficiencies rather than simple content review.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

Foothill College's service area sits at the epicenter of the Bay Area's innovation economy, where even entry-level roles increasingly require fundamental skills in digital fabrication, rapid prototyping, and human-centered design. Community partners (which include local K-12 districts, public libraries, small-business incubators, and workforce development boards) regularly request low-cost, hands-on training that can serve (1) adult re-entry learners updating their technology toolkit, (2) under-represented students who cannot yet risk a graded, tuition-bearing course, and (3) educators seeking to embed makerspace practices in their classrooms.

Offering these competencies in a stand-alone non-credit format meets that demand by removing financial barriers, allowing open, repeatable access for mastery, and focusing squarely on foundational "learn-by-doing" skills which are the hallmarks of basic-skills

instruction. Each mirrored course delivers the same safety, tool-operation, and design-thinking outcomes as its credit counterpart, but with the added flexibility non-credit students need to build confidence before advancing to credit programs or the workplace.

By expanding equitable access to essential maker literacy, these courses directly support Foothill's mission to empower students as workforce members and global citizens while upholding the college's core values of openness, sustainability, and integrity.

Attach evidence

Need/Justification

This course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades K-12. The primary target audience includes educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

Course Description

This course introduces students to the development and implementation of design challenges in educational contexts. Students will engage in hands-on project development, comprehensive planning, and reflective practices. Course activities include framing problems, setting success criteria, managing resources, and gathering feedback to improve projects. By participating in and evaluating various design challenges, students will gain practical experience and insights into applying design thinking in different educational settings.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Course Objectives

The student will be able to:

1. Define and explain the design thinking process as it relates to educational design challenges.
2. Collaborate in groups to develop and run design challenges for educational purposes.
3. Develop comprehensive plans, descriptions, and resources for design challenges, incorporating feedback to refine projects.
4. Participate in design challenges as a learner and evaluate their effectiveness from an educational perspective.

Course Content

1. Design challenges in education
 1. Overview of the design thinking process and its relevance to educational design challenges
 2. Benefits of using design thinking in education
 3. Standards-based learning and design challenges
2. Developing and running design challenges
 1. Development of design challenges for educational purposes
 1. Challenge framing
 2. Problem statements
 3. Success criteria
 4. Constraints
 5. Testing
 6. Collaboration
 2. Planning and organizing design challenges
 1. Materials management
 2. Resource organization
 3. Timing
 4. Activity plan
 5. Differentiation
 6. Assessment
3. Presenting and debriefing design challenges
 1. Running design challenges with peers/learners
 2. Evaluating outcomes
 3. Gathering feedback
 4. Refining projects based on feedback
4. Participating in design challenges
 1. Engaging in design challenges as a learner
 2. Evaluating design challenges from an educational perspective
 3. Reflecting on the effectiveness and implementation of design challenges in different contexts and learning environments

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with computers or laptops with internet access.
2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access.

Methods of Evaluation

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

Development and documentation of a design challenge project for educational purposes
Presentation and running of the design challenge project with peers or learners
Active participation in class discussions, peer review sessions, and debriefing activities
Ongoing reflections on the design thinking process, project development, and the effectiveness of design challenges

Methods of Instruction

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

Lecture presentations delivered in student-centered learning style, during which students take notes, follow demonstrations, or complete an activity
Facilitated discussions of live presentations, readings, or video presentations
Student presentations in small group and whole class situations

Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Authorized Discipline(s):

Instructional Design/Technology

Faculty Service Area (FSA Code)

EDUCATION

Taxonomy of Program Code (TOP Code)

*0860.00 - Educational Technology

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

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

June 2025: This is a mirrored non-credit and not a revision. Alignment with the current credit course is essential, so no changes have been made beyond what is strictly necessary.

Articulation Office Only

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

35

Load

.030

LINC F478C : PROJECT-BASED TECHNOLOGY PROJECTS NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Learning in New Media Classrooms (LINC)

Course Number

F478C

Department

Learning in New Media Classrooms (LINC)

Division

Business and Social Sciences (1SS)

Units

0

Course Title

PROJECT-BASED TECHNOLOGY PROJECTS NONCREDIT

Former ID**Cross Listed****Related Courses**

LINC F078C - PROJECT-BASED TECHNOLOGY PROJECTS

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

4

Special Hourly Notation

Total Contact Hours

24

Total Student Learning Hours

72

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

Because maker technologies and the regional projects that drive their use evolve regularly, each offering spotlights new tools, materials, and real-world design briefs. Each repeat exposes returning students to new machinery settings, advanced processes, and progressively complex collaborative briefs, ensuring expanded proficiencies rather than simple content review.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

Foothill College's service area sits at the epicenter of the Bay Area's innovation economy, where even entry-level roles increasingly require fundamental skills in digital fabrication, rapid prototyping, and human-centered design. Community partners (which include local K-12 districts, public libraries, small-business incubators, and workforce development boards) regularly request low-cost, hands-on training that can serve (1) adult re-entry learners updating their technology toolkit, (2) under-represented students who cannot yet risk a graded, tuition-bearing course, and (3) educators seeking to embed makerspace practices in their classrooms.

Offering these competencies in a stand-alone non-credit format meets that demand by removing financial barriers, allowing open, repeatable access for mastery, and focusing squarely on foundational "learn-by-doing" skills which are the hallmarks of basic-skills

instruction. Each mirrored course delivers the same safety, tool-operation, and design-thinking outcomes as its credit counterpart, but with the added flexibility non-credit students need to build confidence before advancing to credit programs or the workplace.

By expanding equitable access to essential maker literacy, these courses directly support Foothill's mission to empower students as workforce members and global citizens while upholding the college's core values of openness, sustainability, and integrity.

Attach evidence

Need/Justification

This course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades K-12. The primary target audience includes educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

Course Description

Intended for educators, this course focuses on integrating technology into project-based learning to support educational outcomes across various disciplines. Emphasizing the development of interdisciplinary educational projects, the course covers basic circuitry, physical computing concepts, and the creation and adaptation of technology-enhanced educational projects. Students will gain practical skills in coding, project development, and the application of technology to address real-world educational challenges, fostering an engaging and inclusive learning environment.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Course Objectives

The student will be able to:

1. Understand and utilize basic circuitry and physical computing concepts.
2. Use coding language to control physical-computing devices, and analyze the purpose of coding and programming in educational settings.
3. Build interdisciplinary educational projects, combining skills in making, circuitry, and coding.
4. Apply project-based technology projects to support educational outcomes and foster inclusive learning environments.

Course Content

1. Circuitry and physical computing concepts
 1. Basic circuitry
 2. Wiring and soldering
 3. Inputs and outputs
2. Integration of code
 1. Basic coding concepts
 2. Use of existing loops and scripts to build projects
 3. Modifying codes to meet desired outcomes
 4. Purpose of coding in educational settings
3. Creation of interdisciplinary projects
 1. Development of original code to personalize or develop original content
 2. Integration of circuits and physical computing with other personally created physical items (3-D prints, handcrafted items, etc.)
 3. Adapt existing projects to develop new and original items or functionality
4. Support educational outcomes
 1. Identifying educational needs
 2. Developing projects to support outcomes and inclusion
 3. Gathering feedback and improving designs

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with computers or laptops with internet access.
2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access.

Methods of Evaluation

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

Developing projects utilizing circuitry and physical computing

Presenting their designs and projects to peers

Making constructive contributions to class discussions and peer reviews

Methods of Instruction

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

Lecture presentations delivered in student-centered learning style, during which students take notes, follow demonstrations, or complete an activity

Facilitated discussions of live presentations, readings, or video presentations

Student presentations in small group and whole class situations

Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Authorized Discipline(s):

Instructional Design/Technology

Faculty Service Area (FSA Code)

EDUCATION

Taxonomy of Program Code (TOP Code)

*0860.00 - Educational Technology

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

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

June 2025: This is a mirrored non-credit and not a revision. Alignment with the current credit course is essential, so no changes have been made beyond what is strictly necessary.

Articulation Office Only

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

35

Load

.030

LINC F484. : FUNDAMENTALS OF MAKERSPACE DESIGN & INSTRUCTION NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Learning in New Media Classrooms (LINC)

Course Number

F484.

Department

Learning in New Media Classrooms (LINC)

Division

Business and Social Sciences (1SS)

Units

0

Course Title

FUNDAMENTALS OF MAKERSPACE DESIGN & INSTRUCTION NONCREDIT

Former ID**Cross Listed****Related Courses**

LINC F084. - FUNDAMENTALS OF MAKERSPACE DESIGN & INSTRUCTION

Maximum Units

0

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

3

Weekly Lab Hours

0

Weekly Out of Class Hours

6

Special Hourly Notation

Total Contact Hours

36

Total Student Learning Hours

108

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

Because maker technologies and the regional projects that drive their use evolve regularly, each offering spotlights new tools, materials, and real-world design briefs. Each repeat exposes returning students to new machinery settings, advanced processes, and progressively complex collaborative briefs, ensuring expanded proficiencies rather than simple content review.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

Foothill College's service area sits at the epicenter of the Bay Area's innovation economy, where even entry-level roles increasingly require fundamental skills in digital fabrication, rapid prototyping, and human-centered design. Community partners (which include local K-12 districts, public libraries, small-business incubators, and workforce development boards) regularly request low-cost, hands-on training that can serve (1) adult re-entry learners updating their technology toolkit, (2) under-represented students who cannot yet risk a graded, tuition-bearing course, and (3) educators seeking to embed makerspace practices in their classrooms.

Offering these competencies in a stand-alone non-credit format meets that demand by removing financial barriers, allowing open, repeatable access for mastery, and focusing squarely on foundational "learn-by-doing" skills which are the hallmarks of basic-skills

instruction. Each mirrored course delivers the same safety, tool-operation, and design-thinking outcomes as its credit counterpart, but with the added flexibility non-credit students need to build confidence before advancing to credit programs or the workplace.

By expanding equitable access to essential maker literacy, these courses directly support Foothill's mission to empower students as workforce members and global citizens while upholding the college's core values of openness, sustainability, and integrity.

Attach evidence

Need/Justification

This Workforce Education course provides specialized training in makerspace coordination for students, teachers, and those in work transition. The primary target audience includes educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union, and secondary regions of San Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community college, and adult education settings, as well as government and business trainers, consultants, and human resource professionals.

Course Description

This introductory course in makerspace coordination is for students, teachers, educators, and trainers who are interested in becoming makerspace coordinators in schools, libraries, or business settings. Students will develop foundational knowledge and skills in makerspace design, set-up, and management. Practiced skills include the following: designing engaging spaces with learners in mind; developing learning activities that promote creativity, making, and design thinking; creating policies and procedures to ensure safety, accessibility, and equitable participation; selecting and maintaining equipment; managing instructional materials. Special emphasis is placed on applying best practices for managing and using makerspaces in instructional settings.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Basic skills using standard computer systems and internet-based technologies.

Course Objectives

The student will be able to:

1. Identify and describe the attributes of an ideal makerspace, considering its intended functions and impact on users.
2. Research and compare different types of makerspaces, taking into account factors such as location, audience, purpose, and funding.
3. Practice using a "maker mindset" and making in a variety of contexts, while engaging in ongoing documentation and reflection.

4. Determine critical roles required for the development and operation of a makerspace, and develop a plan to engage and manage a makerspace team.
5. Develop and articulate a specific vision for a makerspace, taking into account its purpose and users.
6. Use a design thinking approach to identify and empathize with potential users of a makerspace, collecting and analyzing both concrete and anecdotal data.
7. Assess existing resources, programs, and offerings within the community through research and data collection methods.
8. Consider global trends and best practices and create connections between makerspace activities and current events or global issues.
9. Create a thematic structure for organizing makerspace materials, equipment, and activities, and draft a design plan for this structure.
10. Identify and select appropriate equipment and materials for a makerspace, considering budget, space, and audience.
11. Develop policies and procedures related to safety and organization, effectively communicating them to users.
12. Use a variety of methods to craft makerspace challenges and activities to encourage user engagement.

Course Content

1. Attributes
 1. Personalized
 2. Deep
 3. Empowering
 4. Equitable
 5. Differentiated
 6. Intentional
 7. Inspiring
2. Different makerspaces
 1. Educational spaces, including both lower- and upper- grade levels and adult education
 2. Manufacturing spaces, corporate, and production facilities
 3. Hobby and design spaces
 4. Artistic production spaces
 5. Virtual spaces
3. Practice making
 1. Maker mindset
 2. Design and engineering cycle
 3. Tinkering to learn
 4. Design challenges
 5. Iteration
 6. Cataloging progress through reflection
4. Critical roles

1. Coordination and management
2. Funding and fundraising
3. Equipment and maintenance
4. User interaction and training
5. Organizational structure outline
6. Recruitment planning
5. Articulate a vision
 1. Organizational context and organizational goals/mission statement
 2. Audience context and needs
 3. Identify defining characteristics
 4. Call to action
 5. Vision display plan
6. Understand users
 1. Potential user qualities, cultural and linguistic backgrounds, and accessibility needs
 2. Data sampling and collection methods
 3. Organizing and interpreting anecdotal data
 4. Data visualization methods
 5. Drawing conclusions from data
7. Community resources
 1. Research methods
 2. Community outreach
 3. Evaluating programs and offerings
 4. Formative assessments
 5. Applying and interpreting standards
8. Global trends
 1. Current events
 2. Broad themes
 3. Global challenges
 4. User interests and needs
 5. Meaningful making
 6. Developing introductions to design challenges
9. Thematic structure
 1. Identifying themes
 2. Spatial organization
 3. Equipment placement considerations
 4. Materials placement considerations
 5. Design plan
10. Equipment and materials
 1. Funding sources
 1. Fundraising and donation resources
 2. Existing and recycled resources
 3. Digital and open educational resources
 2. Tools

3. Devices
4. Equipment considerations
 1. Mobility
 2. Open-ended exploration opportunities
 3. Audience needs and interests
 4. Empowerment and engagement potential
 5. Relevance to community and themes
 6. Maintenance needs and costs
5. Budget development
11. Policies and procedures
 1. User information collection and organization policies
 1. Membership information
 2. Liability information
 3. Training information
 4. Medical and emergency information
 2. Safety
 1. Equipment risks
 2. Tool risks
 3. Space use
 4. Weapon creation policies
 3. Materials
 1. Organizational structures
 2. Reservations
 3. Responsible use
 4. Check in/out procedures
 5. Access policies
 4. Communication of policies and procedures
 1. Membership forms
 2. Orientations
 3. Displays and signage
 4. Digital communication and archive
12. Challenges and activities
 1. Mentors
 2. Guest presentations
 3. Project menus
 4. Transliterate making
 5. Activity stations
 6. Video challenges
 7. SCAMPER Method

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via the internet: Students must have current email accounts and/or ongoing access to internet-capable computers or tablets.

Methods of Evaluation

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

Designing and developing makerspace plans, products, and projects

Presenting the products or projects to peers, capturing feedback, and using it for revision and reflection

Making constructive, inclusive contributions to class discussions and peer-review feedback

Methods of Instruction

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

The student will engage with course concepts through multimodal instructional materials offered in accessible formats, supplying multiple means of representation

The student will observe instructor-guided demonstrations and then apply skills using a modality of their choice (e.g., digital, visual, or written), providing multiple means of action and expression

The student will co-construct knowledge by participating in synchronous or asynchronous discussions, peer feedback, and collaborative activities that honor diverse cultural and linguistic assets, ensuring multiple means of engagement

Representative Text(s)

Author(s)	Title	Publication Date
Klapwijk, Remke M., Jianjun Gu, Qiuyue Yang, and Marc J. de Vries	Maker Education Meets Technology Education: Reflections on Good Practices	2023

Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peers' projects.
2. Outside assignments include conducting project development, planning, reading, and developing the project through an iterative process.
3. When taught online these methods may take the form of video, audio, animation, and webpage presentations. Writing assignments are completed online.

Authorized Discipline(s):

Instructional Design/Technology

Faculty Service Area (FSA Code)
EDUCATION

Taxonomy of Program Code (TOP Code)
*0860.00 - Educational Technology

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

Please describe how you have incorporated principles of equity during this revision:
June 2025: This is a mirrored non-credit and not a revision. Alignment with the current credit course is essential, so no changes have been made beyond what is strictly necessary.

Articulation Office Only

Transferability
None

Validation Date
N/A

Division Dean Only

Seat Count
50

Load
.045

LINC F484A : 3-D DESIGN CONCEPTS NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Learning in New Media Classrooms (LINC)

Course Number

F484A

Department

Learning in New Media Classrooms (LINC)

Division

Business and Social Sciences (1SS)

Units

0

Course Title

3-D DESIGN CONCEPTS NONCREDIT

Former ID**Cross Listed****Related Courses**

LINC F084A - 3-D DESIGN CONCEPTS

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

4

Special Hourly Notation

Total Contact Hours

24

Total Student Learning Hours

72

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

Because maker technologies and the regional projects that drive their use evolve regularly, each offering spotlights new tools, materials, and real-world design briefs. Each repeat exposes returning students to new machinery settings, advanced processes, and progressively complex collaborative briefs, ensuring expanded proficiencies rather than simple content review.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

Foothill College's service area sits at the epicenter of the Bay Area's innovation economy, where even entry-level roles increasingly require fundamental skills in digital fabrication, rapid prototyping, and human-centered design. Community partners (which include local K-12 districts, public libraries, small-business incubators, and workforce development boards) regularly request low-cost, hands-on training that can serve (1) adult re-entry learners updating their technology toolkit, (2) under-represented students who cannot yet risk a graded, tuition-bearing course, and (3) educators seeking to embed makerspace practices in their classrooms.

Offering these competencies in a stand-alone non-credit format meets that demand by removing financial barriers, allowing open, repeatable access for mastery, and focusing squarely on foundational "learn-by-doing" skills which are the hallmarks of basic-skills

instruction. Each mirrored course delivers the same safety, tool-operation, and design-thinking outcomes as its credit counterpart, but with the added flexibility non-credit students need to build confidence before advancing to credit programs or the workplace.

By expanding equitable access to essential maker literacy, these courses directly support Foothill's mission to empower students as workforce members and global citizens while upholding the college's core values of openness, sustainability, and integrity.

Attach evidence

Need/Justification

This course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades K-12. The primary target audience includes educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

Course Description

Intended for educators and others, this course provides foundational skills for moving 3-D designs from concepts to finished learning projects. The course focuses on application of finished products to meet specific needs or learning outcomes. Troubleshooting and basic maintenance concepts are covered, to allow students to operate and manage 3-D printers.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Course Objectives

The student will be able to:

1. Define and identify the types of 3-D design and their uses
2. Identify how 3-D design techniques can be used to replicate, improve, and reduce the costs of producing items
3. Identify and employ the parts of the design process from 2-D image to 3-D solid using 3-D modeling software
4. Design and produce basic items quickly and easily
5. Prototype and test items to develop iterative designs
6. Identify potential uses for independent 3-D design in education, business, and/or government audiences

Course Content

1. Introduction to 3-D design possibilities and uses
 1. Reinventing existing objects
 2. Combination of design and artistic genres
 3. Prototyping new products
 4. Additive/ancillary items to existing items
2. Design techniques in 3-D printing
 1. Creating 2-D sketches to visualize items
 2. Using online databases as models to improve designs
 3. Reverse engineering models to understand design and process
 4. Combining design processes from multiple models
3. Using 3-D modeling software
 1. Developing basic shapes (cube, cylinder, sphere, cone)
 2. Combining multiple shapes within one project
 3. Understanding scale and its applications within the specific software application
 4. Understanding the types of 3-D design software, their features, and uses within industry, business, education, and other applications
4. 3-D production process
 1. Creating solid objects
 2. Creating hollow objects
 3. Duplicating objects to ensure scale and interoperability
 4. Slicing objects to ensure interoperability
5. Design guidelines for successful 3-D printing
 1. Material types and uses
 2. Build orientation
 3. Object thickness considerations (strength/weight)
 4. Designing connected parts and custom features/designs)
6. Potential applications for 3-D design within society
 1. Educational applications
 2. Business applications
 3. Government applications
 4. How does 3-D design reduce costs and time in the product production cycle

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with computers or laptops with internet access.
2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access.

Methods of Evaluation

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

Developing a project utilizing 3-D design software
Presenting their design and project to peers
Making constructive contributions to class discussions and peer reviews

Methods of Instruction

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

Lecture presentations delivered in student-centered learning style, during which students take notes, follow demonstrations, or complete an activity
Facilitated discussions of live presentations, readings, or video presentations
Student presentations in small group and whole class situations

Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Authorized Discipline(s):

Instructional Design/Technology

Faculty Service Area (FSA Code)

EDUCATION

Taxonomy of Program Code (TOP Code)

*0860.00 - Educational Technology

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

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

June 2025: This is a mirrored non-credit and not a revision. Alignment with the current credit course is essential, so no changes have been made beyond what is strictly necessary.

Articulation Office Only

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

35

Load

.030

LINC F484D : VECTOR-BASED GRAPHIC DESIGN FOR MAKERSPACES NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Learning in New Media Classrooms (LINC)

Course Number

F484D

Department

Learning in New Media Classrooms (LINC)

Division

Business and Social Sciences (1SS)

Units

0

Course Title

VECTOR-BASED GRAPHIC DESIGN FOR MAKERSPACES NONCREDIT

Former ID**Cross Listed****Related Courses**

LINC F084D - VECTOR-BASED GRAPHIC DESIGN FOR MAKERSPACES

Maximum Units

0

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

1

Weekly Lab Hours

0

Weekly Out of Class Hours

2

Special Hourly Notation

Total Contact Hours

12

Total Student Learning Hours

36

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

Because maker technologies and the regional projects that drive their use evolve regularly, each offering spotlights new tools, materials, and real-world design briefs. Each repeat exposes returning students to new machinery settings, advanced processes, and progressively complex collaborative briefs, ensuring expanded proficiencies rather than simple content review.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

Foothill College's service area sits at the epicenter of the Bay Area's innovation economy, where even entry-level roles increasingly require fundamental skills in digital fabrication, rapid prototyping, and human-centered design. Community partners (which include local K-12 districts, public libraries, small-business incubators, and workforce development boards) regularly request low-cost, hands-on training that can serve (1) adult re-entry learners updating their technology toolkit, (2) under-represented students who cannot yet risk a graded, tuition-bearing course, and (3) educators seeking to embed makerspace practices in their classrooms.

Offering these competencies in a stand-alone non-credit format meets that demand by removing financial barriers, allowing open, repeatable access for mastery, and focusing squarely on foundational "learn-by-doing" skills which are the hallmarks of basic-skills

instruction. Each mirrored course delivers the same safety, tool-operation, and design-thinking outcomes as its credit counterpart, but with the added flexibility non-credit students need to build confidence before advancing to credit programs or the workplace.

By expanding equitable access to essential maker literacy, these courses directly support Foothill's mission to empower students as workforce members and global citizens while upholding the college's core values of openness, sustainability, and integrity.

Attach evidence

Need/Justification

This Workforce Education course provides specialized training for students, teachers, and those in work transition. The primary target audience includes educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union, and secondary regions of San Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community college, and adult education settings, as well as government and business trainers, consultants, and human resource professionals.

Course Description

This course provides an overview of web-based graphic design software, with a specific focus on designing for use with makerspace tools. Students will learn the basic procedures of vector design, including drawing objects, adjusting stroke outline and fill patterns, and working with layers while applying inclusive, accessibility-minded design principles that serve diverse makerspace users. Students will both design new vector graphics and import and adapt existing graphics in order to facilitate their physical production using makerspace tools. Special emphasis will be placed on formatting vector graphics to meet the import requirements of different production tools, including laser cutters, vinyl cutters, CNC machines, and 3-D printers.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Basic computer skills and knowledge of Macintosh or Windows operating systems; familiarity with web browsers, email, downloading, and uploading.

Course Objectives

The student will be able to:

1. Use the interface, tools, and basic techniques of a vector-based graphic design program to create a graphic design document.
2. Identify vector and bitmap graphics and know how each functions in a makerspace context.
3. Use line and pen tools to draw and trace graphics.

4. Create and manipulate shapes to develop complex objects.
5. Create typographic illustrations for makerspace purposes.
6. Format various graphics based on the requirements of different makerspace tools.

Course Content

1. Interface and tools
 1. Work area layout
 2. Customizing work area
 3. Tool functions
2. Graphic file formats
 1. Attributes of vector graphics
 2. Converting bitmap graphics to vector format
 3. Refining conversions to maintain user accessibility (clear paths, high-contrast options)
3. Line and pen tools
 1. Line tool
 2. Pen tool
 3. Pen curvature tool
 4. Layer management
 5. Tracing illustrations
4. Shapes
 1. Shape creation tools
 2. Transform, rotate, warp, skew
 3. Merging shapes
 4. Slicing shapes
5. Typography
 1. Font manipulation for readability and accessibility (legible, open-source typefaces)
 2. Typographic conversions
 3. Type on a path
6. Graphic formatting
 1. Laser cutter formatting
 2. Vinyl cutter formatting
 3. CNC machine formatting
 4. 3-D printer formatting

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via the internet: Students must have current email accounts and/or ongoing access to internet-capable computers or tablets.

Methods of Evaluation

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

Designing and developing makerspace illustration projects and products that meet accessibility guidelines and consider diverse user needs

Presenting the product or project to peers, capturing feedback, and using it to revise the product or project

Making constructive contributions to class discussions and peer review feedback

Methods of Instruction

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

The student will engage with course concepts through multimodal instructional materials offered in accessible formats, supplying multiple means of representation

The student will observe instructor-guided demonstrations and then apply skills using a modality of their choice (e.g., digital, visual, or written), providing multiple means of action and expression

The student will co-construct knowledge by participating in synchronous or asynchronous discussions, peer feedback, and collaborative activities that honor diverse cultural and linguistic assets, ensuring multiple means of engagement

Representative Text(s)

Author(s)	Title	Publication Date
Szép, István	Inkscape by Example: A Project-Based Guide to Exploring the Endless Features of Inkscape	2022

Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peers' educational projects.
2. Outside assignments include conducting project development, planning, reading, and developing the project through an iterative process.
3. When taught online these methods may take the form of video, audio, animation, and webpage presentations. Writing assignments are completed online.

Authorized Discipline(s):

Instructional Design/Technology

Faculty Service Area (FSA Code)
EDUCATION

Taxonomy of Program Code (TOP Code)
*0860.00 - Educational Technology

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Please describe how you have incorporated principles of equity during this revision:
June 2025: This is a mirrored non-credit and not a revision. Alignment with the current credit course is essential, so no changes have been made beyond what is strictly necessary.

Articulation Office Only

Transferability
None

Validation Date
N/A

Division Dean Only

Seat Count
50

Load
.015

LINC F484E : LASER CUTTER FUNDAMENTALS NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Learning in New Media Classrooms (LINC)

Course Number

F484E

Department

Learning in New Media Classrooms (LINC)

Division

Business and Social Sciences (1SS)

Units

0

Course Title

LASER CUTTER FUNDAMENTALS NONCREDIT

Former ID**Cross Listed****Related Courses**

LINC F084E - LASER CUTTER FUNDAMENTALS

Maximum Units

0

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

1

Weekly Lab Hours

0

Weekly Out of Class Hours

2

Special Hourly Notation

Total Contact Hours

12

Total Student Learning Hours

36

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

Because maker technologies and the regional projects that drive their use evolve regularly, each offering spotlights new tools, materials, and real-world design briefs. Each repeat exposes returning students to new machinery settings, advanced processes, and progressively complex collaborative briefs, ensuring expanded proficiencies rather than simple content review.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

Foothill College's service area sits at the epicenter of the Bay Area's innovation economy, where even entry-level roles increasingly require fundamental skills in digital fabrication, rapid prototyping, and human-centered design. Community partners (which include local K-12 districts, public libraries, small-business incubators, and workforce development boards) regularly request low-cost, hands-on training that can serve (1) adult re-entry learners updating their technology toolkit, (2) under-represented students who cannot yet risk a graded, tuition-bearing course, and (3) educators seeking to embed makerspace practices in their classrooms.

Offering these competencies in a stand-alone non-credit format meets that demand by removing financial barriers, allowing open, repeatable access for mastery, and focusing squarely on foundational "learn-by-doing" skills which are the hallmarks of basic-skills

instruction. Each mirrored course delivers the same safety, tool-operation, and design-thinking outcomes as its credit counterpart, but with the added flexibility non-credit students need to build confidence before advancing to credit programs or the workplace.

By expanding equitable access to essential maker literacy, these courses directly support Foothill's mission to empower students as workforce members and global citizens while upholding the college's core values of openness, sustainability, and integrity.

Attach evidence

Need/Justification

This Workforce Education course provides specialized training for students, teachers, and those in work transition. The primary target audience includes educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union, and secondary regions of San Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community college, and adult education settings, as well as government and business trainers, consultants, and human resource professionals.

Course Description

Intended for makerspace educators and interested makers, this course provides an overview of the safe use and maintenance of laser cutter machines. Students design and produce projects on the laser cutter, using a variety of materials (cardboard, paper, wood, acrylic, stone, glass, fabric) and serving a variety of functions (flatpack assembly, art, display, engineering solutions) while applying safe, accessible, and equitable makerspace practices that serve diverse user needs. Advanced topics include rotary tools, filtration methods, machine maintenance, and bed installment/changes. Special emphasis will be placed on reinforcing design thinking concepts and the development of laser cutter makerspace projects to meet the needs of a variety of users.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Experience with basic computer and internet functions; experience with vector-based graphic design software is recommended, but not required.

Course Objectives

The student will be able to:

1. Identify the major parts and functions of a laser cutter and explain the role of each part in the machine's operation.
2. Correctly determine which settings to use, including power, speed, and z-axis adjustments, in order to cut and/or engrave a variety of material types.

3. Identify and describe the properties of materials that cannot be cut and materials that can cause risk or hazards, and practice safety protocols to mitigate risk and eliminate hazards.
4. Perform machine cleaning and maintenance routines to ensure ongoing machine performance and safety.
5. Design and produce engravings using a variety of materials, correctly selecting the appropriate settings for the design and the material.
6. Design and produce three-dimensional objects by cutting and assembling flat materials.
7. Engrave designs on rounded objects using the rotary tool.

Course Content

1. Parts and functions
 1. Laser generator
 2. Lenses and mirrors
 3. Frame
 4. Laser cutting head
 5. CNC system
 6. Bed
 7. Filtration system
 8. Control platform
 9. Model diagram of parts in operation
2. Settings
 1. Material identification
 2. Power
 3. Speed
 4. Z-axis
 5. Caliper measurements
 6. Accessible user interface for control platform
 1. Graphics placement and movement
 2. Duplication and spacing
 3. Laser preview settings
 4. Timing preview settings
 7. Performing test cuts
3. Materials and hazards
 1. Stone and glass
 2. Cardboard and paper
 3. Fabrics
 4. Acrylics
 5. Woods
 6. Fire risks
 7. Safety protocols for flame and fire, including accessible visual/auditory alarms and multilingual signage

8. Off-gas risks
 9. Safety protocols for air filtration
 10. Hazardous materials
4. Cleaning and maintenance
 1. Bed removal and cleaning
 2. Lens removal and cleaning
 3. Laser cutting head maintenance
 4. CNC motor maintenance
 5. Leveling the bed
 6. Troubleshooting issues
5. Engravings
 1. Converting designs
 2. Line stroke, fill, and color requirements
 3. Setting variable engrave and cut functions
 4. Material engraving considerations
 1. Wood
 2. Acrylic
 3. Stone
 4. Cardboard
 5. Masking procedures
 6. Design placement and adjustment
6. Three-dimensional design
 1. Box design and measurement considerations
 2. Edge joints
 1. Flat
 2. Finger
 3. T-slot
 3. Material thickness accommodations
 4. Notches and dividers
 5. Kerf bending
 6. Weight-bearing stand design
7. Rotary tool
 1. Function and process
 2. Installing and troubleshooting
 3. Setting y- and z-axes
 4. Calculating object radius
 5. Document set-up and formatting
 6. Design placement and adjustment
 7. Object placement and rotation

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via the internet: Students must have current email accounts and/or ongoing access to internet-capable computers or tablets.

Methods of Evaluation

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

Designing and developing makerspace projects and products

Presenting the product or project to peers, capturing feedback with attention to inclusivity and accessibility, and using it to revise the product or project

Making constructive contributions to class discussions and peer review feedback

Methods of Instruction

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

The student will engage with course concepts through multimodal instructional materials offered in accessible formats, supplying multiple means of representation

The student will observe instructor-guided demonstrations and then apply skills using a modality of their choice (e.g., digital, visual, or written), providing multiple means of action and expression

The student will co-construct knowledge by participating in synchronous or asynchronous discussions, peer feedback, and collaborative activities that honor diverse cultural and linguistic assets, ensuring multiple means of engagement

Representative Text(s)

Author(s)	Title	Publication Date
Molenaar, Jean-Michel, and Daniele Ingrassia	Mastering Digitally Controlled Machines: Laser Cutters, 3D Printers, CNC Mills, and Vinyl Cutters to Make Almost Anything	2024

Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peers' educational projects.
2. Outside assignments include conducting project development, planning, reading, and developing the project through an iterative process.
3. When taught online these methods may take the form of video, audio, animation, and webpage presentations. Writing assignments are completed online.

Authorized Discipline(s):

Instructional Design/Technology

Faculty Service Area (FSA Code)

EDUCATION

Taxonomy of Program Code (TOP Code)

*0860.00 - Educational Technology

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

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

June 2025: This is a mirrored non-credit and not a revision. Alignment with the current credit course is essential, so no changes have been made beyond what is strictly necessary.

Articulation Office Only

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

50

Load

.015

LINC F484F : VINYL CUTTER FUNDAMENTALS NONCREDIT

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Learning in New Media Classrooms (LINC)

Course Number

F484F

Department

Learning in New Media Classrooms (LINC)

Division

Business and Social Sciences (1SS)

Units

0

Course Title

VINYL CUTTER FUNDAMENTALS NONCREDIT

Former ID**Cross Listed****Related Courses**

LINC F084F - VINYL CUTTER FUNDAMENTALS

Maximum Units

0

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

1

Weekly Lab Hours

0

Weekly Out of Class Hours

2

Special Hourly Notation

Total Contact Hours

12

Total Student Learning Hours

36

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

Because maker technologies and the regional projects that drive their use evolve regularly, each offering spotlights new tools, materials, and real-world design briefs. Each repeat exposes returning students to new machinery settings, advanced processes, and progressively complex collaborative briefs, ensuring expanded proficiencies rather than simple content review.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

Foothill College's service area sits at the epicenter of the Bay Area's innovation economy, where even entry-level roles increasingly require fundamental skills in digital fabrication, rapid prototyping, and human-centered design. Community partners (which include local K-12 districts, public libraries, small-business incubators, and workforce development boards) regularly request low-cost, hands-on training that can serve (1) adult re-entry learners updating their technology toolkit, (2) under-represented students who cannot yet risk a graded, tuition-bearing course, and (3) educators seeking to embed makerspace practices in their classrooms.

Offering these competencies in a stand-alone non-credit format meets that demand by removing financial barriers, allowing open, repeatable access for mastery, and focusing squarely on foundational "learn-by-doing" skills which are the hallmarks of basic-skills

instruction. Each mirrored course delivers the same safety, tool-operation, and design-thinking outcomes as its credit counterpart, but with the added flexibility non-credit students need to build confidence before advancing to credit programs or the workplace.

By expanding equitable access to essential maker literacy, these courses directly support Foothill's mission to empower students as workforce members and global citizens while upholding the college's core values of openness, sustainability, and integrity.

Attach evidence

Need/Justification

This Workforce Education course provides specialized training for students, teachers, and those in work transition. The primary target audience includes educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union, and secondary regions of San Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community college, and adult education settings, as well as government and business trainers, consultants, and human resource professionals.

Course Description

Intended for makerspace educators and interested makers, this course provides an overview of the safe use and maintenance of vinyl cutter machines, ranging from hobbyist to industrial capacities. Students will design and produce projects on the vinyl cutter, working with a variety of materials, blades, tools, and mats to address different functional needs while applying safe, accessible, and equitable makerspace practices that serve diverse user needs. Students will use design software to create and import images, separate layers, and determine outcomes based on both hardware and media. Products developed include stickers, pop-up art, t-shirts, mixed media projects, boxes, and large-format vinyl pieces. Special emphasis will be placed on reinforcing design thinking concepts and the development of vinyl cutter makerspace projects to meet the needs of a variety of users.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Experience with basic computer and internet functions; experience with vector-based graphic design software is recommended, but not required.

Course Objectives

The student will be able to:

1. Identify the major parts and functions of a vinyl cutter and explain the role of each part in the machine's operation.
2. Correctly determine which settings to use, including blade-type, speed, mat-type, and special tools in order to cut, draw, and score a variety of material types.

3. Use design software to create and cut projects, determining outcomes based on both hardware and media.
4. Perform machine cleaning and maintenance routines to ensure ongoing machine performance and safety.
5. Use design thinking concepts to design and create mixed media projects that address specified user needs.
6. Design and produce three-dimensional objects by cutting, scoring, and assembling flat materials.
7. Embed designs into cloth by demonstrating safe procedures for using a heat press.

Course Content

1. Parts and functions
 1. Frame
 2. Rollers
 3. Blades
 4. Blade housing system
 5. CNC system
 6. Bed
 7. Mats
 8. Control platform
 9. Model diagram of parts in operation
2. Settings
 1. Material identification
 2. Mats
 1. Grip strength
 2. Dimensions
 3. Media requirements
 3. Blades
 1. Precision
 2. Deep cutting
 3. Rotary
 4. Alternative tools
 1. Pens
 2. Scoring wheel
 3. Embosser
 5. Weeding tools
 1. Weeder
 2. Tweezers
 3. Pick
 4. Transfer tape
 6. Power
 7. Speed
 8. Z-axis

3. Design software
 1. Text tools
 2. Line and shape tools
 3. Object manipulation
 1. Weld
 2. Attach
 3. Flatten
 4. Slice
 5. Contour
 4. Importing graphics
 1. Converting designs
 2. Identifying and separating layers
 5. Mat separation
4. Cleaning and maintenance
 1. Blade loading and unloading
 2. Blade maintenance and replacement procedures
 3. Mat loading and unloading
 4. Mat grip maintenance procedures
 5. Mat grip testing
 6. Weeding tool safety procedures and maintenance
 7. Troubleshooting issues
5. Mixed media
 1. Inclusive, empathy-driven design thinking (user-centered, culturally responsive)
 2. Media-specific cutting considerations
 1. Vinyl
 2. Paper
 3. Craft board
 4. Leather
 5. Cloth
 3. Adjusting design elements based on media
 4. Mat selection and media placement
 5. Design placement and adjustment
 6. Weeding procedures
 7. Design transfer
6. Three-dimensional design
 1. Pop-up design functions and features
 2. Kirigami
 3. Material thickness accommodations
 4. Notches and dividers
 5. Scoring
 6. Single-piece box design
7. Heat transfer
 1. Function and process

2. Heat-transfer vinyl properties
3. Image and design reversing
4. HTV weeding procedures and considerations
5. Design placement
6. Heat press
 1. Timing and temperature settings
 2. Preparing media
 3. Silicone sheeting
 4. Safe operation and maintenance

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via the internet: Students must have current email accounts and/or ongoing access to internet-capable computers or tablets.

Methods of Evaluation

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

Designing and developing makerspace projects and products

Presenting the product or project to peers, capturing feedback with attention to inclusivity and accessibility, and using it to revise the product or project

Making constructive contributions to class discussions and peer review feedback

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3. When taught online these methods may take the form of video, audio, animation, and webpage presentations. Writing assignments are completed online.

Authorized Discipline(s):

Instructional Design/Technology

Faculty Service Area (FSA Code)

EDUCATION

Taxonomy of Program Code (TOP Code)

*0860.00 - Educational Technology

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

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

June 2025: This is a mirrored non-credit and not a revision. Alignment with the current credit course is essential, so no changes have been made beyond what is strictly necessary.

Articulation Office Only

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

50

Load

.015

Program Change Request

New Program Proposal

Date Submitted: 10/29/25 12:09 pm

Viewing: **Pre-Law Studies, Certificate of Achievement**

Last edit: 11/12/25 9:36 am

Changes proposed by: Kerri Ryer (20257859)

Basic Information

Faculty Author(s)	Users
	Kerri Ryer
Department	Political Science
Division	Business and Social Sciences
Title of Degree/ Certificate	Pre-Law Studies
Type of Award	Certificate of Achievement
Workforce/CTE Program:	No
Effective Catalog Edition:	2025-2026
Distinct curriculum sheet?	No

In Workflow

- 1SS Curriculum Rep
- Curriculum Coordinator
- College Curriculum Committee Chair
- Authors
- 1SS Curriculum Rep
- Curriculum Coordinator
- College Curriculum Committee Chair
- FHDA Board of Trustees

Approval Path

- 11/11/25 10:14 am
Angelica Dupree (dupreeangelica):
Approved for 1SS Curriculum Rep

New Degree or Certificate Proposal

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

Does De Anza offer a similar degree or certificate?
No, they have a paralegal program which is different.

What is the educational need for this new degree/certificate?
This certificate aims to recognize students who successfully apply to and complete the California Pathway to Law program to become California Law Scholars here at Foothill.

How does the degree/certificate align with Foothill's Strategic Vision for Equity?
The Cal Pathways to Law is a statewide initiative aimed at increasing access to the legal profession. The certificate will recognize our students who have completed the program, opening doors and providing additional benefits to them on their way to law school and beyond.

Comments and other relevant information for discussion:

Reviewer
Comments

Elementary Teacher Education: Integrated Programs, AA-T Degree

Basic Information

Faculty Author(s)

Nicole Kerbey

Department

Education

Division

Business and Social Sciences

Title of Degree/Certificate

Elementary Teacher Education: Integrated Programs

Type of Award

AA-T Degree

Workforce/CTE Program:

No

Effective Catalog Edition:

2026-2027

AA-T or AS-T Degree Narrative

Program Goals and Objectives

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

Program Learning Outcomes

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

Catalog Description

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

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

In addition, the student must complete the following:

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

Additional Information Required for State Submission

TOP Code: 4901.20 - Liberal Studies (teaching preparation)

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

Distance Education: 50-99%

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

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

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

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

Attach the appropriate ASSIST documentation as follows:

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

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

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

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

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

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

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

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

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Survey of the Arts (3)	AAM	ART 2A	History of Art: History of Western Art From Prehistory Through Early Christianity	4.5	3A
		OR			
		ART 2AH	Honors History of Art: History of Western Art From Prehistory Through Early Christianity	4.5	3A
		AND			
		ART 2B	History of Western Art From the Middle Ages to the Renaissance	4.5	3A
		OR			
		ART 2BH	Honors History of Western Art From the Middle Ages to the Renaissance	4.5	3A
		THTR 2A	History of Dramatic Literature: Classical to Moliere	4	3A, 3B
List C: Up to 12 additional Units (0-12 units)					
Any courses not selected above					
Mathematical Concepts for Elementary School Teachers – Number Systems (3)	MATH 120	MATH 42	Math for Elementary School Teachers	5	N/A
Any courses that are lower preparation for the targeted major at a university	AAM				
Total Units for the Major:	32-48	Total Units for the Major:		58-73	
		Total Units that may be double-counted (The transfer GE Area limits must <u>not</u> be exceeded)			33
		General Education (Cal-GETC) Units			34
		Elective (CSU Transferable) Units			5-20
		Total Degree Units (maximum)			60

GID F070R : INDEPENDENT STUDY IN GRAPHICS & INTERACTIVE DESIGN (four course series)

Proposal Type

New Course

Effective Term

Fall 2026

Subject

Graphics & Interactive Design (GID)

Course Number

F070R

Department

Graphics & Interactive Design (GID)

Division

Fine Arts and Communication (1FA)

Units

1

Course Title

INDEPENDENT STUDY IN GRAPHICS & INTERACTIVE DESIGN

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

1

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

0

Weekly Lab Hours

3

Weekly Out of Class Hours

0

Special Hourly Notation

Total Contact Hours

36

Total Student Learning Hours

36

Repeatability Statement

Not Repeatable

Credit Status

Credit

Degree Status

Applicable

Is Basic Skills applicable to this course?

No

Grading

Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Transfer

Criteria B. Need

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

Evidence

See attached Labor Market Information.

Attach evidence

LMI_Foothill_Animation_November 2022.docx

Need/Justification

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

Course Description

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

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

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

Course Content

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

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

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

Methods of Instruction

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

Independent study as defined in the student-faculty contract.

Other Materials

Text will vary with content.

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

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

Authorized Discipline(s):

Graphic Arts

Faculty Service Area (FSA Code)

ART

Taxonomy of Program Code (TOP Code)

*1030.00 - Graphic Art and Design

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

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

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

Articulation Office Only

C-ID Notation

Transferability

CSU

Validation Date

6/4/25

Division Dean Only

Seat Count

10

Load

.000



Labor Market Information Report

Animation Occupations

Foothill College

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

Recommendation

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

Introduction

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

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

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

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

Occupational Demand

Table 1. Employment Outlook for Animation Occupations in Bay Region

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

Source: EMSI 2022.3

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

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

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

Source: EMSI 2022.3

Silicon Valley Sub-Region includes: Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

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

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

Source: Burning Glass

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

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

Source: Burning Glass

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

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

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

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Animation Workers in Bay Region

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

Source: EMSI 2022.3

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

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

Source: Burning Glass

Educational Supply

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

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

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

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

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

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

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

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

Gap Analysis

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

Student Outcomes

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

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

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

Skills, Certifications and Education

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

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

Skill	Posting	Skill	Posting
Web Site Design	889	Creative Direction	478

Source: Burning Glass

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

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

Source: Burning Glass

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

Table 11. Education Requirements for Animation Occupations in Bay Region

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

Source: Burning Glass

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

Methodology

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

Sources

O*Net Online

Labor Insight/Jobs (Burning Glass)

Economic Modeling Specialists International (EMSI)
CTE LaunchBoard www.calpassplus.org/Launchboard/
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

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

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F403.

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

PM PARTNERSHIPS: BUILDING INFORMATION MODELING (BIM) COORDINATION

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

1

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation

Total Contact Hours

1

Total Student Learning Hours

1

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

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

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

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

Course Content

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

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Prior experience in the electrical industry

Methods of Instruction

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

Lectures

Classroom demonstration

Group discussion

Other Materials

Cupertino Electric's BIM Overall Workflow related examples.

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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

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

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

Articulation Office Only

Transferability

None

Division Dean Only

Seat Count

50

Load

.001

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

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F420.

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

BUCKET TRUCK OPERATOR/OPERATOR RENEWAL/OPERATOR TRAINER

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

0

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation

1-8 hours lecture total per quarter.

Total Contact Hours

0

Total Student Learning Hours

0

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

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

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

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

Course Content

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

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Results of hands-on demonstrations

Knowledge check

Quiz

Methods of Instruction

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

Lectures

Hands-on demonstrations

Other Materials

Equipment and course materials provided by Cupertino Electric.

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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

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

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

Articulation Office Only**Transferability**

None

Division Dean Only**Seat Count**

50

Load

.000

JRYM F422. : FORKLIFT OPERATOR TRAINER

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F422.

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

FORKLIFT OPERATOR TRAINER

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

8

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation**Total Contact Hours**

8

Total Student Learning Hours

8

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

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

Course Content

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

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Hands-on evaluations

Quizzes

Methods of Instruction

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

Lecture

Training aids

Live demonstrations

Other Materials

Equipment and course materials provided by Cupertino Electric.

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

Authorized Discipline(s):
Electricity

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

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

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

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

Articulation Office Only

Transferability
None

Division Dean Only

Seat Count
50

Load
.010

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

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F422A

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

FORKLIFT CLASS 1 (ELECTRIC) OPERATOR/OPERATOR RENEWAL

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

0

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation

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

Total Contact Hours

0

Total Student Learning Hours

0

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

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

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

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

Course Content

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

Lab Content

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

Special Facilities and/or Equipment

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

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

Methods of Evaluation

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

Results of written test

Hands-on performance evaluation in the actual or simulated workplace

Methods of Instruction

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

Lecture

Classroom demonstrations

Other Materials

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

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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

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

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

Articulation Office Only

Transferability

None

Division Dean Only

Seat Count

50

Load

.000

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

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F422B

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

FORKLIFT CLASS 2 (NARROW AISLE) OPERATOR/OPERATOR RENEWAL

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

0

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation

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

Total Contact Hours

0

Total Student Learning Hours

0

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

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

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

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

Course Content

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

Lab Content

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

Special Facilities and/or Equipment

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

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

Methods of Evaluation

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

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

Results of skills demonstration and evaluation

Methods of Instruction

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

Lectures

Classroom demonstrations

Other Materials

Equipment and course materials provided by Cupertino Electric.

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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

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

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

Articulation Office Only**Transferability**

None

Division Dean Only**Seat Count**

50

Load

.000

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

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F422C

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

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

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

0

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation

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

Total Contact Hours

0

Total Student Learning Hours

0

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

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

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

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

The student will be able to:

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

Course Content

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

Lab Content

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

Special Facilities and/or Equipment

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

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

Methods of Evaluation

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

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

Methods of Instruction

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

Lectures
Demonstration and evaluation

Other Materials

Equipment and course materials provided by Cupertino Electric.

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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

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

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

Articulation Office Only

Transferability

None

Division Dean Only

Seat Count

50

Load

.000

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

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F422D

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

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

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

0

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation

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

Total Contact Hours

0

Total Student Learning Hours

0

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

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

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

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

Course Content

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

Lab Content

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

Special Facilities and/or Equipment

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

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

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following: Skills demonstration and evaluation
--

Methods of Instruction

Methods of Instruction may include but are not limited to the following: Lectures Classroom demonstration

Other Materials

Equipment and course materials provided by Cupertino Electric.

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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

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

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

Articulation Office Only

Transferability

None

Division Dean Only

Seat Count

50

Load

.000

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

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F422E

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

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

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

0

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation

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

Total Contact Hours

0

Total Student Learning Hours

0

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

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

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

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

The student will be able to:

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

Course Content

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

Lab Content

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

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

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Results of skills demonstration and evaluation

Methods of Instruction

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

Lecture

Classroom demonstration

Other Materials

Equipment and course materials provided by Cupertino Electric.

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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

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

Articulation Office Only**Transferability**

None

Division Dean Only

Seat Count

50

Load

.000

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

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F423B

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

UTILITY TERRAIN VEHICLE (UTV)/GOLF CART OPERATOR

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

1.5

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation

Total Contact Hours

1.5

Total Student Learning Hours

1.5

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

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

Course Content

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

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Quiz

Results of skills demonstration and evaluation

Methods of Instruction

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

Lecture

Classroom demonstration

Other Materials

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

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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

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

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

Articulation Office Only

Transferability

None

N/A

Division Dean Only

Seat Count

50

Load

.002

JRYM F423C : SPOTTER QUALIFIED PERSON

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F423C

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

SPOTTER QUALIFIED PERSON

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

1

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation**Total Contact Hours**

1

Total Student Learning Hours

1

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

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

Course Content

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

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Results of skills demonstration

Methods of Instruction

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

Lecture

Classroom demonstration

Other Materials

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

Possible use of applicable video media.

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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

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

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

Articulation Office Only

Transferability

None

Division Dean Only

Seat Count

50

Load

.001

JRYM F423D : CRANE PICK PLAN MANAGEMENT

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F423D

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

CRANE PICK PLAN MANAGEMENT

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

1

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation**Total Contact Hours**

1

Total Student Learning Hours

1

Repeatability Statement

Not Repeatable

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

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

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

Course Content

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

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Quiz

Results of skills demonstration

Methods of Instruction

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

Lecture

Classroom demonstration

Other Materials

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

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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

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

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

Articulation Office Only

Transferability

None

Division Dean Only

Seat Count

50

Load

.001

JRYM F423E : PILE DRIVER TRAINING

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F423E

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

PILE DRIVER TRAINING

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

3.5

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation**Total Contact Hours**

3.5

Total Student Learning Hours

3.5

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

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

Course Content

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

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Results of hands-on demonstrations

Methods of Instruction

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

Lecture

Classroom demonstration

Other Materials

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

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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

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

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

Articulation Office Only

Transferability

None

Division Dean Only

Seat Count

50

Load

.005

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

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F423G

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

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

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

0

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation

7-8 hours lecture total per quarter.

Total Contact Hours

0

Total Student Learning Hours

0

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

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

Course Content

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

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following: Results of skills demonstration
--

Methods of Instruction

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

Classroom demonstration

Other Materials

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

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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

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

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

Articulation Office Only

Transferability

None

Division Dean Only

Seat Count

50

Load

.000

JRYM F423J : SIGNALING (CRANE SIGNALING) AUTHORIZED PERSON

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F423J

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

SIGNALING (CRANE SIGNALING) AUTHORIZED PERSON

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

1.5

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation

Total Contact Hours

1.5

Total Student Learning Hours

1.5

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

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

Course Content

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

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Results of skills demonstration

Quiz

Methods of Instruction

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

Lecture

Classroom demonstration

Other Materials

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

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

Authorized Discipline(s):
Electricity

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

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

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

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

Articulation Office Only

Transferability
None

Division Dean Only

Seat Count
50

Load
.002

JRYM F423K : QUALIFIED TRAFFIC FLAGGER

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F423K

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

QUALIFIED TRAFFIC FLAGGER

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

8

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation**Total Contact Hours**

8

Total Student Learning Hours

8

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

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

Course Content

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

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Results of skills demonstration
Quiz

Methods of Instruction

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

Lecture
Classroom demonstration

Other Materials

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

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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

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

Articulation Office Only

Transferability

None

Division Dean Only

Seat Count

50

Load

.010

JRYM F423L : SKID STEER/BOBCAT OPERATOR/ OPERATOR RENEWAL

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F423L

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

SKID STEER/BOBCAT OPERATOR/OPERATOR RENEWAL

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

0

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation

1-8 hours lecture total per quarter.

Total Contact Hours

0

Total Student Learning Hours

0

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

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

Course Content

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

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Results of skills demonstration

Methods of Instruction

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

Lecture

Classroom demonstrations

Other Materials

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

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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

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

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

Articulation Office Only

Transferability

None

Division Dean Only

Seat Count

50

Load

.000

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

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F426A

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

CONFINED SPACE ENTRY TRAINING/ENTRY TRAINING FOR TRAINER

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

0

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation

3.5-6 hours lecture total per quarter.

Total Contact Hours

0

Total Student Learning Hours

0

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

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

Course Content

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

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Quiz

Results of skills demonstration

Methods of Instruction

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

Lecture

Classroom demonstration

Other Materials

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

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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

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

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

Articulation Office Only

Transferability

None

Division Dean Only

Seat Count

50

Load

.000

JRYM F426B : DITCH WITCH OPERATION & SAFETY

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F426B

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

DITCH WITCH OPERATION & SAFETY

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

3

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation**Total Contact Hours**

3

Total Student Learning Hours

3

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

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

Course Content

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

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Quiz

Results of skills demonstration

Methods of Instruction

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

Lecture

Classroom demonstration

Other Materials

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

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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

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

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

Articulation Office Only

Transferability

None

Division Dean Only

Seat Count

50

Load

.004

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

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F427A

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

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

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

0

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation

1-3.5 hours lecture total per quarter.

Total Contact Hours

0

Total Student Learning Hours

0

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

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

The student will be able to:

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

Course Content

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

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Quiz

Methods of Instruction

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

Lecture

Other Materials

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

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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

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

Articulation Office Only**Transferability**

None

Division Dean Only**Seat Count**

50

Load

.000

JRYM F427C : FIRE PROTECTION/FIRE PREVENTION IN CONSTRUCTION

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F427C

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

FIRE PROTECTION/FIRE PREVENTION IN CONSTRUCTION

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

1

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation

Total Contact Hours

1

Total Student Learning Hours

1

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

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

Course Content

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

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Quiz

Methods of Instruction

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

Lecture

Other Materials

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

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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

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

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

Articulation Office Only

Transferability

None

Division Dean Only

Seat Count

50

Load

.001

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

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F427E

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

RESPIRABLE CRYSTALLINE SILICA TRAINING/RESPIRABLE CRYSTALLINE SILICA COMPETENT PERSON

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

0

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation

1-4 hours lecture total per quarter.

Total Contact Hours

0

Total Student Learning Hours

0

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

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

The student will be able to:

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

Course Content

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

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Quiz

Methods of Instruction

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

Lecture

Other Materials

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

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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

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

Articulation Office Only

Transferability

None

Division Dean Only

Seat Count

50

Load

.000

JRYM F427F : LEAD AWARENESS

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F427F

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

LEAD AWARENESS

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

1

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation**Total Contact Hours**

1

Total Student Learning Hours

1

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

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

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

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

Course Content

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

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Quiz

Methods of Instruction

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

Lecture

Other Materials

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

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

Authorized Discipline(s):
Electricity

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

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

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

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

Articulation Office Only

Transferability
None

Division Dean Only

Seat Count
50

Load
.001

JRYM F427J : VALLEY FEVER PREVENTION

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F427J

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

VALLEY FEVER PREVENTION

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

1

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation**Total Contact Hours**

1

Total Student Learning Hours

1

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

This course covers the potential source(s) of Valley Fever spores and preventative measures to control dust generation.

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Demonstrate an understanding of Valley Fever, including how the illness is contracted, the potential environmental sources of the spores, and the preventative measures used to minimize dust exposure on job sites.
2. Identify high-risk conditions, follow dust control procedures, and take appropriate steps to protect oneself and others.

Course Content

1. Introduction to Valley Fever (Coccidioidomycosis) and its health effects
2. Identification of environmental conditions and geographic areas where spores are commonly found
3. Modes of transmission through inhalation of disturbed soil/dust
4. Dust control procedures (e.g., water application, soil stabilizers, minimizing ground disturbance)
5. Use of personal protective equipment (PPE) in dusty conditions
6. Signage and restricted access zones
7. Employee responsibilities in reporting symptoms and maintaining control measures
8. Regulatory background and specific prevention policies

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Quiz

Methods of Instruction

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

Lecture

Other Materials

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

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

Authorized Discipline(s):
Electricity

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

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

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

Articulation Office Only

Transferability
None

Division Dean Only

Seat Count
50

Load
.001

JRYM F427K : COLD STRESS PREVENTION

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F427K

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

COLD STRESS PREVENTION

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

1

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation**Total Contact Hours**

1

Total Student Learning Hours

1

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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Evidence

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

Attach evidence

Need/Justification

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

Course Description

This course covers topics related to the signs and symptoms of cold stress, risk factors, and cold stress prevention protocols and practices.

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Identify the signs and symptoms of cold stress and recognize the associated risk factors.
2. Apply cold stress prevention protocols and practices in relevant environments.

Course Content

1. Signs and symptoms of cold stress
2. Risk factors associated with cold stress
3. Cold stress prevention protocols
4. Best practices for working in cold environments
5. Applying prevention strategies on the job site

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Quiz

Methods of Instruction

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

Lecture

Other Materials

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

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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Articulation Office Only

Transferability

None

Division Dean Only

Seat Count

50

Load

.001

JRYM F427L : INFECTION CONTROL

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F427L

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

INFECTION CONTROL

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

1

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation**Total Contact Hours**

1

Total Student Learning Hours

1

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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Evidence

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

Attach evidence

Need/Justification

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

Course Description

This course covers topics related to CEI's Infection Control Program, including identifying the construction activity, infection control risk group, and using the Construction Activity and Infection Control Matrix.

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Demonstrate an understanding of CEI's Infection Control Program, including how to identify construction activities and associated infection control risk groups.
2. Apply the Construction Activity and Infection Control Matrix to assess risks and implement appropriate infection prevention measures.
3. Prepare to support safe and compliant work practices in environments where infection control is required.

Course Content

1. Overview of CEI's Infection Control Program
2. Identifying construction activities and their potential to impact infection risk
3. Classification of infection control risk groups
4. Use of the Construction Activity and Infection Control Matrix
5. Determining required infection control measures
6. Implementing and maintaining controls; documentation and compliance requirements
7. Roles and responsibilities in infection control planning and execution

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Quiz

Methods of Instruction

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

Lecture

Other Materials

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

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

Authorized Discipline(s):
Electricity

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

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

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

Articulation Office Only

Transferability
None

Division Dean Only

Seat Count
50

Load
.001

JRYM F428. : SCAFFOLD: COMPETENT PERSON/ USER/NARROW FRAME

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F428.

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

SCAFFOLD: COMPETENT PERSON/USER/NARROW FRAME

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

0

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation

1-5.75 hours lecture total per quarter.

Total Contact Hours

0

Total Student Learning Hours

0

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

This course covers topics related to recognizing hazards associated with scaffolds, including electrical hazards, fall hazards, and falling object hazards, as well as covers proper handling of materials on scaffolds.

Course Prerequisites

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

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Identify different types of scaffolds and their components, including supported scaffolds and mobile scaffolds.
2. Identify common hazards associated with scaffold use: falls, structural instability, and falling objects.
3. Comply with applicable OSHA regulations and employer and worksite standards for scaffold use.
4. Demonstrate safe work practices while using scaffolds, including use of appropriate personal protective equipment (PPE) and safe access and egress methods.

Course Content

1. 2 hours training for Scaffold User
 1. Overview of scaffolding systems
 1. Types of scaffolds: supported, suspended, mobile
 2. Key components and applicable terminology
 2. Common hazards associated with scaffold use leading to scaffold-related accidents
 3. OSHA for scaffold requirements, industry standards, and best practices
 4. Identifying a properly assembled scaffold
 5. Inspection procedures and checklists
 6. Safe access and egress methods and fall protection systems
2. 3 hours training for Scaffold - Competent Person (Inspection Only)
 1. Types of scaffolds (supported, suspended, mobile, etc.)
 2. Basic parts (frames, braces, planks, etc.) and specialized components (outriggers, guardrails, etc.)
 3. Ensuring stability and structural integrity
 4. Checklist for initial/acceptance scaffold inspection to identify deficiencies and potential hazards
 5. Procedures for regular daily pre-use inspections documenting inspection findings and identifying when components need repair or replacement
 6. Maintaining accurate inspection records
 7. Safe practices for working on scaffolds
3. 0.75 hour training for Scaffold - Narrow Frame (Perry/Baker)
 1. Introduction to narrow frame (Perry/Baker) scaffold systems
 2. Identification of scaffold components and their functions
 3. Manufacturer-specific assembly and disassembly instructions
 4. Inspection procedures before use and after setup; proper access, fall protection, and load capacity guidelines
 5. Common hazards associated with scaffold use and how to mitigate them

6. Safe work practices while on and around scaffolds
7. CEI scaffold safety requirements and compliance with OSHA regulations

Lab Content

Not applicable.

Special Facilities and/or Equipment

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

Methods of Evaluation

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

Quiz

Methods of Instruction

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

Lecture

Other Materials

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

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

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

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

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

Articulation Office Only

Transferability

None

Division Dean Only

Seat Count

50

Load

.000

JRYM F432A : FALL PROTECTION USER/FALL PROTECTION USER TRAINER

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F432A

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

FALL PROTECTION USER/FALL PROTECTION USER TRAINER

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

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

0

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation

2.5-8 hours lecture total per quarter.

Total Contact Hours

0

Total Student Learning Hours

0

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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

Evidence

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

Attach evidence

Need/Justification

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

Course Description

This course covers topics related to fall arrest and fall restraint systems, fall distance calculation and selection, and inspection of appropriate fall protection equipment.

Course Prerequisites

Prerequisite: This course is limited to students employed with Cupertino Electric.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Demonstrate the proper use of fall protection systems, including fall arrest and fall restraint equipment.
2. Demonstrate skills in calculating fall distances, selecting appropriate systems, and conducting equipment inspections.
3. Be authorized to use fall protection equipment in the workplace.
4. Be a trainer, once they complete additional training.

Course Content

1. Proper use of fall protection systems; understanding fall arrest and fall restraint equipment
2. Calculating fall distances and determining safe limits; selecting appropriate fall protection systems for various work scenarios
3. Conducting thorough inspections of fall protection equipment
4. Gaining authorization to use fall protection equipment in the workplace upon course completion

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:

Quiz

Results of skills demonstration

Methods of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture

Classroom demonstration

Other Materials

CEI EH&S program and applicable Fed/OSHA and/or Cal/OSHA standards, provided by Cupertino Electric.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments
No assignments.

Authorized Discipline(s):
Electricity

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html>) while creating or revising this COR.

Please describe how you have incorporated principles of equity during this revision:
Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

Articulation Office Only

Transferability
None

Division Dean Only

Seat Count
50

Load
.000

JRYM F434E : ASBESTOS AWARENESS

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F434E

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

ASBESTOS AWARENESS

Former ID**Cross Listed****Related Courses****Maximum Units**

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

1

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation**Total Contact Hours**

1

Total Student Learning Hours

1

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Are you requesting Stand Alone approval for the course on a temporary or permanent basis?

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

The Curriculum Committee must evaluate this application based on the following criteria:

Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

Evidence

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

Attach evidence

Need/Justification

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

Course Description

This course covers the hazards of Asbestos-Containing Materials (ACM) and the steps to identify and avoid exposure to ACM or Presumed Asbestos-Containing Materials (PACM).

Course Prerequisites

Prerequisite: This course is limited to students employed with Cupertino Electric.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Identify Asbestos-Containing Materials (ACM) and Presumed Asbestos-Containing Materials (PACM) in the workplace.
2. Recognize the health hazards associated with asbestos and apply appropriate measures to avoid exposure.

Course Content

1. Key information on identifying Asbestos-Containing Materials (ACM) and Presumed Asbestos-Containing Materials (PACM) on job sites
2. Guidance on recognizing associated health risks and practical steps supervisors can take to reduce or eliminate exposure through proper controls

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:

Quiz

Methods of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture

Other Materials

CEI EH&S program and applicable Fed/OSHA and/or Cal/OSHA standards, provided by Cupertino Electric.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html>) while creating or revising this COR.

Please describe how you have incorporated principles of equity during this revision:
Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

Articulation Office Only

Transferability

None

Division Dean Only

Seat Count

50

Load

.001

JRYM F434F : BLOODBORNE PATHOGENS

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F434F

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

BLOODBORNE PATHOGENS

Former ID**Cross Listed****Related Courses****Maximum Units**

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

1

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation**Total Contact Hours**

1

Total Student Learning Hours

1

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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Are you requesting Stand Alone approval for the course on a temporary or permanent basis?

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

The Curriculum Committee must evaluate this application based on the following criteria:

Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

Evidence

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

Attach evidence

Need/Justification

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

Course Description

This course covers procedures and practices to protect workers from exposure to human blood and Other Potentially Infectious Materials (OPIM).

Course Prerequisites

Prerequisite: This course is limited to students employed with Cupertino Electric.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Recognize procedures and practices designed to protect workers from exposure to human blood and Other Potentially Infectious Materials (OPIM).
2. Implement effective safety measures to minimize the risk of exposure in the workplace.

Course Content

1. Core practices for identifying and responding to potential exposure to human blood and Other Potentially Infectious Materials (OPIM)
2. Focus on practical procedures and preventative measures supervisors can implement to protect workers and minimize on-site risk

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:

Quiz

Methods of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture

Other Materials

CEI EH&S program and applicable Fed/OSHA and/or Cal/OSHA standards, provided by Cupertino Electric.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html>) while creating or revising this COR.

Please describe how you have incorporated principles of equity during this revision:
Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

Articulation Office Only

Transferability

None

Division Dean Only

Seat Count

50

Load

.001

JRYM F434L : EXCAVATOR OPERATOR

Proposal Type

New Course

Effective Term

Spring 2026

Subject

Journeypersons (JRYM)

Course Number

F434L

Department

Apprenticeship (A P)

Division

Apprenticeship (1ED)

Units

0

Course Title

EXCAVATOR OPERATOR

Former ID**Cross Listed****Related Courses****Maximum Units**

0

Does this course meet on a weekly basis?

No

Total Lecture Hours per quarter

3.5

Total Lab Hours per quarter

0

Total Out of Class Hours per quarter

0

Special Hourly Notation**Total Contact Hours**

3.5

Total Student Learning Hours

3.5

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

This course may be repeated to enhance workplace safety.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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Are you requesting Stand Alone approval for the course on a temporary or permanent basis?

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

The Curriculum Committee must evaluate this application based on the following criteria:

Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

Evidence

This course provides the continuing education hours required to meet the state's triennial certification requirement for over 500 electricians employed at Cupertino Electric.

Attach evidence

Need/Justification

This course prepares certified electricians for a supervisory role and helps fulfill the required continuing education (CEU) hours every three years.

Course Description

This course covers topics related to Excavator Operator Training, including the hazards associated with ground removal and haul-off techniques.

Course Prerequisites

Prerequisite: This course is limited to students employed with Cupertino Electric.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Demonstrate the knowledge and skills necessary to safely operate an excavator, including proper techniques for ground removal and haul-off.
2. Identify and mitigate associated hazards to ensure a safe work environment.
3. Become authorized to operate excavation equipment.

Course Content

1. Safe operation of an excavator
2. Proper techniques for ground removal and haul-off
3. Identifying hazards associated with excavation equipment
4. Mitigating risks to ensure a safe work environment
5. Practical evaluation for equipment operation
6. Authorization to operate excavation equipment, upon course completion

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught in person, this training must be conducted in a clean classroom with internet access, necessary hardware and software, and course materials, if applicable.
2. When taught online, this course requires access to CEI's Learning Management System (Amplify), continuous access to a computer with the necessary software and hardware to view video content, and a reliable intranet connection.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:

Quiz

Methods of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture

Other Materials

CEI EH&S program and applicable Fed/OSHA and/or Cal/OSHA standards, provided by Cupertino Electric.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

No assignments.

Authorized Discipline(s):

Electricity

Faculty Service Area (FSA Code)

INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)

*0952.20 - Electrical

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html>) while creating or revising this COR.

Please describe how you have incorporated principles of equity during this revision:

Sept. 2025: We incorporate the principle of equity by ensuring employees have equitable access to the employee training program, support, and opportunities for success.

Articulation Office Only

Transferability

None

Division Dean Only

Seat Count

50

Load

.005

General Education Review Request

Area 2 - Mathematical Concepts & Quantitative Reasoning

Course Number & Title or Degree Program Name:

Indicate if this is: ☐ a course, or ☐ a degree program

Overview:

Foothill College's General Education curriculum provides students with a well-rounded education, fostering critical thinking, communication, and interdisciplinary understanding. Faculty play a central role in ensuring GE courses align with these goals and prepare students for academic, professional, and civic success.

This form guides instructors in demonstrating how their course meets the learning outcomes for its designated GE area. Instructors should explain how their course develops analytical and communication skills, integrates diverse perspectives, and fosters interdisciplinary connections. Your contributions help maintain a rigorous and relevant GE curriculum that supports student achievement.

Breadth Criteria:

Foothill College's General Education curriculum equips students with broad and deep knowledge, preparing them to be independent thinkers and engaged members of a diverse society. GE courses encourage intellectual curiosity, interdisciplinary exploration, and critical engagement with the world.

Students gain exposure to a range of disciplines, including the arts, humanities, natural sciences, social sciences, and mathematics. This breadth fosters connections across fields and deepens understanding of cultural, social, and physical environments.

All GE courses emphasize critical analysis and ethical reasoning, challenging students to evaluate complex issues, articulate perspectives, and engage thoughtfully with diverse viewpoints. The curriculum also promotes equity, inclusion, and global awareness, ensuring students are prepared to contribute meaningfully to an interconnected world.

A completed GE pattern enables students to acquire, apply, and demonstrate competence in essential academic and professional competencies.

Depth Criteria for Area 2 - Mathematical Concepts & Quantitative Reasoning:

Courses in Mathematical Concepts & Quantitative Reasoning equip students with the skills needed to understand and analyze numerical, graphical, and symbolic information. These courses emphasize mathematical reasoning, problem-solving, and the ability to apply quantitative concepts to real-world contexts. Students develop competencies in interpreting data, identifying patterns, and solving problems using mathematical models and tools.

The curriculum promotes logical thinking, precision, and accuracy, enabling students to make informed decisions in academic, professional, and everyday situations.

General Education Review Request

Area 2 - Mathematical Concepts & Quantitative Reasoning

Instructions for Mapping Course Components to Criteria

Please follow the steps below to demonstrate how your course (or degree program) fulfills the Breadth and Depth criteria for General Education Area 2 - Math Concepts & Quantitative Reasoning. Use specific components from the Course Outline of Record (COR), such as course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

If mapping a degree program, please indicate from which course in the sequence you are sourcing COR components.

Breadth Mapping

For each of the following competencies, indicate if and how your course or degree program meets the requirement and provide corresponding course component(s) from the COR.

1. Communication

Analytical reading, writing, speaking, and listening skills, including evaluation, synthesis, and research.

- Matching course component(s):

2. Computation

Application of mathematical concepts or principles of data collection and analysis to solve problems.

- Matching course component(s):

3. Critical Expression

Clearly and precisely express ideas in a logical and organized manner using discipline-appropriate language.

- Matching course component(s):

4. Community and Global Awareness

Consideration of one's role in society at local, national, and global levels in the context of cultural constructs and historical/contemporary issues.

- Matching course component(s):

General Education Review Request

Area 2 - Mathematical Concepts & Quantitative Reasoning

5. Information and Digital Literacy

The set of integrated abilities that includes: the reflective discovery of information, the understanding of how information is produced and valued, the use of information in creating new knowledge, the ethical participation in communities of learning, and the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.

- Matching course component(s):
-

Depth Mapping

Mandatory Depth Outcomes

Your course must address all the following outcomes. For each outcome, map the corresponding course component(s) from the COR.

1. Mathematical Reasoning

Apply mathematical reasoning to analyze and solve problems using numerical, graphical, or symbolic methods.

- Matching course component(s):

2. Data Analysis and Interpretation

Read, interpret, and analyze data presented in various forms, including graphs, charts, and tables.

- Matching course component(s):

3. Application of Quantitative Methods

Use quantitative methods to model real-world situations and predict outcomes.

- Matching course component(s):

4. Logical and Systematic Problem-Solving

Develop logical and systematic approaches to problem-solving, including identifying goals and constraints.

- Matching course component(s):

General Education Review Request
Area 2 - Mathematical Concepts & Quantitative Reasoning

5. Communication of Quantitative Ideas

Clearly express quantitative ideas and solutions using appropriate mathematical language and notation.

- Matching course component(s):

Optional Depth Outcomes

In addition to the mandatory outcomes, your course or sequence must address **at least two** of the following outcomes. For each selected outcome, map the corresponding course component(s).

1. Technology in Quantitative Reasoning

Use current technologies and tools for quantitative analysis and problem-solving.

- Matching course component(s):

2. Interdisciplinary Application

Apply mathematical concepts and reasoning to solve problems in other academic disciplines.

- Matching course component(s):

3. Limitations of Mathematical Models

Recognize the limitations of mathematical models and methodologies in solving complex problems.

- Matching course component(s):

4. Critical Evaluation of Data

Assess the reliability, validity, and significance of data used in quantitative arguments.

- Matching course component(s):

5. Ethics in Quantitative Analysis

Evaluate the ethical implications of quantitative analysis and data presentation.

- Matching course component(s):

General Education Review Request
Area 2 - Mathematical Concepts & Quantitative Reasoning

Submit your completed form to your Division Curriculum Reps

Requesting Faculty: _____ Date: _____

Division Curriculum Rep: _____ Date: _____

FOR USE BY CURRICULUM OFFICE:

Approved: ____ Denied: ____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request

Area 2 - Mathematical Concepts & Quantitative Reasoning

Degree Program Addendum

If you are submitting a complete degree program (sequence of courses) to fulfill the requirements for this General Education Area, please provide a justification for why a sequence is being proposed instead of a single course. This justification must clearly demonstrate how the sequence, taken as a whole, meets the **Breadth** and **Depth** criteria outlined for this area.

The justification should also touch on how the sequence of courses:

Integrates learning outcomes (The sequence is designed as a cohesive program where learning outcomes are distributed across courses to achieve the required breadth and depth.)

and provides

Progressive development (The sequence builds skills or knowledge progressively, with later courses dependent on foundational learning established in earlier ones.)

Instructions for Mapping Degree Programs

1. Identify which courses in the sequence address specific **Mandatory Depth Outcomes** and **Optional Depth Outcomes**.
2. Provide a clear explanation of how each course contributes to fulfilling the **Breadth** criteria, noting any overlaps or unique contributions within the sequence.
3. Ensure the justification highlights the interdependence and integration of the courses within the sequence.

Example:

Course A introduces foundational concepts in literature and philosophy, addressing Depth Outcomes 1 and 3. Course B expands on these foundations through artistic and historical analysis, addressing Depth Outcomes 2, 4, and 5. Together, the sequence fulfills all mandatory outcomes and optional outcomes 1 and 3.

Your Response:

Breadth Criteria (revised for 2025 ILOs):

Foothill College's General Education curriculum fosters the habits of mind, skills, and capacities reflected in the college's Institutional Learning Outcomes. GE courses support students in becoming analytical thinkers, effective communicators, responsible community members, and adaptable learners prepared for a diverse and evolving world. They encourage students to explore across disciplines, engage with complex issues, and recognize their role within broader social, cultural, and global contexts.

Through sustained engagement with GE coursework, students develop the ability to think critically, collaborate and lead in professional and intercultural settings, pursue lifelong inquiry, and act with integrity. Courses across the GE pattern empower students to draw meaningful connections among ideas, apply knowledge in new contexts, and cultivate the self-awareness, digital fluency, and ethical reasoning needed for academic, civic, and professional success. A completed GE pattern ensures that students demonstrate competence in the core skills and attributes embodied in Foothill's Institutional Learning Outcomes.

Breadth Mapping:**1. Critical Thinking and Reasoning**

How does your course develop students' ability to think critically across disciplines - such as analyzing arguments, evaluating evidence, considering multiple perspectives, applying quantitative or scientific reasoning, and practicing reflective decision-making?

Matching course component(s):

2. Communication, Collaboration, and Professional Literacy

How does your course support students in communicating effectively, participating in collaborative or intercultural contexts, or applying digital/quantitative tools to complete academic or workforce-related tasks?

Matching course component(s):

3. Inquiry, Civic Engagement, and Lifelong Learning

How does your course help students examine cultural or social factors, engage with community issues, reflect on personal values or biases, or pursue ongoing learning and curiosity beyond the classroom?

Matching course component(s):

4. Integrity, Ethics, and Self-Awareness

How does your course encourage ethical reasoning, self-reflection, resilience, engagement with feedback, or consideration of how personal decisions affect others and the broader community?

Matching course component(s):

5. Information and Digital Literacy

(Optional 5th competency, retained from the current GE application form and aligned with language from the new ILOs.)

How does your course cultivate students' ability to find, evaluate, use, and create information using appropriate digital tools; understand how information is produced and valued; and participate ethically in digital or academic communities?

Matching course component(s):

NOTE: Because the new ILOs explicitly fold information and digital literacy into both Think Critically and Thrive in the Global Workforce, you could argue it's integrated - but it is already its own competency in the existing form, and removing it would cause more harm than clarity.

Institutional Learning Outcomes

The Foothill College ILO Workgroup undertook extensive campus-wide conversations between 2022 and 2024 with a diverse group of stakeholders from our community. Through these conversations they determined that Foothill College ILOs are not just about learning content but about developing skills and attributes. ILOs encompass an approach toward interacting with the world beyond our campus and are interdisciplinary. In addition, our ILOs should reflect student's lived experiences and address the whole person.

The workgroup assembled a list that reflect the skills and attributes that our campus community would like for a Foothill graduate to embody and [reported out at the March 4, 2024 Academic Senate meeting](#).

The following ILOs reflect these skills and attributes in a variety of ways and provide measurable outcomes that the college can apply to gather data to reflect on. Each of these ILOs will be achieved by the student after a sustained engagement with Foothill College. The ILOs will be developed throughout the student's course of study through their persistent engagement across the college.

A student will be able to:



1. Think Critically

Students demonstrate the ability to think critically across disciplines and address complex societal issues using logical reasoning

The student will be adept at applying quantitative, logical, and social reasoning, and cultivating information and scientific literacy. A student will be able to demonstrate the ability to question and practice self-evaluation and reflection. A student will use reflective and innovative thinking to make informed decisions, solve problems, and communicate effectively.

Measurable Outcomes

- Identify credible sources and distinguish between evidence-based information and misinformation.
- Analyze multiple perspectives on a contemporary issue using logical and social reasoning.
- Evaluate arguments for validity, bias, and relevance using discipline-specific frameworks.
- Apply scientific, quantitative, and/or informational literacy skills to solve a real-world problem.

2. Thrive in the Global Workforce

Students develop the skills to adapt, collaborate, and lead in a diverse and evolving global workforce.

The student will have a skill set that incorporates leadership, agency, and the ability to successfully collaborate with a diverse group, supported by digital, quantitative, and communication literacy. This skill set includes building confidence, emotional intelligence, empathy, cultural and emotional agility, and a sense of global responsibility—all of which are essential for success in professional and intercultural contexts.

Measurable Outcomes

- Demonstrate effective communication in diverse professional or intercultural settings.
- Collaborate on team-based projects by practicing negotiation, leadership, empathy, and shared responsibility.
- Apply quantitative reasoning, digital tools and information literacy to complete a professional task or solve a workforce-related problem.

3. Engage in a Life of Inquiry

Students cultivate a lifelong commitment to learning, civic engagement, and participation in diverse communities.

The student develops a strong sense of place in community, embracing authenticity and vulnerability and advocating for equity through creative, curious, and aware engagement with the world around them. After completing their education at Foothill, students will continue to engage with the evolving professional, cultural, and political landscape by seeking out formal and informal opportunities for growth.

Measurable Outcomes

- Examine how cultural, social, or systemic factors and personal values, experiences and biases influence community issues and civic participation.
- Discuss community dilemmas with evidence-based reasoning and authentic communication.
- Seek out formal and informal opportunities that support ongoing learning surrounding evolving professional, cultural, and political environments.

4. Act with Integrity

Students cultivate strategies for engaging with complexity, feedback, and challenges in ways that center ethical decision-making, and the ability to act with integrity and empathy in diverse contexts and communities.

Students will deepen their understanding of themselves and how they interact with others, building confidence, resilience, and a sense of purpose. They will learn to navigate challenges in ways that honor differing identities and values in their community. They will build strategies for engaging with complexity, feedback, and difficulty that align with their own needs and capacities while recognizing how their actions affect their community. This growth fosters greater self-reliance, agency, and the courage to engage authentically and responsibly in a complex and evolving world.

Measurable Outcomes

- Demonstrate the ability to reflect on and apply personal strategies for engaging with feedback or navigating challenges.
- Articulate ethical principles and personal values that guide decision-making in a variety of settings.
- Reflect on personal resilience, self-reliance, and ongoing personal development in relation to career and personal decisions.

Reference

College Mission Statement

Embracing inclusivity and building strong communities, Foothill College serves diverse learners and equips its students with critical thinking skills to address complex societal challenges, to thrive in the global workforce, and to engage in a life of inquiry.