College Curriculum Committee Meeting Agenda
Tuesday, November 16, 2021
2:00 p.m. – 3:30 p.m.
Meeting will be held virtually via ConferZoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Reaffirmation of Remote Meetings Resolution	10 min.	Action	#11/16/21-1	Kuehnl
2. Minutes: November 2, 2021	2 min.	Action	#11/16/21-2	Kuehnl
3. Report Out from Division Reps	5 min.	Discussion		All
4. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	5 min.	Information		
5. Announcements a. ASCCC Fall Plenary Update b. GE Subcommittees & Ad Hoc Groups	5 min.	Information	#11/16/21-3	CCC Team
6. Cross-List Request: HUMN 11 & MDIA 11	5 min.	Action	#11/16/21-4	Kuehnl
7. Cross-List Request: HUMN 11H & MDIA 11H		Action	#11/16/21-5	Kuehnl
8. Cross-List Request: HUMN 12 & MDIA 12		Action	#11/16/21-6	Kuehnl
9. Cross-List Request: HUMN 13 & MDIA 13		Action	#11/16/21-7	Kuehnl
10. New Program Application: Introduction to Sports Medicine CA	10 min.	1st Read	#11/16/21-8 & 10	Kuehnl
11. New Program Application: Advanced Sports Medicine CA		1st Read	#11/16/21-9 & 10	Kuehnl
12. New Program Application: Plumbing & Pipefitting Apprenticeship AS		1st Read	#11/16/21-11	Kuehnl
13. Planning for Winter CCC Meetings	30 min.	Discussion		Hueg & Kuehnl
14. Program Mapper Demo	20 min.	1st Read	#11/16/21-12	Kuehnl
15. Good of the Order	3 min.			Kuehnl
16. Adjournment				Kuehnl

Times listed are approximate

Attachments:

#11/16/21-1   Resolution Authorizing Remote Teleconference Meetings Pursuant to Brown Act Provisions Included in AB 361

#11/16/21-2   Draft Minutes: November 2, 2021

#11/16/21-3   ASCCC Fall 2021 Adopted Resolutions

#11/16/21-4   Cross-Listed Course Approval Request: HUMN 11 & MDIA 11—or view in CourseLeaf ([HUMN 11](), [MDIA 11]())

#11/16/21-5   Cross-Listed Course Approval Request: HUMN 11H & MDIA 11H—or view in CourseLeaf ([HUMN 11H](), [MDIA 11H]())

#11/16/21-6   Cross-Listed Course Approval Request: HUMN 12 & MDIA 12—or view in CourseLeaf ([HUMN 12](), [MDIA 12]())

#11/16/21-7   Cross-Listed Course Approval Request: HUMN 13 & MDIA 13—or view in CourseLeaf ([HUMN 13](), [MDIA 13]())

#11/16/21-8   New Program Application: Introduction to Sports Medicine CA

#11/16/21-9   New Program Application: Advanced Sports Medicine CA

#11/16/21-10   Foothill Sports Medicine Diagram
#11/16/21-11   New Program Application: Plumbing & Pipefitting Apprenticeship AS
#11/16/21-12   GP Proposal to CCC to Recommend Foothill College's Purchase,
                Implementation, and Maintenance of Program Pathways Mapper

2021-2022 Curriculum Committee Meetings:

Fall 2021 Quarter	Winter 2022 Quarter	Spring 2022 Quarter
~~10/5/21~~	1/18/22	4/19/22
~~10/19/21~~	2/1/22	5/3/22
~~11/2/21~~	2/15/22	5/17/22
11/16/21	3/1/22	5/31/22
11/30/21	3/15/22	6/14/22

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

2021-2022 Curriculum Deadlines:

~~11/5/21~~	Deadline to submit certain types of course updates for 2022-23 catalog—see PDF for details (Faculty/Divisions).
~~11/5/21~~	Deadline to submit local GE applications for 2022-23 catalog (Faculty/Divisions).
12/1/21	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
12/1/21	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
TBD	Deadline to submit curriculum sheet updates for 2022-23 catalog (Faculty/Divisions).
6/1/22	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
TBD	Deadline to submit course updates for 2023-24 catalog (Faculty/Divisions).
Ongoing	Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:
Micaela Agyare (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Anthony Cervantes (Dean, Enrollment Services), Roosevelt Charles (Dean—CNSL), Valerie Fong (Dean—LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA; LRC), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Dixie Macias (KA), Don Mac Neil (KA), Kathryn Maurer (AS President), Kent McGee (Evaluations), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Lisa Schultheis (BH), Ram Subramaniam (Dean—BH & PSME), Kella Svetich (LA), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2021-22

Meeting Date: <u>11/16/21</u>

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

✔	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)
			kuehnleric@fhda.edu
✔	Kurt Hueg	7179	Interim Vice President of Instruction
			huegkurt@fhda.edu

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

✔	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
✔	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
✔	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
✔	Roosevelt Charles	7219	Dean—CNSL	charlesroosevelt@fhda.edu
✔	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
✔	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
✔	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
✔	Allison Herman	7460	LA; LRC (advisory)	hermanallison@fhda.edu
✔	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
✔	Julie Jenkins		BSS	jenkinsjulie@fhda.edu
✔	Ben Kaupp		SRC	kauppben@fhda.edu
✔	Dixie Macias	7271	KA	maciasdixie@fhda.edu
✔	Don Mac Neil	7248	KA	macneildon@fhda.edu
✔	Allison Meezan	7166	BSS	meezankaren@fhda.edu
✔	Ché Meneses	7015	FA	menesesche@fhda.edu
✔	Brian Murphy		APPR	brian@pttc.edu
✔	Tim Myres		APPR	timm@smw104jatc.org
✔	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
✔	Ram Subramaniam	7472	Dean—BH & PSME	subramaniamram@fhda.edu
	Kella Svetich	7924	LA	svetichkella@fhda.edu
✔	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

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

			ASFC Rep.	
✔	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
			SLO Coordinator	

<u>Visitors</u>

<u>Chris Allen, Isaac Escoto, Natalie Latteri, Debbie Lee, Amy Leonard, Teresa Ong</u>

FOOTHILL COLLEGE
College Curriculum Committee
Resolution Authorizing Remote Teleconference Meetings Pursuant to Brown Act Provisions Included in Assembly Bill (AB) 361 (Rivas)

WHEREAS, the Foothill-De Anza Community College District is committed to preserving and nurturing public access and participation in meetings of the Foothill College Curriculum Committee; and

WHEREAS, all meetings of Foothill-De Anza Community College District's legislative bodies, which include the Foothill Academic Senate and its autonomous subcommittee, the College Curriculum Committee, are open and public, as required by the Ralph M. Brown Act (Cal. Gov. Code 54950–54963), so that any member of the public may attend, participate, and watch the District's legislative bodies conduct their business; and

WHEREAS, the Brown Act, Government Code section 54953(e), makes provisions for remote participation in meetings by members of a legislative body, without compliance with the requirements of Government Code section 54953(b)(3), subject to the existence of certain conditions; and

WHEREAS, a required condition is that a state of emergency is declared by the Governor pursuant to Government Code section 8625, proclaiming the existence of conditions of disaster or of extreme peril to the safety of persons and property within the state caused by conditions as described in Government Code section 8558; and

WHEREAS, a proclamation is made when there is an actual incident, threat of disaster, or extreme peril to the safety of persons and property within the jurisdictions that are within the District's boundaries, caused by natural, technological, or human-caused disasters; and

WHEREAS, it is further required that state or local officials have imposed or recommended measures to promote social distancing, or, the legislative body meeting in person would present imminent risks to the health and safety of attendees; and

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, on March 17, 2020, the Board of Trustees of Foothill-De Anza Community College District officially declared a state of emergency for the district; and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20 suspending certain provisions of the Brown Act pertaining to teleconferenced

meetings; and

WHEREAS, following the issuance of Executive Order N-29-20, the Foothill College Curriculum Committee began to conduct all public meetings virtually using the Zoom teleconference platform and has continued conducting all public meetings virtually since that time; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21, which indicated that the authorization for holding virtual meetings outlined in Executive Order N-29-20 would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed Assembly Bill (AB) 361 (Rivas) as urgency legislation to be effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, AB 361 amends the Brown Act (Government Code Section 54953) to add the following:
> (e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:
>> (A) The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing.
>> (B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.
>> (C) The legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following:
> (3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:
>> (A) The legislative body has reconsidered the circumstances of the state of emergency.
>> (B) Any of the following circumstances exist:
>>> (i) The state of emergency continues to directly impact the ability of the

members to meet safely in person.
(ii) State or local officials continue to impose or recommend measures to promote social distancing.

NOW, THEREFORE, BE IT RESOLVED, that the Foothill College Curriculum Committee finds that the March 4, 2020, declaration of a State of Emergency due to the COVID-19 pandemic by Governor Gavin Newsom remains active and that the state of emergency continues to directly impact the ability of members of the public to meet safely in person.

BE IT FURTHER RESOLVED, that the Foothill College Curriculum Committee authorizes the continuation of virtual meetings pursuant to Assembly Bill 361 (Rivas); and

BE IT FURTHER RESOLVED, that this resolution shall take effect immediately upon its adoption and shall be effective until the earlier of 90 days from the date of adoption or such time the Foothill College Curriculum Committee adopts a subsequent resolution in accordance with Government Code section 54953(e)(3) to extend the time during which the Foothill College Curriculum Committee may continue to teleconference without compliance with paragraph (3) of subdivision (b) of Government Code section 54953.

College Curriculum Committee
Meeting Minutes
Tuesday, November 2, 2021
2:00 p.m. – 3:30 p.m.
Meeting held virtually via ConferZoom

Item	Discussion
1. Minutes: October 19, 2021	LRC rep commented on item 11—minutes state that LRC division was previously the Library, but Library was not its own division (was part of Language Arts). Vanatta explained this is in reference to change at CCC, where Library has had a separate vote from Language Arts. Rep pointed out that the memo discussed outlines the actual division creation and is not specific to CCC matters; Vanatta agreed and will amend the minutes. **Approved by consensus.**
2. Report Out from Division Reps	**Speaker: All**
	Kuehnl shared updated list of reps for 2021-22, which he recently discussed with Academic Senate President Kathryn Maurer. Noted recent additions: Apprenticeship adding second rep, Tim Myres; LRC adding second rep in an advisory capacity, Allison Herman. Language Arts rep reported their division CC has recruited one student member, but unsure of process for student representation and would like to discuss—Kuehnl suggested we discuss later in meeting, during CCC priorities discussion. Currently no students appointed to CCC; Kuehnl needs to follow up with ASFC.
	Apprenticeship: Allen provided update. Working on Title 5 updates; upcoming new program being sent to governance.
	Bio Health: Wrapping up Title 5 updates; Horticulture and Dental Assisting depts. working on new certificates.
	BSS: Working on Title 5 updates.
	Counseling: Working on Title 5 updates; planning to submit Stress & Wellness course for UC transferability; discussing creating certificate for leadership courses.
	SRC: Working on Title 5 updates; planning review of all courses, to hopefully eliminate overlaps.
	Fine Arts: Wrapping up Title 5 updates; have questions about listing OER materials on COR and wondering if there is any standard language to use.
	Kinesiology: Working on Title 5 updates and Distance Learning approvals; working on new Sports Medicine certificates—should come to CCC soon.
	Language Arts: Wrapping up Title 5 updates.
	LRC: Continuing to work on new structure for division; done with Title 5 updates.
	PSME: Done with Title 5 updates; working on DL approvals; Computer Science dept. working on new certificates.
	Vanatta mentioned she checked in with reps re: Title 5 lists this morning—pleased to see that a lot of progress has been made in just the past week. Thanked the group for their work.

	Hueg reported he's currently working with Acting Foothill President Bernadine Fong to get her up to speed; figuring out structure of Instruction Office now that he's Interim VP Instruction. Attended conference last week and saw presentation from CourseLeaf of their scheduling module—will look into this, as currently we're still using C3MS for scheduling. Gilstrap mentioned no updates re: online labs—we may move forward with labs being taught in any modality, as long as they're taught to the COR. Mentioned AB 928, signed into law last month—requires creation of single transfer GE pattern for both CSU & UC, still in very beginning stages. Technically, we do already have one transfer GE pattern, so will be interesting to see where this goes. Also mentioned AB 927, recently signed into law—bachelor degree approval, so our Dental Hygiene BS degree is no longer a pilot and is now fully approved! Reminded reps that deadline for IGETC and CSU GE submissions for fall 2022 coming up on Dec. 1st—please let him know of any interest in submitting courses. Noted that for IGETC course must first be approved for UC transfer. Asked reps to share deadline with faculty. Hueg commented on AB 927, noting that Respiratory Therapy dept. may be interested in creating a bachelor degree. Gilstrap mentioned restriction that a college's bachelor degrees cannot be more than 25% of their associate degrees. Lee asked Gilstrap for updates re: IGETC Ethnic Studies requirement—none, yet. Gilstrap doesn't think we'll know specifics until summer.
3. Public Comment on Items Not on Agenda	No comments.
4. Announcements a. New Program Creation Feedback Form Process Update	**Speakers: CCC Team** Kuehnl reported that Feedback Forms will now be reviewed by the interim College Council. Forms may be sent to him or Maurer, but if sent to Maurer please CC him. Council might not be able to review programs within two-week timeframe, at least for the time being as it gets up and running, but Maurer is committed to their review, even if it takes more than two weeks.
5. Stand Alone Approval Request: CHEM 70R series	**Speaker: Eric Kuehnl** Second read of Stand Alone Approval Request for CHEM Independent Study course series (70R, 71R, 72R, 73R). No comments. *See item 8 for motion/approval details.*
6. Stand Alone Approval Request: HLTH 101	**Speaker: Eric Kuehnl** Second read of Stand Alone Approval Request for HLTH 101. No comments. *See item 8 for motion/approval details.*
7. Stand Alone Approval Request: NCBS 448A	**Speaker: Eric Kuehnl** Second read of Stand Alone Approval Request for NCBS 448A. No comments. *See item 8 for motion/approval details.*
8. Stand Alone Approval Request: THTR 48F	**Speaker: Eric Kuehnl** Second read of Stand Alone Approval Request for THTR 48F. No comments. Group agreed to vote on items 5-8 as one motion. Motion to approve items 5-8 **M/S** (Armerding, Schultheis). **Approved.**
9. CCC Priorities for 2021-22	**Speaker: Eric Kuehnl** Academic Senate leadership drafted document to list priorities for AS and its subcommittees, which was shared with agenda; priorities not listed in any particular order. Plan is to discuss CCC's list today and then revisit

each item over the next several meetings to determine how to move forward with each (e.g., ad hoc groups).

First item: faculty primacy in curriculum primer. Intent is to create primer to use to train CCC reps and guide faculty. Somewhat related to creation of best practices for reps. PSME rep asked for more info about what is meant by a "primer", and is this about clarifying curriculum processes—Kuehnl explained it's more about the role of faculty in curriculum process, for example, responsibilities and rights per Ed Code. Not everyone on campus is aware of faculty's role; mentioned recent conflict about faculty's rights and role re: curriculum. Primer could help to educate new faculty and create strong foundation. For a lot of faulty, Title 5 updates may be the only time they're engaged in curriculum. Could be a big picture item for CCC this year—what training could look like, would ASCCC be brought in, etc. Fine Arts rep believes topic is important and asked how best to communicate to others, for example, part-time faculty and administrators; noted that discussions have been happening in spaces that are not specific to curriculum. Bio Health rep noted that document mentions separate primer for students and asked what this would encompass—Kuehnl believes it is related to certain instances of hostility from students toward faculty, regarding students' wishes related to curriculum, possibly due to a lack of understanding on the part of students (not only re: curriculum being owned by faculty but also that faculty are on the students' side). AS leadership asking CCC to come up with a way to communicate to students, via ASFC leadership, about curriculum, with the hope to rebuild relationships.

Language Arts rep mentioned CCC Orientation slide deck, and asked where it came from/how it was created. Suggested it be used as a basis to create another document. Vanatta said she inherited it from her predecessor and isn't sure when it was created or by whom; other than a few minor corrections/adjustments, only ever updates the year. Kuehnl agreed that slide deck could be used as a basis, to then further incorporate aspects of Ed Code/Title 5 and how they tie in to what we're doing locally and our processes. Intent is to create something that a layperson could use to learn about our processes. Kuehnl noted comment in chat re: explaining how prerequisites can be a good thing and not an obstacle. PSME rep mentioned importance of making clear to students that faculty are working to protect them and assist in their learning.

Second item: Guided Pathways Program Mapping—CCC made a lot of progress last spring, creating a process for Maps to be approved by division CCs. AS leadership asking CCC to now determine process for ongoing review, including how Maps will be updated/maintained. Maps initially created in partnership with Guided Pathways (GP) team, so need to determine process for when that team is no longer involved. Language Arts rep compared Maps to ADTs, in that changes can't just be made by faculty without others becoming involved (e.g., Counseling). Believes consultation and involvement with those groups needs to be included, and suggested review of Maps could just become part of regular process, just like Title 5 updates and curriculum sheets. Kuehnl agreed that divisions need to partner with Counseling on some sort of regular basis, possibly triggered by division's request to make an update. Gilstrap believes Maps will need to be updated on an annual basis, at least over the next few years due to changes to CSU GE & IGETC and local AA/AS degree requirements (re: Ethnic Studies). Agreed that counselors need to be involved and that cross-disciplinary conversations should occur when there's overlap.

BSS rep mentioned workload creep—worried about pushback from dept. chairs; suggested a big marketing push to faculty about how updating Maps

	will benefit students, versus simply telling them that they need to do the work. Bio Health rep agreed, adding that this will also be a big ask for counselors. Fine Arts rep agreed with suggestion of an annual process, possibly tied to curriculum sheet updates. Would like use of software tool for updates, similar to how CourseLeaf is used for curriculum sheets (vs. needing Zoom/meetings to discuss). Hueg agreed topic is important, and mentioned he was involved with BSS's Maps, reviewing courses for scheduling purposes. Agreed that folks are stretched thin, and noted he's been feeling pushback from faculty re: curriculum, in general, but unsure if it's just related to general feelings on campus right now—would like to unpack this. Kuehnl asked if there is a deadline for Maps to be updated. Lee believes it's important to determine that we're actually ready to move forward with Maps, as those created last year weren't actually used. Believes people are going to feel negatively about putting in work if Maps aren't actually going to be used. Gilstrap believes these questions are probably better directed toward GP team; believes the majority of Maps are completed, but noted complications with IGETC vs. CSU GE re: Ethnic Studies. Counseling rep will follow up. Charles noted that Maps are not yet available to students, as we don't yet have a public/student-facing platform—a software tool for student use is currently under consideration. Also currently discussing process for regularly updating/maintaining Maps and which folks might be involved; will relay CCC's comments back to GP team. Hueg asked if software tool is Program Mapper—yes. Hueg agreed with need for a solution to support the tool. Lee mentioned that GP website includes a link to Canvas site that currently houses the Maps—Charles explained that Canvas site is being used so folks can review and provide feedback but that it has not been widely advertised. Additional items: Program creation and discontinuance processes—ad hoc group already formed, co-chaired by Kuehnl and Maurer. Hueg mentioned CCCCO's Program and Course Approval Handbook (PCAH), which could be used to align process. If folks interested in participating in group, please contact Kuehnl. CCC Equity Action Plan—CCC being asked to come up with a plan around curriculum. Conversations about equity have occurred at CCC in the past but no action has been taken; Kuehnl will be looking for participants, with goal to have plan in place by end of this academic year. CCC By-laws—was discussed last year by Curriculum Best Practices ad hoc group, but didn't get off the ground. Kuehnl thinks topic may need to be delayed until new program creation process created, and perhaps Equity Action Plan would also influence. Fine Arts rep mentioned their participation in workgroup for Online Learning's Equity Plan and suggested CCC connect with that group, as there are likely some overlaps. Items will be brought back for further, deeper discussion at future meetings.
10. Good of the Order	Kuehnl has been reaching out to faculty to try to put together this year's Foothill GE subcommittees—asked for help in recruiting members. Please reach out to your constituents, and let him know of anyone who may be interested.
11. Adjournment	**3:31 PM**

Attendees: Micaela Agyare (LRC), Chris Allen (Dean—APPR), Ben Armerding (LA), Kathy Armstrong (PSME), Roosevelt Charles (Dean—CNSL), Valerie Fong (Dean—LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA & LRC), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Debbie Lee (Acting Dean—FA & KA), Dixie Macias (KA), Don Mac Neil (KA), Allison Meezan (BSS), Ché Meneses (FA), Teresa Ong (AVP Workforce), Lisa Schultheis (BH), Ram Subramaniam (Dean—BH & PSME), Kella Svetich (LA), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

Minutes Recorded by: M. Vanatta

ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

57ᵗʰ SESSION RESOLUTIONS
Fall Plenary

ADOPTED RESOLUTIONS

Resolutions Committee 2021-2022
Amber Gillis, ASCCC South Representative, Area C (Chair)
Stephanie Curry, ASCCC Area A Representative (2ⁿᵈ Chair)
Nancy Persons, Santa Rosa College, Area B
Manuel Velez, ASCCC South Representative, Area D
Craig Rutan, Santiago Canyon College, Area D

Table of Contents

1.0 ACADEMIC SENATE

1.01   F21 Adopt the updated Periodic Review of the Academic Senate for California Community Colleges

Whereas, In spring 2013 the delegates of the Academic Senate for California Community Colleges (ASCCC) directed the ASCCC, through Resolution S13 1.02[1], to develop a process of periodic institutional review for assessing operations, policies, processes, and programs in order to ensure the public good and accountability;

Whereas, The purpose of the periodic review is to provide internal and external stakeholders assurance as to the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its services and operations in order to meet its stated goals, and to improve its policies and procedures;

Whereas, In following a process of self-review and improvement, and in response to the Periodic Review Reports of 2016-17[2] and 2020-21[3], the Academic Senate for California Community Colleges (ASCCC) formed a Periodic Review Process Committee to review and update the Periodic Review process; and

Whereas, In spring 2014 the first set of guidelines and process documents for the Periodic Review were adopted through Resolution S14 1.02[4], and have been updated for consideration by the delegates of the Academic Senate for California Community Colleges(1);

Resolved, That the Academic Senate for California Community Colleges adopt the updated *Periodic Review of the Academic Senate for California Community Colleges*[5].

Contact: ASCCC Executive Committee

MSC

1.02 F21 Honoring Dan Crump with Senator Emeritus

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Dan Crump, ASCCC Executive Committee member from 2002-2015, has satisfied those requirements as a faculty member of the California Community Colleges system whose service

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[1] https://asccc.org/resolutions/periodic-evaluation-academic-senate-california-community-colleges
[2] https://asccc.org/sites/default/files/Final%20Version_Periodic%20Review%20Document_April%202017_0.pdf
[3] https://asccc.org/sites/default/files/2020-21%20PRC%20Final%20Report-%20Rev%201.pdf
[4] https://asccc.org/resolutions/adopt-documents-guidelines-periodic-review-academic-senate-california-community-colleges
[5] https://asccc.org/sites/default/files/Periodic%20Review%20of%20the%20ASCCC%20-%20DRAFT%208-31-21.pdf

has well exceeded the required five years of significant service to the Academic Senate and includes:

- ASCCC Executive Committee member of the State Academic Senate,
- Served as ASCCC Secretary, North Representative, and At-Large,
- Chair of numerous Senate committees including Counseling and Library Faculty Issues, Standards and Practices, Legislative and Government Relations, and Relations with Local Senates;
- Served as the Council of Chief Librarians representative liaison to the ASCCC
- Provided significant leadership in groups such as ICAS, TTAC, CPEC and LLRPAC;

Whereas, Dan Crump during his time on the Executive Committee set the standard for kindness, collegiality, and etiquette including being the first to welcome new ASCCC members with a handwritten card and offering his relentless support for their success, and continues to send handwritten birthday wishes and anniversary congratulations and this attitude impacted the Executive Committee so much, members found themselves challenged in how to behave in certain situations, would ask themselves "What Would Dan Do?";

Whereas Dan Crump was and continues to be an advocate for all faculty by sharing relevant and current information from his readings and findings about higher education focused on effective practices for faculty to support student success, he can be counted on to be prepared with his words and thoughts, and quick with his actions; and

Whereas Dan Crump as the Elections Chair was entrusted with the ASCCC Executive Committee election process, thoroughly supported his "runners" and "tellers," clearly and articulately announced the results, and ensured a fair and unbiased approach to in-person voting while looking dapper in a sash,

Resolved, That the Academic Senate for California Community Colleges confer upon Dan Crump the highest honor of Senator Emeritus and thank him for his contributions to the faculty and students of the California Community College system; and

Resolved, That the Academic Senate for California Community Colleges wish Dan, Helen, their children, and grandchildren much happiness in all their future endeavors.

Contact: Julie Oliver, Cosumnes River College, Area A

ACCLAMATION

1.03 F21 Honoring Lesley Kawaguchi with Senator Emeritus

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Lesley Kawaguchi has satisfied those requirements as a faculty member of the California Community

Colleges System whose service has exceeded the required five years of significant service to the Academic Senate;

Whereas, Lesley Kawaguchi has contributed to the California Community Colleges' commitment to equity, diversity, and student success through her service on the ASCCC Executive Committee from 2005-2014 as At-Large Representative, South representative and Area C Representative; chaired the Equity and Diversity, Basic Skills, Accreditation, Educational Policies, and Relations with Local Senates committees; oversaw or helped in the writing of several ASCCC papers and Rostrum articles; organized Accreditation and Leadership Institutes; worked on the early stages of C-ID and the Transfer Model Curriculum (TMC) for History; participated in groups such as the CCCCO original Equity and Diversity Committee and intersegmental groups working on C-ID and the TMC, while also participating in a number of other external committees, advisory groups, and task forces;

Whereas, Lesley Kawaguchi worked on the History of ASCCC project after her time on the ASCCC Executive Committee ended, as well as continued participation as a senator in her local senate;

Resolved, That the Academic Senate for California Community Colleges confer upon Lesley Kawaguchi their highest honor of Senator Emeritus and thank her for her contributions to the faculty and students of California;

Resolved, That the Academic Senate for California Community Colleges encourages Lesley to continue pursuing research and writing the textbook on the issues of equity, diversity, and inclusion that informed her teaching and to travel (when it is safe) throughout the U.S. gathering materials for the textbook in her retirement;

Resolved, That the Academic Senate for California Community Colleges wish Lesley much happiness spending time with her husband Ken, daughters, and grandchildren.

Contact: Nathaniel Donahue, Santa Monica College, Area C

ACCLAMATION

1.04 F21 Greater Transparency in the Committee Appointment Process

Whereas, The Academic Senate for California Community Colleges Bylaws Article V states, "the President shall make appointments to all standing committees," "The President, in consultation with the Vice President and Executive Director, makes appointments to all other groups requiring faculty participation," and "these appointments are subject to approval by the appointee's Member Senate President"[6];

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[6] https://www.asccc.org/about/bylaws

Whereas, The Academic Senate for California Community Colleges has developed a Senate Committee Appointment Process[7] for Senate committees and ad hoc, special task forces, work groups, or advisory groups, including an online faculty application for statewide service form;

Whereas, The Academic Senate for California Community Colleges solicits faculty volunteers for statewide service throughout the year, emphasizing the need for a "diversity of voices" across a range of dimensions (e.g., race/ethnicity, discipline, expertise, region, life experience); and

Whereas, members of the Latinx Caucus have expressed frustration to members of the Executive Committee over the past five years about (1) faculty of color who have applied using the online faculty application for statewide service form and are unaware of their application status at any time after submission unless selected for appointment and (2) the limited outreach efforts to racial/ethnic diverse faculty;

Resolved, The Academic Senate for California Community Colleges revise its appointment process involving the President, Vice President, and Executive Director to demonstrate a transparent documentation process reflecting a practice to target in outreach and appointment of racially and ethnically diverse faculty;

Resolved, The Academic Senate for California Community Colleges engage in intentional and sustainable practices to target racially and ethnically diverse faculty and prioritize racial and ethnic diversity as a primary factor for appointment to statewide committee service;

Resolved, The Academic Senate for California Community Colleges share broadly longitudinal data on all statewide committee appointments including racial and ethnic demographic data; and

Resolved, The Academic Senate for California Community Colleges revise the Senate Committee Appointment Process to support transparent communication of faculty applicant status at any given time during the period that the faculty member's application is active, in addition to investigating and adopting the appropriate technology to support transparent communication.

Contact: Luke Lara, MiraCosta College, Area D

MSC

1.05 F21 Remote Attendance Option for ASCCC Events

Whereas, Registration for the 2021 Fall Plenary Session - Hybrid Event is $325 for virtual-only registration and $580 for in-person registration (plus the cost of travel, accommodation, and dinner on travel days);

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[7] https://asccc.org/sites/default/files/Appointment_Process.pdf

Whereas, Nearly 500 people attended the virtual 2021 Spring Plenary Session which is far greater than any other previous in-person plenary event, and attendance at other institutes held virtually, including Faculty Leadership and Curriculum, during the pandemic has been greater than attendance at in-person institutes held prior;

Whereas, The Academic Senate for California Community Colleges has for a generation affirmed its commitment to sustainability[8] and the environmental impact of air travel is very high[9]; and

Whereas, The Academic Senate for California Community Colleges has previously affirmed that attendance and participation increase when physical presence is not required for academic senates to assert their purview over academic and professional matters[10];

Resolved, The Academic Senate for California Community Colleges should make remote attendance an option at all ASCCC-organized events, including plenary sessions.

Contact: Gregory Beyrer, Cosumnes River College

MSC

3.0 DIVERSITY AND EQUITY

3.01 F21 Resources for Racial Justice and Critical Race Theory

Whereas, Racial justice practices have been called for in 2020 by the Academic Senate for California Community Colleges, California Community College Chancellor's Office, and the Student Senate for California Community Colleges to address systemic racism;

Whereas, Critical Race Theory is an academic concept established in the 1970s in Critical Legal Studies by legal scholars who were interested in assessing the outcomes of civil rights laws on our society and the role that racism continues to play in our everyday actions and which has since informed other disciplines by providing a theoretical framework through a racial justice and equity-minded lens;

Whereas, Since its introduction in academia, Critical Race Theory, as a theoretical practice of critique, has played an essential role in challenging the Eurocentric foundations in academia as well as encouraging dialogue and actions to address systemwide inequities at our colleges; and

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[8] Resolutions F95 1.07 and S09 1.04
[9] Air travel and climate change
[10]Resolution S21 6.04

Whereas, By exercising their right to academic freedom, faculty have been able to introduce critical race theory, critical thinking in teaching and learning, and other racial and social justice focused theories-to-practice that have served to diversify and rethink college curriculums with the intentional goal of providing students with a more accurate and comprehensive understanding of the how race and racism permeates all aspects of society;

Resolved, That the Academic Senate for California Community Colleges recognize Critical Race Theory as a well-established school of thought and racial justice framework and support the right of California community college faculty to utilize Critical Race Theory as well as other theories relevant to their disciplines; and

Resolved, That the Academic Senate for California Community Colleges by fall 2022 provide a resource to define Critical Race Theory and its importance and tools for faculty and colleges to utilize Critical Race Theory in anti-racist education, teaching, and learning.

Contact: Juan Arzola, Equity and Diversity Action Committee

MSC

3.02   F21 Equity in Science, Technology, Engineering, and Math (STEM)

Whereas, The Academic Senate for California Community Colleges has published the paper "Building Equity Driven Systems" that calls for equity-minded practitioners;

Whereas, The Academic Senate for California Community Colleges has multiple resolutions supporting the success of students in math; and

Whereas, Data and research[11] supports the effectiveness of equity-minded and culturally relevant practices in science, technology, engineering, and math, yet California community colleges data continues to show the opportunity gap in student success in STEM areas[12][13][14];

Resolved, That the Academic Senate for California Community Colleges write a paper focused on optimizing student success through models of equity-minded teaching and learning practices

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[11] Hammond, Zaretta (2015). *Culturally Responsive Teaching and the Brain.* Corwin.

[12] Johnson, K. M. S. (2019). Implementing inclusive practices in an active learning STEM classroom. Advances in Physiology Education, 43(2), 207–210.

[13] Aronson, B., & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. Review of Educational Research, 86(1), 163– 206. https://doi.org/10.3102/0034654315582066

[14] Nagthall, N.V. (2020). (Re)Imagining STEM Instruction: An Examination of Culturally Relevant Andragogical Practices to Eradicate STEM Inequities Among Racially Minoritized Students in Community Colleges (Publication No. 28154244) [Doctoral dissertation, University of Southern California]. ProQuest Dissertations Publishing

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in STEM online and traditional course modalities and present it to the body by the spring 2023 plenary session.

Contact: Roberto Rubalcaba, Equity and Diversity Action Committee

MSC

3.03 F21 Support for Mental Health Awareness and Trauma Informed Teaching and Learning

Whereas, The Academic Senate for California Community Colleges has adopted resolution 06.04 in spring of 2016, which urged "local senates to advocate for the improvement of and access to mental health services at their local campuses" and "support consistent resourcing and funding to enable the expansion of and improve access to mental health services for community college students;"

Whereas, The global pandemic starting in 2020 and continuing into 2021 has exacerbated and increased the need for mental health awareness, support, and education;

Whereas, Both students and educators may experience stress and trauma[15], as a result of the pandemic and other traumatic experiences[16] and teachers may experience the effects of vicarious trauma; and

Whereas, Both students and educators may be survivors of various Adverse Childhood Experiences (ACE) and as a result may be more likely to experience depressive symptoms[17], ADHD symptoms, tobacco use, alcohol use, marijuana use, consumption of less than four cups of fruits or vegetables a day, sleep issues, and obesity;

Resolved, That the Academic Senate for the California Community Colleges work with discipline experts to develop resources identifying effective practices for Adverse Childhood Experiences (ACE) awareness including screening, resources and referral sources by Fall 2022;

Resolved, That the Academic Senate for California Community Colleges develop resources identifying effective practices for mental health awareness and trauma-informed teaching and learning and present the strategies to local academic senates by Fall 2022; and

Resolved, That the Academic Senate for California Community Colleges continue legislative advocacy for the funding of mental health services, support, and professional development on trauma-informed teaching and learning.

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[15] https://www.edsurge.com/news/2020-04-07-teachers-are-anxious-and-overwhelmed-they-need-sel-now-more-than-ever
[16] https://nebhe.org/journal/trauma-in-the-time-of-coronavirus-and-beyond-a-nejhe-qa-with-karen-gross/
[17] https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5948167/

Resolved, That the Academic Senate for California Community Colleges advocate for mental health resources and services including funding, professional development, and support for community college faculty.

Contact: Leslie Shull, Equity and Diversity Action Committee

MSC

3.04 F21 Develop Statewide Recommendation for Definition of Low-Cost Course Materials

Whereas, The Academic Senate for California Community Colleges supports efforts to increase student access to high-quality open educational resources and reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available to accomplish zero cost for students and encourages colleges to implement a mechanism for identifying course sections that employ low-cost course materials (Fall 2017, Resolution 13.01);

Whereas, Recognizing the need for an alternative to the legislated zero-cost designation (California Education Code §66406.9), some colleges and districts have implemented a low-cost designation with the definition of low-cost not being readily available or varying between less than $30.00 to less than $50.00;

Whereas, Efforts to mark course sections as zero-cost or low-cost should be informed by students' perspectives since the designations are intended to inform students of the financial burden of a given course section; and

Whereas, Students may register for courses at more than one college, and various definitions of low-cost at different institutions can be confusing and even misleading for students;

Resolved, That the Academic Senate for California Community Colleges work with the Student Senate for California Community Colleges and California Community Colleges Chancellor's Office to identify a recommended definition of "low-cost" to be considered for adoption throughout the California Community College system.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

MSC

3.05   F21 Zero Means Zero Textbook Cost

Whereas, Zero-Textbook-Cost (ZTC) refers to instances in which textbooks are available to students at no cost, and California Education Code §66406.9 requires that California community colleges "Clearly highlight, by means that may include a symbol or logo in a conspicuous place

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on the online campus course schedule, the courses that exclusively use digital course materials," providing a mechanism for marking course sections that are zero-textbook-cost;

Whereas, California Education Code §78052, which originally established a zero-textbook-cost degree grant program in the California Community Colleges system, states that "'Zero-textbook-cost degrees' means community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies," and the California Community Colleges Chancellor's Office has recommended that future ZTC funds should "ensure the ZTC programs and courses are truly zero cost to the students by eliminating hidden costs" (Zero-Textbook-Cost Degree Grant Program Legislative Report, CCCCO 2020);

Whereas, The 2021 revisions to California Education Code §78052 redefine "zero-textbook-cost degrees" to allow for "low-cost" to be recognized as "zero" in ill-defined instances, stating, "For purposes of this paragraph, 'zero-textbook-cost degrees' may include a low-cost degree option if a no-cost equivalent option is not available or cannot be developed"; and

Whereas, While open educational resources (OER) provide a mechanism to reduce or eliminate costs for instructional materials and textbooks, in some instances eliminating costs using OER is not possible because instructional resources require the use of such works as photographs, literature, and other materials that are under copyright;

Resolved, That the Academic Senate for California Community Colleges work to further communicate that zero-textbook-cost has a clear and specific meaning by affirming California Education Code's original definition of zero-textbook-cost that refers to "courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies," and recognize that a variety of approaches can be used to bring course costs for students to zero, including college library subscriptions, purchasing access to copyrighted resources, and purchasing print resources;

Resolved, That the Academic Senate for California Community Colleges recognize open educational resources as the preferred and most sustainable mechanism for eliminating course costs but acknowledge that instances will arise in which eliminating costs is not possible;

Resolved, That the Academic Senate for California Community Colleges assert that while open educational resources can reduce or eliminate instructional materials and textbook costs, resources should be dedicated to convening discipline faculty to determine the most sustainable mechanisms for reducing the costs of course resources; and

Resolved, That the Academic Senate for California Community Colleges encourage the use of approaches that significantly reduce course resource costs such that course sections with a low-cost can obtain zero-textbook-cost status by virtue of the cost being absorbed by the college, district, or the state.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

MSC

4.0 ARTICULATION AND TRANSFER

4.01 F21 Transfer Pathway Guarantees

Whereas, AB 928 (Berman, 2021)[18], the Student Transfer Achievement Reform Act of 2021 aims to further streamline and make the transfer process easier for students to navigate but does not address the crucial need for additional spaces for transfer students to the California State University or University of California[19], especially for students to transfer to institutions in or near their community college service area;

Whereas, The Academic Senate for California Community Colleges (ASCCC) has a long history of supporting transfer opportunities and streamlined processes, and has approved *Transfer in the Higher Education System* to be an area of focus of the ASCCC for 2021-22[20];

Whereas, The Intersegmental Committee of Academic Senates is considering transfer to be a prioritized component of their work for 2021-22; and

Whereas, The *Vision for Success* goals for transfer and equity[21] are unattainable unless additional spaces for transfer students are assured;

Resolved, That the Academic Senate for California Community Colleges work with practitioners within and among the California Community College, the California State University, and the University of California systems to build transfer guarantees that will increase the number of spaces for community college students transferring to the California State University or the University of California, especially for students to transfer to institutions in or near their community college service area.

Contact: ASCCC Executive Committee

MSC

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

7.01 F21 System-Level Zero-Textbook-Cost Resources

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[18] https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?bill_id=202120220AB928
[19] https://asccc.org/sites/default/files/asccc_position_paper_transfer_practices_210525_media.pdf
[20] https://asccc.org/resolutions/aligning-transfer-pathways-california-state-university-and-university-california-systems
[21] https://www.cccco.edu/About-Us/Vision-for-Success/vision-goals

Whereas, The legislative intent of California Education Code §78052 is "that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs";

Whereas, California Education Code §78052 requires that districts "Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented," "ensure compliance with the federal Americans with Disabilities Act (Public Law 104-197) and the federal Copyright Act of 1976 (Public Law 94-553)," "develop and implement a degree that other community college districts can use or adapt," and "ensure faculty shall have flexibility to update and customize degree content as necessary within the parameters of this program";

Whereas, The option to update and customize course content is only available when course resources are openly licensed; and

Whereas, Accessibility and licensing concerns may be barriers to resource adoption, curation, and development;

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor's Office, as part of the Zero-Textbook-Cost Degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

MSC

7.02 F21 HyFlex Modality Accounting and Apportionment

Whereas, Hybrid Flexible, also referred to as "HyFlex," is an instructional modality that combines face-to-face and online learning, where class sessions and activities are offered in person, synchronously online, and asynchronously online, and where students have the flexibility of choosing any of these modalities in the same course during the same term;

Whereas, colleges are implementing, with increased use, HyFlex in various manifestations that offer students varying amounts of flexibility during the COVID-19 Pandemic, yet there is not a clear system-wide definition of, or coding for, HyFlex instruction;

Whereas, in order to assess the effectiveness of this modality and its impact on equity metrics, coding designations are needed for both local and statewide assessment; and

Whereas, an apportionment designation is necessary for the HyFlex modality in order to properly anticipate and support colleges' investment in the technological setup as well as faculty professional development for successful and equitable use of this multi-modal instruction;

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Resolved, that the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office to establish a working definition and description of the modality as well as designated coding for HyFlex as a distance education modality; and

Resolved, that the Academic Senate for California Community Colleges work with appropriate system faculty, administrators, and student constituent groups to define apportionment models for HyFlex modality.

Contact: Kandace Knudson, ASCCC Online Education Committee

MSC

9.0 CURRICULUM

9.01   F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5

Whereas, The Course Outline of Record (COR) is at the center of local curricular process[22]; its required elements have been outlined in California Code of Regulations Title 5 including Section 55002 and the application of those requirements is detailed in the Program for Course and Approval Handbook (PCAH);

Whereas the elements of the COR need to be integrated so each reinforces the purpose of the other elements and obvious relationships should be built between course objectives, methods of instruction, assignments, and methods of evaluation;

Whereas, the California Community Colleges Chancellor's Office (CCCCO) through its Call to Action[23] calls for campuses to "create an action plan to create inclusive classrooms and anti-racism curriculum," including calling for faculty to "evaluate all courses for diversity of representation and culturally-relevant content"; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) through its mission, planning documents, webinars, and events have committed to promoting culturally responsive curriculum in the California Community College system including Resolution 3.04 Spring 2020[24] which directs the ASCCC to "develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies";

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[22] https://www.asccc.org/sites/default/files/COR_0.pdf
[23] https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family
[24] https://www.asccc.org/resolutions/develop-resources-effective-practices-anti-racist-equitable-and-inclusive-instructional

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Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise California Code of Regulations Title 5 including section 55002 titled "Standards and Criteria for Courses" to include a component of culturally responsive curriculum, equity mindedness and anti-racism integrated into the COR that allows for local control on how that requirement is fulfilled; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include in future publications, webinars, and other resources guidance and multiple examples of how to infuse cultural responsiveness, equity mindedness and anti-racism in the COR.

Contact: Sarah Harris, ASCCC Curriculum Committee

MSC

9.02 F21 Update *Baccalaureate Degree Handbook*

Whereas, California Code of Regulations Title 5 §55009 established that the California Community Colleges Chancellor's Office "shall prepare and maintain a handbook detailing requirements for district baccalaureate degree pilot programs established pursuant to California Education Code Section 78041," and that the handbook "shall include, but not be limited to, requirements related to admissions, curriculum, student services, and financial aid," much of which are academic and professional matters; and

Whereas, The first version of the *Baccalaureate Degree Pilot Program Handbook* was developed by stakeholders, including the Academic Senate for California Community Colleges, and approved by the Board of Governors of the California Community Colleges in 2016 in response to SB 850 (Block, 2014), which authorized the Board of Governors of the California Community Colleges to establish a statewide pilot baccalaureate degree program at not more than 15 pilot colleges, and from which pilot designation has since been removed; and

Whereas, Baccalaureate programs in the California community colleges regularly operate according to the standards included in the *Baccalaureate Degree Pilot Program Handbook,* yet the handbook has not been updated since its initial approval;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to update the *Baccalaureate Degree Handbook*.

Contact: ASCCC Executive Committee

MSC

9.03   F21 Adopt "The Role of Faculty in Tutoring and Learning Centers" Paper

Whereas, In Fall 2019, the Academic Senate for California Community Colleges adopted Resolution 16.01 Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the Role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators[25], which recognized the evolution of the field of learning assistance since prior learning assistance center and tutoring resolutions; and

Whereas, Faculty leaders of learning centers have contributed their expertise in collaboration with the 2020-2021 Transfer, Articulation, and Student Success Committee, resulting the draft paper titled "The Role of Faculty in Tutoring and Learning Centers in the Community College *"*;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled "The Role of Faculty in Tutoring and Learning Centers in the Community College" and disseminate the paper to local academic senates upon its adoption.

Contact: Ted Blake, Transfer, Articulation, and Student Success Committee

MSC

11.0 TECHNOLOGY

11.01 F21 Equitable Access to Technology

Whereas, The Academic Senate for California Community Colleges has long recognized the digital divide[26] evident in the lack of access to technology to support college instruction and services and has made system-wide and local recommendations in the 2003 paper "The Impact of Computer Technology on Student Access and Success in The California Community Colleges;"[27]

Whereas, The California Community Colleges and the communities they serve continue to lack the technology for affordable and sufficient internet access, which became more pronounced with the transition to remote instruction and services in response to the COVID-19 pandemic; and

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[25] https://asccc.org/resolutions/develop-standards-practice-resource-learning-assistance-and-tutoring-california

[26] "As used here, the term "digital divide" refers to the gap between individuals, households, businesses and geographic areas at different socio-economic levels with regard both to their opportunities to access information and communication technologies (ICTs) and to their use of the Internet for a wide variety of activities." Organisation for Economic Co-Operation and Development, Understanding the Digital Divide, 2001, 5.

[27] Academic Senate for California Community Colleges, The Impact of Computer Technology On Student Access and Success in The California Community Colleges, 2003

Whereas, Inequitable access to technology disproportionately impacts students and staff, especially students living in poverty, students of color, and students with disabilities;[28]

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to secure greater state support to ensure equitable access to technology, including hardware, software, and platforms, for the California community colleges and the communities they serve; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) update the 2003 paper "The Impact of Computer Technology on Student Access and Success in The California Community Colleges"[29] for adoption by the ASCCC delegates in spring 2023.

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

MSC

11.02 F21 Greater Use of Telecommuting and Digital Processes

Whereas, The California Community Colleges have demonstrated success with working through a remote environment as a result of the pandemic; and

Whereas, To support diversity, equity, and inclusion, institutions may use telecommuting and digital processes to provide greater flexibility and responsiveness to better meet the needs of students;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, system partners, and local academic senates to encourage greater use of telecommuting and digital processes to provide greater flexibility and responsiveness to better meet the needs of students.

Contact: Jeffrey Hernandez, East Los Angeles College

MSC

13.0 GENERAL CONCERNS

13.02 F21 In Support of Prevention and Control of COVID-19 in the Interest of Safe Learning Environments

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[28] US Department of Education, Office of Civil Rights, Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students

[29] Academic Senate for California Community Colleges, The Impact of Computer Technology On Student Access and Success in The California Community Colleges, 2003

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Whereas, California Code of Regulations Title 5 §53206 establishes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office on academic and professional matters (Title 5, §53200);

Whereas, A novel coronavirus (COVID-19) is currently the cause of a world-wide pandemic spreading illness and death, and in recognition that the current COVID-19 vaccines are the most effective measure to protect against infections, hospitalizations, and deaths, public institutions locally, statewide, and nationally, are mandating COVID-19 vaccination for employment, education, and travel to protect public health;

Whereas, California Education Code §87408, §87408.5 and §87408.6 address the health requirements for new hires and employees, and §76403(a) addresses prevention and control of communicable diseases in students; and,

Whereas, On Saturday, August 14, 2021, the Student Senate for California Community Colleges Board of Directors took a position in support of requiring COVID-19 vaccinations for colleges that are reopening to prevent the spread of the virus, with flexibility where vaccines are not possible due to medical conditions or sincerely held religious beliefs[30];

Resolved, That the Academic Senate for California Colleges assert that a safe teaching and learning environment for students and faculty is vital for student success, which is an academic and professional matter, and urge that local academic senates communicate this necessity to their administrations and governing boards;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the Student Senate for California Community Colleges, collective bargaining units, and other system partners to explore options to require all newly hired and existing employees and students to be vaccinated for COVID-19, with appropriate exemptions for medical and religious reasons; and,

Resolved, The Academic Senate for California Community Colleges support the Student Senate for California Community College Board of Directors position on COVID-19 vaccinations.

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

MSC

15.0   INTERSEGMENTAL ISSUES

15.01 F21 Adopt the ICAS English as a Second Language (ESL) Report: 2020 Update

Whereas, English language learners (ELLs) represent an important demographic served across the three segments of higher education in California;

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[30] https://ssccc.org/file_download/inline/b2feffbf-4de9-485b-9322-1e05853f26bd (As of August 14, 2021)

Whereas, The complexities in addressing the needs of ELLs in California public higher education remain unchanged in the last fifteen years, and recent statewide legislation along with national and international developments have rendered the landscape even more precarious for ESL instruction and support services;

Whereas, Faculty, intersegmental groups, and professional organizations are concerned with and seeking to prioritize meeting the specific needs of ELL students; and

Whereas, Legislators and local and statewide governmental entities may benefit from a greater understanding of ELL students and ESL instruction needs in colleges and universities to support intersegmental communication and coordination for ELL student success;

Resolved, That the Academic Senate for California Community Colleges adopt the Intersegmental Committee of Academic Senates (ICAS) ESL Task Force Report: A 2020 Update[31]; and

Resolved, That the Academic Senate for California Community Colleges work with segment partners to advocate and support the recommendations in the ESL Task Force Report: A 2020 Update in order to provide ELL students equitable access to educational opportunities and pathways.

Contact: ASCCC Executive Committee

MSC

16.0 LIBRARY AND LEARNING RESOURCES

16.01 F21 Advocate for Electronic Access to Required Course Materials

Whereas, the Academic Senate for California Community Colleges (ASCCC) has long expressed concerns that the cost of textbooks and other course materials represent a financial burden for California Community College students ("Textbook Issues: Economic Pressures and Academic Values." 2005) and has more recently also supported efforts "to reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available (Fall 2017, Resolution 12.01), and

Whereas, librarians recognize the urgent need to develop new approaches to library acquisition of course textbooks to ensure that students have access, regardless of course modality, and are committed to make copies of required textbooks and course materials available to assist those

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[31] https://asccc.org/sites/default/files/publications/AS_Position_Paper-ESL_210826.pdf

students who are unable to purchase their own and that the vast majority of existing textbooks are simply unavailable to libraries in any format other than print,

Whereas, the critical work to ensure unfettered student access is hampered by multiple factors including:

- copyright and fair use laws that prohibit the scanning or digitization of entire textbooks and
- textbook publishers who do not provide electronic purchasing/licensing options for libraries and
- textbook publishers will not allow libraries to purchase e-textbook versions that can be accessed through a library's textbook reserves collection; and

Whereas, this is a national concern affecting all levels of postsecondary education and the 23 California State University Libraries have already put out a statement on textbooks in the library collection[32];

Resolved, That the Academic Senate for California Community Colleges work with our faculty colleagues in the California State University and University of California, through the Intersegmental Council of Academic Senates (ICAS) and other practitioner groups, to develop a statewide response to publishers from the California public postsecondary systems; and

Resolved, That the Academic Senate for California Community Colleges work with our faculty colleagues in the California State University and University of California, through the Intersegmental Council of Academic Senates (ICAS) and other practitioner groups, to explore options, including legislation, to support libraries in their ability to provide electronic access to required course materials that students need to succeed in their courses.

Contact: Gregory Beyrer, Cosumnes River College, Area A

MSC

17.0 LOCAL SENATES

17.01 F21 Local Senate Policies Regarding Textbook Adoption

Whereas, Faculty have both the academic freedom to select the course materials they deem most appropriate (Resolution 19.01 F04) and the responsibility to consider the cost burden as they do so (Title 5, § 59404);

Whereas, Provisions of the Higher Education Opportunity Act require each institution of higher education receiving federal financial assistance to "disclose, on the institution's Internet course

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[32] https://libraries.calstate.edu/textbooks/

schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule used for preregistration and registration purposes";

Whereas, California Education Code §66406.9 requires the California Community Colleges to "clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions"; and

Whereas, Students who register for a course and act on the available course information, purchasing a nonreturnable text or choosing a section that is identified as no-cost or low-cost, should not be negatively impacted in the event that the instructor of record changes;

Resolved, That the Academic Senate for California for Community Colleges provide guidance to local academic senates in developing policies that both protect students and uphold academic freedom in cases where changes to faculty class assignments result in changes in required course resources by Fall of 2022; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to adopt policies that both protect students and uphold academic freedom in cases where changes to faculty class assignments result in changes in required course resources.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

MSC

19.0 PROFESSIONAL STANDARDS

19.01 F21 Support Diversity, Equity, and Inclusion-Focused Hiring Practices

Whereas, Education Code §87360 Hiring Criteria, Subdivision (a), states that applicants for faculty and administrator positions must demonstrate, as a criterion for hiring beyond the state minimum qualifications, "a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students", that is included in all job announcements and assessed during the applicant screening process, per the requirements of Title 5. §§53022 and 53024; yet current faculty screening and selection practices at most colleges may place a disproportionate emphasis on discipline-specific hiring criteria, such as the ability to teach and provide services to students, at the expense of assessing job applicants and candidates on their abilities to "demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students";

Whereas, Academic Senate for California Community Colleges delegates passed Resolution 12.01[33] (Fall 2015), which acknowledged that hiring faculty who have a sensitivity and understanding of diverse students positively impacts student success, consistent with research included in the Chancellor's Office Diversity, Equity, and Inclusion Task Force Literature Review on Faculty, Staff, and Student Diversity[34] (2019) and Report[35] (2020);

Whereas, Strategies in the Recommendations from the Vision for Success Diversity, Equity, and Inclusion Task Force[36] call for implementation of innovative hiring and outreach practices focused on diversity, revised procedures that address diversity, equity, and inclusion to reduce bias in the hiring process, and inclusion of cross functional staff in hiring and screening committees; and

Whereas, at its August 12-14, 2021 meeting[37], the Executive Committee of the Academic Senate for California Community Colleges took action to support the Association of Chief Human Resource Officers (ACHRO) Screening and Selection Recommendations (July 23, 2021 version) for innovative hiring practices focused on diversity, developed in collaboration with associations represented on the Vision for Success Diversity, Equity, and Inclusion Workgroup, including trustees, chief executive officers (CEOs), chief instructional officers (CIOs), chief student services officers (CSSOs), chief business officers (CBOs), and the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges endorse the ACHRO draft Screening and Selection Process Recommendations[38]; and

Resolved, That the Academic Senate for California Community Colleges commit to continued partnership with ACHRO and other associations for the implementation of the actions included in the Screening and Selection Recommendations and the DEI Implementation Workgroup recommendations and development of professional development resources to support local senate implementation efforts.

Contact: ASCCC Executive Committee

MSC

REFERRED RESOLUTIONS

13.01 F21 Faculty Responsibility for Confirming Course Resource Accuracy

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[33] https://asccc.org/resolutions/hiring-culturally-aware-faculty
[34] https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/2-literature-review-on-faculty-staff-and-student-diversity.pdf?la=en&hash=73767B97C2DE63FCE1518BB4B39B6278C5500ACF
[35] https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/cccco-dei-report.pdf?la=en&hash=FAB1854B05779EA47FBA10D1E5DED7A290D5C9E1
[36] https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/4-recommendations-from-the-dei-task-force.pdf?la=en&hash=941ED4B5EF26A289A1A16FD468F10D7565FD0D4B
[37] https://asccc.org/sites/default/files/Agendas/Download%20Agenda.pdf
[38] http://achroeeo.com/diversity-equity-and-inclusion/

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so (California Code of Regulations Title 5 §59404);

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July 2010 require each institution of higher education receiving federal financial assistance to "disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule;

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations, including the schedule of classes and the bookstore (Resolution 20.02 F20); and

Whereas, Textbook information is commonly provided to students prior to and at the time of registration via a section-specific link to the bookstore, and the provided information may in some cases be inaccurate, misleading, or missing;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to urge faculty to submit their course resource information in a timely manner, regularly check the class schedule to ensure their sections are marked with a zero-cost or low-cost icon if appropriate, and ensure that their textbook and class resource information are clear and accurate.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

MSR: Referred to the Executive Committee for clarification on intent and how each "Resolved" can be carried out locally and report back by Spring Plenary Session 2022.

20.01 F21 Improve Math and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption

Whereas, After the second full year of AB 705 implementation for math and English, local outcomes reveal that while more first-time students are attempting and completing transfer-level math and English courses, growing and alarming equity gaps persist, particularly for students of color[39];

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[39] http://go.boarddocs.com/ca/laccd/Board.nsf/goto?open&id=C6URQH6B08F4

24

Whereas, Many colleges no longer offer English courses below transfer level or math courses more than one level below transfer which limits the options of students seeking additional preparation in transfer-level math and English courses; and

Whereas, Enrollment of California Community College students has declined precipitously since the pandemic started and those declines have been particularly large among first-time students and in communities of color;

Resolved, The Academic Senate for California Community Colleges encourage all stakeholders to address the equity gaps observed after AB 705 implementation and exacerbated by the COVID-19 pandemic by offering additional curricular options for math and English and providing adequate academic support and student services to help all students succeed in these courses;

Resolved, The Academic Senate for California Community Colleges urge all stakeholders to address COVID-19 related learning disruption to provide all students with access to a community college education by offering adequate math and English courses to serve the needs of all students, especially those who have been disproportionately impacted by the pandemic;

Resolved, The Academic Senate for California Community Colleges provide guidance on effective practices to local colleges, academic senates, and discipline faculty to implement additional measures as necessary to address the equity gaps in math and English courses, enrollment declines, and the significant COVID-19 related learning disruption affecting community college students, K-12 students, and the communities we serve; and

Resolved, That the Academic Senate for California Community Colleges urge all stakeholders to improve online registration and enrollment processes.

Contact: Angela C. Echeverri, Los Angeles Mission College, Area C

MSR: Referred to the Executive Committee to clarify intent of the resolution and to report back by Spring Plenary Session 2022.

FAILED RESOLUTIONS

1.05.01 F21 Amend

Amend the Resolved

Resolved, The Academic Senate for California Community Colleges should, when feasible, make remote attendance an option at all ASCCC-organized events, including plenary sessions.

Contact: Richell Swallow, Reedley College

MSF

25

3.02.01 F21 Amend

Amend the title

Equity in Science, Technology, Engineering, <u>Arts,</u> and Math (STE<u>A</u>M)

Amend the 2nd Whereas

Whereas, The Academic Senate for California Community Colleges has multiple resolutions supporting the success of students in math; ~~and~~

Amend the 3rd Whereas

Whereas, Data and research supports the effectiveness of equity-minded and culturally relevant practices in science, technology, engineering, <u>arts,</u> and math, yet California community colleges data continues to show the opportunity gap in student success in STE<u>A</u>M areas<u>; and</u>

Add a 4th Whereas

<u>Whereas, Representation (or lack thereof) of cultural stories as taught in the Arts can have as deep a societal impact on underrepresented groups as education deficits</u>[40][41];

Amend the Resolved

Resolved, That the Academic Senate for California Community Colleges write a paper focused on optimizing student success through models of equity-minded teaching and learning practices in STE<u>A</u>M online and traditional course modalities and present it to the body by the spring 2023 plenary session.

Contact: Kelly Rivera, Mt. San Antonio College

MSF

3.05.01 F21 Amend

Amend the 4th Resolved

Resolved, That the Academic Senate for California Community Colleges encourage the use of approaches that significantly reduce course resource costs such that <u>any</u> course section~~s with a~~

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[40] <u>Pankratz, David. Minority Students and Access to Arts Study. Council of Arts Accrediting Association,</u> <u>https://nasd.arts-accredit.org/wp-content/uploads/sites/5/2016/04/CAAA-Minority_Access-2009.pdf</u>.

[41] <u>Rose, Kalima; Daniel, Milly; & Liu, Jeremy. Creating Change through Arts, Culture, and Equitable Development: A Policy and Practice Primer.</u> <u>PolicyLink,</u> <u>https://www.policylink.org/sites/default/files/report_arts_culture_equitable-development.pdf</u>

~~low-cost~~ can obtain zero-textbook-cost status by virtue of the cost <u>of</u> <u>resources for that course</u> being absorbed by the college, district, or the state.

Contact: Sheila Lynch, Rio Hondo College, Area C

MSF

13.01.01 F21 Amend 13.01

Delete the Current Resolved

Add a new Resolved

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to remind their constituents that the accuracy and timeliness of information in the schedule of classes helps their students succeed, especially for all zero and low-cost designated courses, and develop processes to support this effort.

Contact: Gregory Beyrer, Cosumnes River College, Area A

MSF

FINAL DELEGATES

COLLEGE	NAME
Alameda, College of	Matthew Goldstein
Allan Hancock College	Hector Alvarez
American River College	Alisa Shubb
Antelope Valley College	Van Rider
Bakersfield College	Lisa Harding
Barstow College	Rodolfo Duque Jr
Berkeley City College	Matthew Freeman
Butte College	Robert White
Cabrillo College	Anna Zagorska
Calbright College	Michael Stewart
Canada College	David Eck
Canyons, College of	David Andrus
Cerritos College	Dennis Falcon
Cerro Coso College	Yvonne Mills
Chaffey College	Nicole DeRose
Clovis College	Cynthia Elliott
Coastline College	Lisa Lee
College of Marin	Alicia (Meg) Pasqual
Columbia College	Lahna VonEpps
Compton College	Sean Moore
Contra Costa CCD	John Freytag
Contra Costa College	Gabriela Segade
Copper Mountain College	LeeAnn Christensen
Cosumnes River College	Scott Crosier
Crafton Hills College	Brandi Bailes
Cuesta College	Wesley Sims
Cuyamaca College	Manuel Mancillas-Gomez
De Anza College	Cheryl Balm
Desert, College of	Kim Dozier
East Los Angeles College	Jeffrey Hernandez
El Camino College	Darcie McClelland
Evergreen Valley College	Garry Johnson
Folsom Lake College	Eric Wada
Foothill College	Kathryn Maurer
Foothill DeAnza CCD	Mary Pape
Fresno City College	Michael Takeda
Fullerton College	Kimberly Orlijan
Gavilan College	Cherise Mantia

COLLEGE	NAME
Glendale College	Roger Dickes
Golden West College	Pete Bouzar
Grossmont College	Pearl Lopez
Hartnell College	Cheryl O'Donnell
Imperial Valley College	Ric Epps
Irvine Valley College	Daniel de Roulet
Laney College	Eleni Economides Gastis
Lassen College	Adam Runyan
Long Beach City College	Giselle Richards
Los Angeles CCD	Angela Eccheverri
Los Angeles City College	Mickey Hong
Los Angeles Harbor College	William Hernandez
Los Angeles Mission College	Carole Akl
Los Angeles Pierce College	Barbara Anderson
Los Angeles Southwest College	Naja El-Khoury
Los Angeles Trade Tech College	Marvin DaCosta
Los Angeles Valley College	Kevin Sanford
Los Rios CCD	Julie Oliver
Madera College	Brad Millar
Mendocino College	Catherine Indermill
Merced College	Lee Anne Hobbs
Merritt College	Thomas Renbarger
MiraCosta College	Luke Lara
Mission College	Aram Shepherd
Modesto Junior College	Gisele Flores
Monterey Peninsula College	Frank Rivera
Moorpark College	Erik Reese
Moreno Valley College	Ann Pfeifle
Mt. San Antonio College	Kelly Rivera
Mt. San Jacinto College	Leticia Luna-Sims
Napa Valley College	Eileen Tejada
Ohlone College	Kyle Livie
Orange Coast College	Lee Gordon
Oxnard College	Amy Fara Edwards
Palo Verde College	Sarah Frid
Palomar College	Rocco Versaci
Peralta CCD	Donald Saotome Moore

COLLEGE	NAME
Redwoods, College of the	Erin Wall
Reedley College	Richell Swallow
Rio Hondo College	Sheila Lynch
Riverside City College	Mark Sellick
Riverside CCD	Jennifer Floerke
Sacramento City College	Lori Petite
Saddleback College	Margot Lovett
San Bernardino Valley College	Davena Burns-Peter
San Diego Continuing Ed	John Bromma
San Diego Mesa College	John Crocitti
San Diego Miramar College	Laura Murphy
San Francisco, City College of	Edward Simon Hanson
San Joaquin Delta College	David Thomas
San Jose City College	Judith Bell
San Jose-Evergreen CCD	Alejandro Lopez
San Mateo College	Daniel Keller
San Mateo CCD	Kathryn Williams Browne
Santa Barbara City College	Tara Carter
Santa Monica College	Jamar London
Santa Rosa Junior College	Julie Thompson
Santiago Canyon College	Craig Rutan
Sequoias, College of the	Landon Spencer
Shasta College	Jim Crooks
Sierra College	Soni Verma
Siskiyous, College of the	Ron Slabbinck
Skyline College	Lindsey Ayotte
Solano College	Lanae Jaimez
Southwestern College	Caree Lesh
Taft College	Sharyn Eveland
Ventura College	Dan Clark
Victor Valley College	Henry Young
West Hills Coalinga	Matt Magnusun
West Los Angeles College	Patricia Zuk
Woodland College	Deanna Pierro
Yuba College	Christopher Noffsinger

EXECUTIVE MEMBER	NAME
President	Dolores Davison
Vice President	Virginia "Ginni" May
Secretary	Cheryl Aschenbach
Treasurer	Michelle Bean
Area A Representative	Stephanie Curry
Area B Representative	Karen Chow
Area C Representative	Robert L. Stewart Jr
Area D Representative	LaTonya Parker
North Representative	Christopher Howerton
North Representative	Karla Kirk
South Representative	Amber Gillis
South Representative	Manuel Velez
At Large Representative	Carrie Roberson
At Large Representative	Lance Heard

Cross-Listed Course Information

Please briefly explain how the course content fits in the curriculum of each department

The content of Introduction to Pop Culture fits in the curriculum of both Film, Television, and Electronic Media (aka Media Studies) and Humanities in that it explores diverse aspects of mass media, i.e. film, television, advertising, technology, etc., as found in FTVE courses, from multiple disciplinary perspectives- historical, economic, social, political, cultural, functional, and critical- as found in HUMN courses.

Please briefly explain how the course content crosses over two disciplines

The content of Introduction to Pop Culture fits in the discipline of both Music and Humanities in that it uses similar methods of inquiry found in both; the topics are examined from a functional, artistic, historical and critical perspectives as found in the Music discipline and from the historical, economic, social, political, cultural, functional, and critical perspectives as found in the Humanities discipline.

Please briefly explain how cross-listing these courses will benefit our students

This course is complementary to both departments and will offer students two locations in which to find these classes and add them to their pathway of study.

Comments other relevant information for discussion

None

HUMN F011. : INTRODUCTION TO POPULAR CULTURE

Proposal Type
New Course

Effective Term
Summer 2022

Subject
Humanities (HUMN)
Course Number
F011.

Department
Humanities (HUMN)

Division
Business and Social Sciences (1SS)

Units
4

Course Title
INTRODUCTION TO POPULAR CULTURE

Former ID

Cross Listed
MDIA F011. - INTRODUCTION TO POPULAR CULTURE

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
1

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
60

Total Student Learning Hours
156

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

Distance Learning
No

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

Foothill GE Status
Area I: Humanities

Need/Justification
This course is a restricted support course for the AA degree in Music Technology and the ADT in Film, Television, and Electronic Media. Additionally, it satisfies the Foothill GE requirement for Area I, Humanities.

Course Description

Overview, history and critical analysis of popular culture as a window for understanding American society. Theories and methods of analyzing artifacts of popular culture. Overarching themes: history/social theories of popular culture; popular culture as a product of American multiculturalism; the relationship between a commodity culture and intellect/artistry; philosophical/ethical issues surrounding popular culture.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249; not open to students with credit in F A 1, MDIA 11 or MDIA 11H.

Course Objectives

The student will be able to:

1. evaluate the influence of popular culture on contemporary society.
2. interpret artifacts of popular culture from an historical and social perspective.
3. synthesize critiques of popular culture.
4. identify and analyze the sources of popular culture.
5. engage in critical thinking concerning assumptions of race, class, and gender embedded in popular culture.

Course Content

1. Introduction and Background
    1. Historical overview of late 20th/21st century American culture
    2. Defining popular culture: high culture versus popular culture
    3. Popular culture and artistry
2. Advertising
    1. Advertising and American capitalism, ethical issues
    2. Advertising: critical analysis (e.g., conscious/subconscious imagery)
    3. Images of women in advertising, feminist critique
    4. Modern advertising and social media
3. Television
    1. Television as a reflection of American cultural values/ideals
    2. Current television phenomena (e.g., reality shows, binge watching, etc.)
    3. Television and social criticism: The Simpsons, Modern Family, etc.
4. Music
    1. Multiculturalism and American popular music

    2. Popular music versus classical music; historical perspectives and shifting boundaries
    3. Rock, rap, and the Doctrine of Ethos; can music influence human behavior?
    4. Music and visual culture (e.g., music videos)
5. Technology
    1. Technology and evolving communication/language
    2. Democratization and cyberspace
    3. Technology and shifting social contracts
6. Sports
    1. Football and semiotics (football as an American metaphor)
    2. Critical analysis; sports as Dubord's Spectacle
    3. Sport as platform for protest and social progress
7. Film
    1. Reflections on the American dream—Hollywood as a purveyor of American culture
    2. Race and gender stereotypes in contemporary films
    3. Film analysis—artistry in American films
    4. Film and its relationship with national history/mythology

Lab Content

1. Students apply theoretical knowledge to popular culture artifacts (films, television, music, advertising, etc.) in a problem-based environment.
2. Discussion forums on theories of popular culture.
3. Weekly reflections on topics within popular culture.

Special Facilities and/or Equipment

1. Classroom computer with internet access.
2. Video/DVD projection equipment.
3. CD player.
4. When taught via Foothill Global Access: on-going access to computer with email software and capabilities; email address; JavaScript-enabled internet browsing software.

Methods of Evaluation

Methods of Evaluation
Cooperative learning assignments
Analytical essays
Objective exams

Method(s) of Instruction

Method(s) of Instruction
Lecture presentations and classroom discussions on the history and analysis of American popular culture

Method(s) of Instruction
Readings offering diverse perspectives on aspects of popular culture Class presentations Individual and group analyses of artifacts of popular culture

Representative Text(s)

Author(s)	Title	Publication Date
Danesi, Marcel	Popular Culture: Introductory Perspectives	2019

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

Other Required Materials

Open source readings (various authors), blogs, podcasts, and videos, provided as links on the course website.

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

1. Weekly reading assignments ranging from 10-20 pages per week.
2. Written analyses of artifacts of popular culture.
3. Weekly learning reflections in which students identify the large ideas presented that week.
4. Online discussion forums based on course readings and analyses of artifacts of popular culture.

Authorized Discipline(s):
Music or Humanities

Faculty Service Area (FSA Code)
INTERDISCIPLINARY STUDIES

Taxonomy of Program Code (TOP Code)
1001.00 - Fine Arts, General

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
10/18/21

Seat Count
40

Load
.105

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
143121 - FH-Media Studies (MDIA)

Account Code
1320

Program Code
060100 - Media, Communications, General

MDIA F011. : INTRODUCTION TO POPULAR CULTURE

Proposal Type
Course Revision

Effective Term
Summer 2022

Subject
Media Studies (MDIA)
Course Number
F011.

Department
Media Studies (MDIA)

Division
Fine Arts and Communication (1FA)

Units
4

Course Title
INTRODUCTION TO POPULAR CULTURE

Former ID

Cross Listed
HUMN F011. - INTRODUCTION TO POPULAR CULTURE

Related Courses
MDIA F011H - HONORS INTRODUCTION TO POPULAR CULTURE

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
1

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
60

Total Student Learning Hours
156

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

Distance Learning
Yes

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

Foothill GE Status
Area I: Humanities

Need/Justification
This course is a restricted support course for the AA degree in Music Technology and the ADT in Film, Television, and Electronic Media. Additionally, it satisfies the Foothill GE requirement for Area I, Humanities.

Course Description

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Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249; not open to students with credit in F A 1 or MDIA 11H.

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    1. Television as a reflection of American cultural values/ideals
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    1. Multiculturalism and American popular music

2. Popular music versus classical music; historical perspectives and shifting boundaries
            3. Rock, rap, and the Doctrine of Ethos; can music influence human behavior?
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            2. Democratization and cyberspace
            3. Technology and shifting social contracts
    6. Sports
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            2. Critical analysis; sports as Dubord's Spectacle
            3. Sport as platform for protest and social progress
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            1. Reflections on the American dream—Hollywood as a purveyor of American culture
            2. Race and gender stereotypes in contemporary films
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3. CD player.
4. When taught via Foothill Global Access: on-going access to computer with email software and capabilities; email address; JavaScript-enabled internet browsing software.

Methods of Evaluation

Methods of Evaluation
Cooperative learning assignments
Analytical essays
Objective exams

Method(s) of Instruction

Method(s) of Instruction
Lecture presentations and classroom discussions on the history and analysis of American popular culture

Method(s) of Instruction
Readings offering diverse perspectives on aspects of popular culture
Class presentations
Individual and group analyses of artifacts of popular culture

Representative Text(s)

Author(s)	Title	Publication Date
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Please provide justification for any texts that are older than 5 years

Other Required Materials

Open source readings (various authors), blogs, podcasts, and videos, provided as links on the course website.

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

1. Weekly reading assignments ranging from 10-20 pages per week.
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3. Weekly learning reflections in which students identify the large ideas presented that week.
4. Online discussion forums based on course readings and analyses of artifacts of popular culture.

Authorized Discipline(s):
Music or Humanities

Faculty Service Area (FSA Code)
INTERDISCIPLINARY STUDIES

Taxonomy of Program Code (TOP Code)
1001.00 - Fine Arts, General

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
12/2/08; 12/09;7/19; 5/20/2021

Division Dean Only

Seat Count
40

Load
.105

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
143121 - FH-Media Studies (MDIA)

Account Code
1320

Program Code
060100 - Media, Communications, General

Cross-Listed Course Information

Please briefly explain how the course content fits in the curriculum of each department

The content of Introduction to Pop Culture, Honors, fits in the curriculum of both Film, Television, and Electronic Media (aka Media Studies) and Humanities in that it explores diverse aspects of mass media, i.e. film, television, advertising, technology, etc., as found in FTVE courses, from multiple disciplinary perspectives- historical, economic, social, political, cultural, functional, and critical- as found in HUMN courses.

Please briefly explain how the course content crosses over two disciplines

The content of Introduction to Pop Culture, Honors, fits in the discipline of both Music and Humanities in that it uses similar methods of inquiry found in both; the topics are examined from a functional, artistic, historical and critical perspectives as found in the Music discipline and from the historical, economic, social, political, cultural, functional, and critical perspectives as found in the Humanities discipline.

Please briefly explain how cross-listing these courses will benefit our students

This course is complementary to both departments and will offer students two locations in which to find these classes and add them to their pathway of study.

Comments other relevant information for discussion

None

HUMN F011H : HONORS INTRODUCTION TO POPULAR CULTURE

Proposal Type
New Course

Effective Term
Summer 2022

Subject
Humanities (HUMN)
Course Number
F011H

Department
Humanities (HUMN)

Division
Business and Social Sciences (1SS)

Units
4

Course Title
HONORS INTRODUCTION TO POPULAR CULTURE

Former ID

Cross Listed
MDIA F011H - HONORS INTRODUCTION TO POPULAR CULTURE

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
1

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
60

Total Student Learning Hours
156

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
Yes

Distance Learning
No

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

Foothill GE Status
Area I: Humanities

Need/Justification
This course is a restricted support course for the AA degree in Music Technology and the ADT in Film, Television, and Electronic Media. Additionally, it satisfies the Foothill GE requirement for Area I, Humanities.

Course Description

Overview, history and critical analysis of popular culture as a window for understanding American society. Theories and methods of analyzing artifacts of popular culture. Overarching themes: history/social theories of popular culture; popular culture as a product of American multiculturalism; the relationship between a commodity culture and intellect/artistry; philosophical/ethical issues surrounding popular culture. The honors section offers deeper theoretical content, assignments that require more sophisticated cognition/critical thinking, more rigorous assessment, and an additional summative project.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249; not open to students with credit in F A 1, MDIA 11 or MDIA 11H.

Course Objectives

The student will be able to:

1. evaluate the influence of popular culture on contemporary society.
2. interpret artifacts of popular culture from an historical and social perspective.
3. synthesize critiques of popular culture.
4. identify and analyze the sources of popular culture.
5. engage in critical thinking concerning assumptions of race, class, and gender embedded in popular culture.

Course Content

1. Introduction and Background
    1. Historical overview of late 20th/21st century American culture
    2. Defining popular culture: high culture versus popular culture
    3. Popular culture and artistry
2. Advertising
    1. Advertising and American capitalism, ethical issues
    2. Advertising: critical analysis (e.g., conscious/subconscious imagery)
    3. Images of women in advertising, feminist critique
    4. Modern advertising and social media
3. Television
    1. Television as a reflection of American cultural values/ideals
    2. Current television phenomena (e.g., reality shows, binge watching, etc.)
    3. Television and social criticism: The Simpsons, Modern Family, etc.
4. Music

1. Multiculturalism and American popular music
2. Popular music versus classical music; historical perspectives and shifting boundaries
3. Rock, rap, and the Doctrine of Ethos; can music influence human behavior?
4. Music and visual culture (e.g., music videos)
5. Technology
    1. Technology and evolving communication/language
    2. Democratization and cyberspace
    3. Technology and shifting social contracts
6. Sports
    1. Football and semiotics (football as an American metaphor)
    2. Critical analysis; sports as Dubord's Spectacle
    3. Sport as platform for protest and social progress
7. Film
    1. Reflections on the American dream—Hollywood as a purveyor of American culture
    2. Race and gender stereotypes in contemporary films
    3. Film analysis—artistry in American films
    4. Film and its relationship with national history/mythology

Lab Content

1. Students apply theoretical knowledge to popular culture artifacts (films, television, music, advertising, etc.) in a problem-based environment.
2. Discussion forums on theories of popular culture.
3. Weekly reflections on topics within popular culture.

Special Facilities and/or Equipment
1. Classroom computer with internet access.
2. Video/DVD projection equipment.
3. CD player.
4. When taught via Foothill Global Access: on-going access to computer with email software and capabilities; email address; JavaScript-enabled internet browsing software.

Methods of Evaluation

Methods of Evaluation
Cooperative learning assignments
Analytical essays
Objective exams
Honors Institute students are required to attend on-campus lectures and participate in a group research project that culminates with a class presentation designed to foster deeper understanding of a specific aspect of American popular culture

Method(s) of Instruction

Method(s) of Instruction
Lecture presentations and classroom discussions on the history and analysis of American popular culture Readings offering diverse perspectives on aspects of popular culture Individual and group analyses of artifacts of popular culture Participation in a collaborative project

Representative Text(s)

Author(s)	Title	Publication Date
Danesi, Marcel	Popular Culture: Introductory Perspectives	2019

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

Other Required Materials

Open source readings (various authors), blogs, podcasts, and videos, provided as links on the course website.

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

1. Weekly reading assignments ranging from 10-20 pages per week.
2. Written analyses of artifacts of popular culture.
3. Weekly learning reflections in which students identify the large ideas presented that week.
4. Online discussion forums based on course readings and analyses of artifacts of popular culture.
5. Group research project.

Authorized Discipline(s):
Music or Humanities

Faculty Service Area (FSA Code)
INTERDISCIPLINARY STUDIES

Taxonomy of Program Code (TOP Code)
1001.00 - Fine Arts, General

Articulation Office Only
- -

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
10/18/21

Seat Count
40

Load
.105

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
143121 - FH-Media Studies (MDIA)

Account Code
1320

Program Code
060100 - Media, Communications, General

MDIA F011H : HONORS INTRODUCTION TO POPULAR CULTURE

Proposal Type
Course Revision

Effective Term
Summer 2022

Subject
Media Studies (MDIA)
Course Number
F011H

Department
Media Studies (MDIA)

Division
Fine Arts and Communication (1FA)

Units
4

Course Title
HONORS INTRODUCTION TO POPULAR CULTURE

Former ID

Cross Listed
HUMN F011H - HONORS INTRODUCTION TO POPULAR CULTURE

Related Courses
MDIA F011. - INTRODUCTION TO POPULAR CULTURE

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
1

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
60

Total Student Learning Hours
156

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
Yes

Distance Learning
Yes

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

Foothill GE Status
Area I: Humanities

Need/Justification
This course is a restricted support course for the AA degree in Music Technology and the ADT in Film, Television, and Electronic Media. Additionally, it satisfies the Foothill GE requirement for Area I, Humanities.

Course Description

Overview, history and critical analysis of popular culture as a window for understanding American society. Theories and methods of analyzing artifacts of popular culture. Overarching themes: history/social theories of popular culture; popular culture as a product of American multiculturalism; the relationship between a commodity culture and intellect/artistry; philosophical/ethical issues surrounding popular culture. The honors section offers deeper theoretical content, assignments that require more sophisticated cognition/critical thinking, more rigorous assessment, and an additional summative project.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249; not open to students with credit in F A 1 or MDIA 11.

Course Objectives

The student will be able to:

1. evaluate the influence of popular culture on contemporary society.
2. interpret artifacts of popular culture from an historical and social perspective.
3. synthesize critiques of popular culture.
4. identify and analyze the sources of popular culture.
5. engage in critical thinking concerning assumptions of race, class, and gender embedded in popular culture.

Course Content

1. Introduction and Background
    1. Historical overview of late 20th/21st century American culture
    2. Defining popular culture: high culture versus popular culture
    3. Popular culture and artistry
2. Advertising
    1. Advertising and American capitalism, ethical issues
    2. Advertising: critical analysis (e.g., conscious/subconscious imagery)
    3. Images of women in advertising, feminist critique
    4. Modern advertising and social media
3. Television
    1. Television as a reflection of American cultural values/ideals
    2. Current television phenomena (e.g., reality shows, binge watching, etc.)
    3. Television and social criticism: The Simpsons, Modern Family, etc.
4. Music

1. Multiculturalism and American popular music
2. Popular music versus classical music; historical perspectives and shifting boundaries
3. Rock, rap, and the Doctrine of Ethos; can music influence human behavior?
4. Music and visual culture (e.g., music videos)
5. Technology
   1. Technology and evolving communication/language
   2. Democratization and cyberspace
   3. Technology and shifting social contracts
6. Sports
   1. Football and semiotics (football as an American metaphor)
   2. Critical analysis; sports as Dubord's Spectacle
   3. Sport as platform for protest and social progress
7. Film
   1. Reflections on the American dream—Hollywood as a purveyor of American culture
   2. Race and gender stereotypes in contemporary films
   3. Film analysis—artistry in American films
   4. Film and its relationship with national history/mythology

Lab Content

1. Students apply theoretical knowledge to popular culture artifacts (films, television, music, advertising, etc.) in a problem-based environment.
2. Discussion forums on theories of popular culture.
3. Weekly reflections on topics within popular culture.

Special Facilities and/or Equipment
1. Classroom computer with internet access.
2. Video/DVD projection equipment.
3. CD player.
4. When taught via Foothill Global Access: on-going access to computer with email software and capabilities; email address; JavaScript-enabled internet browsing software.

Methods of Evaluation

Methods of Evaluation
Cooperative learning assignments
Analytical essays
Objective exams
Honors Institute students are required to attend on-campus lectures and participate in a group research project that culminates with a class presentation designed to foster deeper understanding of a specific aspect of American popular culture

Method(s) of Instruction

Method(s) of Instruction
Lecture presentations and classroom discussions on the history and analysis of American popular culture
Readings offering diverse perspectives on aspects of popular culture
Individual and group analyses of artifacts of popular culture
Participation in a collaborative project

Representative Text(s)

Author(s)	Title	Publication Date
Danesi, Marcel	Popular Culture: Introductory Perspectives	2019

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

Other Required Materials

Open source readings (various authors), blogs, podcasts, and videos, provided as links on the course website.

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

1. Weekly reading assignments ranging from 10-20 pages per week.
2. Written analyses of artifacts of popular culture.
3. Weekly learning reflections in which students identify the large ideas presented that week.
4. Online discussion forums based on course readings and analyses of artifacts of popular culture.
5. Group research project.

Authorized Discipline(s):
Music or Humanities

Faculty Service Area (FSA Code)
INTERDISCIPLINARY STUDIES

Taxonomy of Program Code (TOP Code)
1001.00 - Fine Arts, General

Articulation Office Only

- -

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
9/2016; 7/2019; 5/20/2021

Division Dean Only

Seat Count
40

Load
.105

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
143121 - FH-Media Studies (MDIA)

Account Code
1320

Program Code
060100 - Media, Communications, General

Cross-Listed Course Information

Please briefly explain how the course content fits in the curriculum of each department

The content of Popular Culture and US History fits in the curriculum of both Film, Television, and Electronic Media (aka Media Studies) and Humanities in that it explores diverse aspects of mass media, i.e. film, television, music, etc., as found in FTVE courses, from multiple disciplinary perspectives- historical, economic, social, political, cultural, functional, and critical- as found in HUMN courses.

Please briefly explain how the course content crosses over two disciplines

The content of Popular Culture and US History fits in the discipline of both Music and Humanities in that it uses similar methods of inquiry found in both; the topics are examined from a functional, artistic, historical and critical perspectives as found in the Music discipline and from the historical, economic, social, political, cultural, functional, and critical perspectives as found in the Humanities discipline.

Please briefly explain how cross-listing these courses will benefit our students

This course is complementary to both departments and will offer students two locations in which to find these classes and add them to their pathway of study.

Comments other relevant information for discussion

None

HUMN F012. : POPULAR CULTURE & UNITED STATES HISTORY

Proposal Type
New Course

Effective Term
Summer 2022

Subject
Humanities (HUMN)
Course Number
F012.

Department
Humanities (HUMN)

Division
Business and Social Sciences (1SS)

Units
4

Course Title
POPULAR CULTURE & UNITED STATES HISTORY

Former ID

Cross Listed
MDIA F012. - POPULAR CULTURE & UNITED STATES HISTORY

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
1

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
60

Total Student Learning Hours
156

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

Distance Learning
No

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

Foothill GE Status
Area VI: United States Cultures & Communities

Need/Justification
This course is a restricted support course for the ADT in Film, Television, and Electronic Media, and it satisfies the Foothill GE requirement for Area VI, United States Cultures & Communities.

Course Description
Interdisciplinary overview of popular culture as a window for understanding American history and society. Theories and methods of analyzing the artifacts of popular culture.

Overarching themes: 1) the interpretation of American history via popular culture media; 2) interaction between American historical events and trends, and popular culture.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249; not open to students with credit in F A 2 or MDIA 12.

Course Objectives

The student will be able to:

1. Analyze the relationship between popular culture and historical events and trends
2. Discuss the impact of diverse cultures within American culture
3. Identify and evaluate historical sources of popular culture
4. Compare and contrast the differences between recorded history and popular history
5. Evaluate the influence of contemporary thought on historical events
6. Appraise the importance of context and perspective when studying history, particularly through the lens of popular culture
7. Analyze the power of popular culture to shape and influence politics, social movements, and economics
8. Recognize and appreciate both the differences and similarities of our combined cultural history
9. Apply what we have learned of the past to the understanding of similar aspects of the present

Course Content

1. History through the lens of pop culture
    1. Film and television
        1. Perspective of contemporary viewing audiences
        2. Context of time of creation
        3. Entertainment versus historical record
    2. America and the Western
        1. Cowboy as American symbol
        2. Myth of the West
        3. Changing role of gender and race
2. Popular culture and historical interaction
    1. Politics and music (we will explore three of the following)
        1. Counter culture and punk

       2. Patriotism and country
       3. Integration and rock 'n' roll
       4. Oppression and hip hop
       5. Reaction to war
   2. Social movements and television (we will explore three of the following)
       1. Mary Tyler Moore and feminism
       2. All in the Family and bigotry
       3. MASH and war
       4. Ellen/Will & Grace and sexual orientation
       5. Star Trek, tolerance, and technology
   3. Contributions of immigrants (we will explore three of the following)
       1. Food
       2. Comedy
       3. Fashion
       4. Music
       5. Film
       6. Sports
       7. Language

Lab Content

1. Students utilize theoretical knowledge to analyze popular culture artifacts (films, television, music, etc.) within an historical context.
2. Students discuss contemporary examples of popular culture artifacts that parallel historical examples.

Special Facilities and/or Equipment
1. Lecture room equipped with projection equipment, video/DVD players, sound equipment, and a computer.
2. When taught via Foothill Global Access: on-going computer access with email and internet software capabilities.

Methods of Evaluation

Methods of Evaluation
In-class essay or online group discussion posting of 300 words minimum assembling students' initial knowledge of the unit topic to be discussed
Quizzes based on unit readings
In-class essay or online group discussion posting of 400 words minimum applying concepts of unit and unit learning outcomes to a contemporary artifact
500 words minimum essay reflecting on concepts of unit and unit learning outcomes

Method(s) of Instruction

Method(s) of Instruction
Lecture presentations using mixed media sources
Classroom discussion via instructor-led prompts
Supplemental discussions on web-based course management system

Representative Text(s)

Author(s)	Title	Publication Date
Campbell, Richard, Christopher R. Martin, and Bettina Fabos	Media and Culture	2019
Brandt, Jenn, and Callie Clare	An Introduction to Popular Culture in the US: People, Politics, and Power	2018

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

Other Required Materials

Open Education Resources, including online articles, blogs, podcasts, and videos.

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

1. In-class essay or online group discussion posting of 300 words minimum assembling students' initial knowledge of the unit topic to be discussed
2. Three chapters or articles required reading per unit
3. Quizzes based on readings
4. In-class essay or online group discussion posting of 400 words minimum applying concepts of unit and unit learning outcomes to a contemporary artifact
5. 500 words minimum essay reflecting on concepts of unit and unit learning outcomes

Authorized Discipline(s):
Music or Humanities

Faculty Service Area (FSA Code)
INTERDISCIPLINARY STUDIES

Taxonomy of Program Code (TOP Code)
1001.00 - Fine Arts, General

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
10/18/21

Seat Count
40

Load
.105

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
143121 - FH-Media Studies (MDIA)

Account Code
1320

Program Code
061410 - Multimedia

MDIA F012. : POPULAR CULTURE & UNITED STATES HISTORY

Proposal Type
Course Revision

Effective Term
Summer 2022

Subject
Media Studies (MDIA)
Course Number
F012.

Department
Media Studies (MDIA)

Division
Fine Arts and Communication (1FA)

Units
4

Course Title
POPULAR CULTURE & UNITED STATES HISTORY

Former ID

Cross Listed
HUMN F012. - POPULAR CULTURE & UNITED STATES HISTORY

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
1

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
60

Total Student Learning Hours
156

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

Distance Learning
Yes

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

Foothill GE Status
Area VI: United States Cultures & Communities

Need/Justification
This course is a restricted support course for the ADT in Film, Television, and Electronic Media, and it satisfies the Foothill GE requirement for Area VI, United States Cultures & Communities.

Course Description
Interdisciplinary overview of popular culture as a window for understanding American history and society. Theories and methods of analyzing the artifacts of popular culture.

Overarching themes: 1) the interpretation of American history via popular culture media; 2) interaction between American historical events and trends, and popular culture.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249; not open to students with credit in F A 2.

Course Objectives

The student will be able to:

1. Analyze the relationship between popular culture and historical events and trends
2. Discuss the impact of diverse cultures within American culture
3. Identify and evaluate historical sources of popular culture
4. Compare and contrast the differences between recorded history and popular history
5. Evaluate the influence of contemporary thought on historical events
6. Appraise the importance of context and perspective when studying history, particularly through the lens of popular culture
7. Analyze the power of popular culture to shape and influence politics, social movements, and economics
8. Recognize and appreciate both the differences and similarities of our combined cultural history
9. Apply what we have learned of the past to the understanding of similar aspects of the present

Course Content

1. History through the lens of pop culture
   1. Film and television
      1. Perspective of contemporary viewing audiences
      2. Context of time of creation
      3. Entertainment versus historical record
   2. America and the Western
      1. Cowboy as American symbol
      2. Myth of the West
      3. Changing role of gender and race
2. Popular culture and historical interaction
   1. Politics and music (we will explore three of the following)
      1. Counter culture and punk

2. Patriotism and country
3. Integration and rock 'n' roll
4. Oppression and hip hop
5. Reaction to war
   2. Social movements and television (we will explore three of the following)
      1. Mary Tyler Moore and feminism
      2. All in the Family and bigotry
      3. MASH and war
      4. Ellen/Will & Grace and sexual orientation
      5. Star Trek, tolerance, and technology
   3. Contributions of immigrants (we will explore three of the following)
      1. Food
      2. Comedy
      3. Fashion
      4. Music
      5. Film
      6. Sports
      7. Language

Lab Content

1. Students utilize theoretical knowledge to analyze popular culture artifacts (films, television, music, etc.) within an historical context.
2. Students discuss contemporary examples of popular culture artifacts that parallel historical examples.

Special Facilities and/or Equipment
1. Lecture room equipped with projection equipment, video/DVD players, sound equipment, and a computer.
2. When taught via Foothill Global Access: on-going computer access with email and internet software capabilities.

Methods of Evaluation

Methods of Evaluation
In-class essay or online group discussion posting of 300 words minimum assembling students' initial knowledge of the unit topic to be discussed
Quizzes based on unit readings
In-class essay or online group discussion posting of 400 words minimum applying concepts of unit and unit learning outcomes to a contemporary artifact
500 words minimum essay reflecting on concepts of unit and unit learning outcomes

Method(s) of Instruction

Method(s) of Instruction
Lecture presentations using mixed media sources Classroom discussion via instructor-led prompts Supplemental discussions on web-based course management system

Representative Text(s)

Author(s)	Title	Publication Date
Campbell, Richard, Christopher R. Martin, and Bettina Fabos	Media and Culture	2019
Brandt, Jenn, and Callie Clare	An Introduction to Popular Culture in the US: People, Politics, and Power	2018

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

Other Required Materials

Open Education Resources, including online articles, blogs, podcasts, and videos.

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

1. In-class essay or online group discussion posting of 300 words minimum assembling students' initial knowledge of the unit topic to be discussed
2. Three chapters or articles required reading per unit
3. Quizzes based on readings
4. In-class essay or online group discussion posting of 400 words minimum applying concepts of unit and unit learning outcomes to a contemporary artifact
5. 500 words minimum essay reflecting on concepts of unit and unit learning outcomes

Authorized Discipline(s):
Music or Humanities

Faculty Service Area (FSA Code)
INTERDISCIPLINARY STUDIES

Taxonomy of Program Code (TOP Code)
1001.00 - Fine Arts, General

Articulation Office Only
- -

C-ID Notation

IGETC Notation
Area 3: Humanities

CSU GE Notation

Area C-2: Humanities

Transferability

CSU/UC

Validation Date

12/08;11/09;10/13;4/19; 5/20/2021; 6/3/2021

Division Dean Only

Seat Count

40

Load

.105

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

143121 - FH-Media Studies (MDIA)

Account Code

1320

Program Code

061410 - Multimedia

Cross-Listed Course Information

Please briefly explain how the course content fits in the curriculum of each department

The content of Video Games and Popular Culture fits in the curriculum of both Film, Television, and Electronic Media (aka Media Studies) and Humanities in that it explores video games and their connection to other aspects of society, including film, television, literature, music, etc., as found in FTVE courses, from multiple disciplinary perspectives- historical, economic, social, political, cultural, functional, and critical- as found in HUMN courses.

Please briefly explain how the course content crosses over two disciplines

The content of Video Games and Popular Culture fits in the discipline of both Music and Humanities in that it uses similar methods of inquiry found in both; the topics are examined from a technical, artistic, historical and critical perspectives as found in the Music discipline and from the historical, economic, social, political, cultural, functional, and critical perspectives as found in the Humanities discipline.

Please briefly explain how cross-listing these courses will benefit our students

This course is complementary to both departments and will offer students two locations in which to find these classes and add them to their pathway of study.

Comments other relevant information for discussion

None

HUMN F013. : VIDEO GAMES & POPULAR CULTURE

Proposal Type
New Course

Effective Term
Summer 2022

Subject
Humanities (HUMN)
Course Number
F013.

Department
Humanities (HUMN)

Division
Business and Social Sciences (1SS)

Units
4

Course Title
VIDEO GAMES & POPULAR CULTURE

Former ID

Cross Listed
MDIA F013. - VIDEO GAMES & POPULAR CULTURE

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
1

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
60

Total Student Learning Hours
156

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

Distance Learning
No

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

Foothill GE Status
Area I: Humanities

Need/Justification
This course is a restricted support course for the AA degree and certificate of achievement in Music Technology and the ADT in Film, Television, and Electronic Media, and it satisfies the Foothill GE requirement for Area I, Humanities.

Course Description
The impact of game design and game technology on popular culture. Topics will include early history including the early hardware and software designers that emerged after World

War II, the rise of the video game entrepreneurs and the resulting multi-billion dollar arcade industry, eight generations of home video game console inventors from the Magnavox Odyssey through the present day, the impact of the home computer on video games, the evolution of the handheld game console from early LCD games through the smart phone, online gaming from the first text-based games built by hobbyists through the current massively multi-player online role-playing games, and the validation of video games as an art form as evidenced by their addition to the collections of prominent institutions such as the Smithsonian and MoMA. For each historical era, the influence of video games on popular culture will be demonstrated through film, television, print, and music.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Not open to students with credit in MDIA 13 or MUS 11F.

Course Objectives

The student will be able to:

1. Describe and discuss the history of video game design from its origins to the present.
2. Analyze video game technology and how it affected game content and aesthetics.
3. Identify the major periods of video game development from the first experiments with mainframe computers through modern arcade, computer, and console-based games.
4. Write comprehensive analyses of the impact of video games on popular culture.

Course Content

1. Early history
   1. The end of World War II results in the first video games
   2. Early attempts to create artificial intelligence with simple computers
   3. Mainstream society initially fears and rejects games
   4. The first hobbyist game designers and the emergence of collective play
   5. Important figures might include:
      1. Thomas Goldsmith
      2. Alan Turing
      3. William Higinbotham
2. Video arcade games
   1. College students secretly use campus computer resources to develop the first computer-based video games
   2. The first video game companies attempt to perfect the user experience

3. The initial success of the industry spawns copycats and results in numerous lawsuits
4. Attempts to legitimize video arcades by creating a family-friendly atmosphere
5. The rapid growth and sudden crash of the industry
6. Important figures might include:
    1. Steve Russell
    2. Nolan Bushnell
3. Home video game consoles
    1. The struggle to achieve commercial acceptance of the first home game consoles
    2. The first video game entrepreneurs and the building of a multi-billion dollar industry
    3. Media conglomerates attempt to control game distribution using the same model as music and film distribution
    4. The creation of new control interfaces to attract underrepresented gamer demographics like women, children, and the elderly
    5. Important figures might include:
        1. Ralph Baer
        2. Steve Ross
        3. Howard Marks
4. Home computer games
    1. A grassroots movement results in the text game genre
    2. The rise of third-party developers and the promotion of game designers as stars
    3. The first person shooter brings players closer to living in a virtual reality
    4. Important figures might include:
        1. Will Crowther
        2. Jack Tramiel
        3. Trip Hawkins
        4. Rand and Robyn Miller
        5. Jon Romero
5. Handheld video games
    1. Advances in miniaturization enable game designers to create engaging handheld games
    2. The convergence of children's film and television entertainment with video games
    3. The rise of the smart phone and the democratization of game creation and consumption
    4. Important figures might include:
        1. Michael Katz
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        3. Steve Jobs
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    1. Widespread availability of computer modems allows users to interact online

2. The massively multiplayer game leads to game addicts living their entire lives virtually
3. Online gaming propels the game industry past films to the top of the entertainment industry
4. The rise of casual gaming and the science of user experience
5. Important figures might include:
    1. Steve Case
    2. Brad McQuaid
    3. Harold Ryan
7. Controversy
    1. Violence in gaming becomes one of the nation's hottest political issues
    2. Warner Brothers discards millions of game cartridges in the New Mexico desert
    3. The introduction of the sandbox game and concerns about virtual representations of drugs and prostitution
    4. Important figures might include:
        1. Jack Thompson
        2. Steven Spielberg
        3. Davis Jones
8. Gaming around the world
    1. A culture of gaming perfection in Japan
    2. Game development behind the Iron Curtain
    3. Important figures might include:
        1. Tomohiro Nishikado and Space Invaders
        2. Toru Iwatani and Pac-Man
        3. Shigeru Miyamoto: From Donkey Kong to Mario
        4. Alexy Pajtinov and Tetris
9. Games in film, television, music and print
    1. Films about games, artificial intelligence, and fear of technology
    2. Books about games, virtual reality, and their impact on popular culture
    3. Music inspired by games and game characters
    4. Important topics might include:
        1. Kubrick's 2001 and computer paranoia
        2. Pac-Man fever: integrated marketing pays off
        3. Tron: the first film about games
        4. William Gibson's cyberpunk revolution
        5. '80s gaming blockbusters: WarGames, The Last Starfighter, and Cloak & Dagger
        6. Genre innovation: Ender's Game and Snow Crash
        7. Why are movies about games so bad?
        8. Coming full circle: Ernest Cline and Ready Player One

Lab Content

1. Laboratory activities are provided for students to gain a theoretical knowledge regarding video game characteristics (story, graphics, sound), genre, and style. The lab content includes:
   1. In-depth, guided study of video game examples
   2. Additional opportunities are provided through critical analysis of music, films, books, and documentaries
   3. Learning is assessed in module quizzes and essays

Special Facilities and/or Equipment
1. When taught on campus: classroom sound equipment for compact discs, audiotape and records, screen, overhead projector, digital projector, VCR and DVD.
2. When taught via Foothill Global Access: on-going access to computer with email software and capabilities; email address; JavaScript-enabled internet browsing software.

Methods of Evaluation

Methods of Evaluation
Module quizzes on each of the topic areas
Essays in response to prompts that ask for critical exploration of a topic related to the parts of the course or game reviews
Final examination or comprehensive project: in-depth analysis of video games including technological and artistic influences, comparison of video game structural characteristics, cultural impact of video games, interpretation of game dialog, etc.

Method(s) of Instruction

Method(s) of Instruction
Lecture presentations and classroom discussion of the impact of video games on popular culture
In-class viewing of historically significant video games followed by instructor-guided interpretation and analysis
Group presentations of major projects followed by in-class discussion and evaluation

Representative Text(s)

Author(s)	Title	Publication Date
Bissell, Tom	Why Video Games Matter	2011
Goldberg, Harold	All Your Base Are Belong to Us: How Fifty Years of Videogames Conquered Pop Culture	2011
Kent, Steven	The Ultimate History of Video Games	2010

Please provide justification for any texts that are older than 5 years
Although these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

Other Required Materials

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

1. Reading assignments: Reading of modules for each of the module topics plus online summary.
2. Writing assignments: Essays responding to a prompt.

Authorized Discipline(s):
Music or Humanities

Faculty Service Area (FSA Code)
INTERDISCIPLINARY STUDIES

Taxonomy of Program Code (TOP Code)
1001.00 - Fine Arts, General

Articulation Office Only

C-ID Notation

IGETC Notation
Area 4: Social and Behavioral Sciences

CSU GE Notation
Area D: Social Sciences

Transferability
CSU/UC

Validation Date
10/20/21

Division Dean Only

Seat Count
50

Load
.116

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code

143121 - FH-Media Studies (MDIA)

Account Code
1320

Program Code
061410 - Multimedia

MDIA F013. : VIDEO GAMES & POPULAR CULTURE

Proposal Type
Course Revision

Effective Term
Summer 2022

Subject
Media Studies (MDIA)
Course Number
F013.

Department
Media Studies (MDIA)

Division
Fine Arts and Communication (1FA)

Units
4

Course Title
VIDEO GAMES & POPULAR CULTURE

Former ID

Cross Listed
HUMN F013. - VIDEO GAMES & POPULAR CULTURE

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
1

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
60

Total Student Learning Hours
156

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

Distance Learning
Yes

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

Foothill GE Status
Area I: Humanities

Need/Justification
This course is a restricted support course for the AA degree and certificate of achievement in Music Technology and the ADT in Film, Television, and Electronic Media, and it satisfies the Foothill GE requirement for Area I, Humanities.

Course Description
The impact of game design and game technology on popular culture. Topics will include early history including the early hardware and software designers that emerged after World War II, the rise of the video game entrepreneurs and the resulting multi-billion dollar arcade industry, eight generations of home video game console inventors from the Magnavox Odyssey through the present day, the impact of the home computer on video games, the

evolution of the handheld game console from early LCD games through the smart phone, online gaming from the first text-based games built by hobbyists through the current massively multi-player online role-playing games, and the validation of video games as an art form as evidenced by their addition to the collections of prominent institutions such as the Smithsonian and MoMA. For each historical era, the influence of video games on popular culture will be demonstrated through film, television, print, and music.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Not open to students with credit in MUS 11F.

Course Objectives

The student will be able to:

1. Describe and discuss the history of video game design from its origins to the present.
2. Analyze video game technology and how it affected game content and aesthetics.
3. Identify the major periods of video game development from the first experiments with mainframe computers through modern arcade, computer, and console-based games.
4. Write comprehensive analyses of the impact of video games on popular culture.

Course Content

1. Early history
    1. The end of World War II results in the first video games
    2. Early attempts to create artificial intelligence with simple computers
    3. Mainstream society initially fears and rejects games
    4. The first hobbyist game designers and the emergence of collective play
    5. Important figures might include:
        1. Thomas Goldsmith
        2. Alan Turing
        3. William Higinbotham
2. Video arcade games
    1. College students secretly use campus computer resources to develop the first computer-based video games
    2. The first video game companies attempt to perfect the user experience
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Account Code
1320

Program Code

061410 - Multimedia

Foothill College
Credit Program Narrative
Certificate of Achievement in Introduction to Sports Medicine

Item 1. Program Goals and Objectives

The Certificate of Achievement in Introduction to Sports Medicine is designed to provide students with a strong foundation in knowledge and experience in a variety of sports medicine fields. Completion of the requirements prepares students for aide positions in physical therapy clinics, chiropractic offices and personal training facilities. When combined with additional coursework, students also can prepare for transfer and additional study in sports medicine fields at the four-year or professional educational program setting.

Program Learning Outcomes:
- Students will demonstrate an entry level of knowledge and skill in a variety of sports medicine disciplines, including athletic training, physical therapy, strength and conditioning, and emergency medical care.
- Students will gain skills applicable in providing quality medical care for active populations.

Knowledge and Skills:

- identify basic musculo-skeletal anatomy.
- employ knowledge of muscle anatomy by designing sport specific pre-activity warm-ups.
- apply various strapping and wrapping techniques to prevent injuries.
- demonstrate flexibility exercises to stretch major muscle groups.
- demonstrate basic athletic injury recognition.
- recognize basic signs and symptoms of athletic injury trauma.
- apply basic first aid skills to mock athletic injuries.
- explain the phases of tissue healing.
- design treatment protocols for the different phases of healing.
- understand the indications and contra-indications of different therapeutic treatments.
- demonstrate proper use of machine and free weight exercise equipment.
- formulate exercise protocols to strengthen different areas of the body.
- discuss cultural differences in prevention, emergence care, treatment and rehabilitation.

Item 2. Catalog Description

Sports medicine is a multi-disciplinary educational experience. Instruction emphasizes injury prevention, emergency care and rehabilitation through the principles of anatomy, physiology, pathology, bio-mechanics, and psychology. Hands-on experience is available to the student intern through the Athletic Treatment Center from an array of sports medicine professionals. Students interested in medicine, athletic training, physical therapy, chiropractic, nutrition or other allied health fields are candidates for this program.

The Certificate of Achievement in Introduction to Sports Medicine is designed to provide students with a strong foundation in knowledge and experience in a variety of sports medicine

fields. Completion of the requirements prepares students for aide positions in physical therapy clinics, chiropractic offices and personal training facilities. When combined with additional coursework, students also can prepare for transfer and additional study in sports medicine fields at the four-year or professional educational program setting.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (9 units)	KINS 16A	Prevention of Athletic Injuries	3	Year 1 Fall
	KINS 16B	Emergency Athletic Injury Care	3	Year 1 Winter
	KINS 16C	Treatment & Rehabilitation of Athletic Injuries	3	Year 1 Spring
Restricted Electives (Select a minimum of 5 units)	KINS 1	Introduction to Kinesiology	5	Year 1 Spring
	KINS 9	Basic Nutrition for Sports & Fitness	5	Year 1 Spring
	KINS 62A	Clinical Experiences in Sports Medicine I	3	Year 1 Fall
	KINS 62B	Clinical Experiences in Sports Medicine II	3	Year 1 Winter
	ITRN 50	Internship	1	Year 1 Fall/Winter/Spring
	ITRN 51	Internship	2	Year 1 Fall/Winter/Spring
	ITRN 52	Internship	3	Year 1 Fall/Winter/Spring
	ITRN 53	Internship	4	Year 1 Fall/Winter/Spring
	ITRN 54	Internship	5	Year 1 Fall/Winter/Spring

TOTAL UNITS: 14-15 units

Proposed Sequence:
Year 1, Fall = 3-8 units
Year 1, Winter = 3-8 units
Year 1, Spring = 3-8 units
TOTAL UNITS: 14-15 units

Item 4. Master Planning
The Certificate of Achievement in Introduction to Sports Medicine will be integral in fulfilling the Foothill College Mission Statement. Providing students with education and skills that can be applied in the workforce, as future students and as global citizens, is central to the goals of the certificate. The certificate provides opportunities for students in many areas, including our dual enrollment populations at the high school level. Students are exposed to a variety of sports medicine careers and learn knowledge and skills that may help them along their pathway towards those careers. The certificate also serves traditional, returning and retraining students who are preparing for professional education programs in medicine, athletic training, physical therapy and chiropractic medicine. Finally, the certificate design allows for more distance and virtual

teaching and learning, providing students with options outside the traditional face-to-face instruction model. In all, the Certificate of Achievement in Introduction to Sports Medicine is well in line with the goals and direction of Foothill College, higher education and professional education in medicine.

Item 5. Enrollment and Completer Projections

With the number of students in our on-campus and dual enrollment programs, we project 10-15 completers per year. As the popularity of the program grows, with possible expansion of the dual enrollment program, we hope to have 20+ completers at the 5-year mark.

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
KINS 1	Introduction to Kinesiology	10	334	9	325
KINS 9	Basic Nutrition for Sports & Fitness	5	199	4	178
KINS 16A	Prevention of Athletic Injuries	3	46	3	34
KINS 16B	Emergency Athletic Injury Care	3	70	3	68
KINS 16C	Treatment & Rehabilitation of Athletic Injuries	2	41	4	80
KINS 62A	Clinical Experiences in Sports Medicine I	5	26	4	32
KINS 62B	Clinical Experiences in Sports Medicine II	5	13	4	12
ITRN 50	Internship	7	74	7	67
ITRN 51	Internship	8	45	9	49
ITRN 52	Internship	4	17	7	31
ITRN 53	Internship	3	16	5	13
ITRN 54	Internship	4	16	4	8

Item 6. Place of Program in Curriculum/Similar Programs

The Certificate of Achievement in Introduction to Sports Medicine fits well into the current offerings in the Foothill College Kinesiology catalog. First, it is an introduction and foundation that students can build on and earn the Associate in Science Degree in Sports Medicine. For sports medicine-focused students who complete the Associate Degree for Transfer in Kinesiology in order to take advantage of the guaranteed transfer opportunities, the Certificate of Achievement in Introduction to Sports Medicine provides evidence of study and skills in specific sports medicine areas that will be useful in advanced education programs in sports medicine or the workforce. Finally, the certificate is aligned with the Certificate of Achievement in Personal Trainer, promoting crossover opportunities for students interested in both disciplines.

Item 7. Similar Programs at Other Colleges in Service Area

No similar programs are available in our service area. In nearby service areas, Ohlone College in Fremont offers a Certificate of Achievement in Kinesiology: Sports Medicine (16 semester

units), and Las Positas College in Livermore offers a Certificate of Achievement in Sports Medicine (28 semester units).

Additional Information Required for State Submission:

TOP Code: 1228.00 - Athletic Training and Sports Medicine

Annual Completers: 10-15

Net Annual Labor Demand: 400 jobs in Bay Area according to LMI

Faculty Workload: No change

New Faculty Positions: 0

New Equipment: $0

New/Remodeled Facilities: $0

Library Acquisitions: $0

Gainful Employment: Yes

Program Review Date: November, 2023

Distance Education: 1-49%

Athletic Training and Sports Medicine Occupations
Labor Market Information Report
Foothill College

Prepared by the San Francisco Bay Center of Excellence
for Labor Market Research
June 2020

Recommendation

Based on all available data, there appears to be a close alignment between the supply of Athletic Training and Sports Medicine workers and the demand for this cluster of occupations in both the Bay region and Silicon Valley sub-region (Santa Clara County). However, this "gap analysis" will be changing soon with the implementation of a new education requirement of a Masters Degree for students seeking employment as an Athletic Trainer (see CAATE standard outlining this change below). And because community colleges are not able to grant Masters Degrees, they cannot prepare students for this occupation.

This report also provides student outcomes data on employment and earnings for programs on TOP 1228.00-Athletic Training and Sports Medicine in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

Introduction

This report profiles Athletic Training and Sports Medicine Occupations in the 12 county Bay region and in the Silicon Valley sub-region for exploratory purposes for Foothill College. It is important to note that the educational requirement for accredited professional athletic training programs will soon be a Masters degree. This is outlined in the information below by the Commission on Accreditation of Athletic Training Education (CAATE):

> *Standard 2: CAATE accredited professional athletic training programs must result in the granting of a master's degree in Athletic Training. The program must be identified as an academic athletic training degree in institutional academic publications. The degree must appear on the official transcript similar to normal designations for other degrees at the institution. (Timeline for Compliance with Standard 2: Baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022).*

- **Athletic Trainers (SOC 29-9091):** Evaluate and advise individuals to assist recovery from or avoid athletic-related injuries or illnesses, or maintain peak physical fitness. May provide first aid or emergency care.
     Entry-Level Educational Requirement: Bachelor's degree
     Training Requirement: None
     Percentage of Community College Award Holders or Some Postsecondary Coursework: 22%

Occupational Demand

Table 1. Employment Outlook for Athletic Training and Sports Medicine Occupations in Bay Region

Occupation	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Athletic Trainers	367	435	68	19%	182	36	$19.63	$29.09

Source: EMSI 2020.1

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

Table 2. Employment Outlook for Athletic Training and Sports Medicine Occupations in Silicon Valley Sub-Region

Occupation	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Athletic Trainers	120	144	24	20%	60	12	$22.23	$31.12

Source: EMSI 2020.1
Silicon Valley Sub-Region includes Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months (June 2019 - May 2020)

Occupation	Bay Region	Silicon Valley
Athletic Trainers	191	64

Source: Burning Glass

Table 4a. Top Job Titles for Athletic Training and Sports Medicine Occupations for latest 12 months (June 2019 - May 2020) Bay Region

Common Title	Bay	Common Title	Bay
Athletic Trainer	167	Sports Trainer, Information And Technology Industry	1
Sports Trainer	10	Senior Director/Administrator	1
Athletics Professional	3	Personal Trainer	1
Do Have Any Artistic Or Athletic Hobby Will Teach It To A Kid Impacted By Chronic Illness	2	Lead Claims Trainer	1
Athletic Trainer	2	Director	1
Trainer	1	Assistant Director, Equipment, Services	1

Table 4b. Top Job Titles for Athletic Training and Sports Medicine Occupations for latest 12 months (June 2019 - May 2020) Silicon Valley Sub-Region

Common Title	Silicon Valley	Common Title	Silicon Valley
Athletic Trainer	51	Personal Trainer	1
Sports Trainer	10	Assistant Director, Equipment, Services	1
Sports Trainer, Information And Technology Industry	1		

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Athletic Training and Sports Medicine Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2019)	Jobs in Industry (2022)	% Change (2019-24)	% Occupation Group in Industry (2019)
Colleges, Universities, and Professional Schools (611310)	41	51	24%	11%
Offices of Physical, Occupational and Speech Therapists, and Audiologists (621340)	40	55	38%	11%
Fitness and Recreational Sports Centers (713940)	36	44	22%	10%
Offices of All Other Miscellaneous Health Practitioners (621399)	34	40	18%	9%
Offices of Mental Health Practitioners (except Physicians) (621330)	30	36	20%	8%
General Medical and Surgical Hospitals (622110)	28	30	7%	8%

Colleges, Universities, and Professional Schools (State Government) (902612)	25	27	8%	7%
Offices of Physicians (except Mental Health Specialists) (621111)	20	20	0%	5%
Elementary and Secondary Schools (Local Government) (903611)	16	18	13%	4%
Hospitals (Local Government) (903622)	16	18	13%	4%
Elementary and Secondary Schools (611110)	14	16	14%	4%

Source: EMSI 2020.1

Table 6. Top Employers Posting Athletic Training and Sports Medicine Occupations in Bay Region and Silicon Valley Sub-Region (June 2019 - May 2020)

Employer	Bay	Employer	Bay	Employer	Silicon Valley
Select Medical	11	University San Francisco	3	Lucile Packard Children's Hospital	7
Lucile Packard Children's Hospital	7	University Of California Berkeley	3	Stanford University	5
Workcare	5	University California	3	Workcare	4
Work Right Nw	5	Stretchlab Area	3	Villasport Athletic Club And Spa	4
Stanford University	5	Sonoma State University	3	Villasport	4
Pivot Onsite Innovations	5	Marin General Hospital	3	Foothill De Community College District	4
Villasport Athletic Club And Spa	4	Biokinetix	3	Work Care	3
Villasport	4	University Of California Santa Cruz	2	Villa Sport	3
Vibrantcare Rehabilitation	4	University Of California San Francisco	2	Stretchlab Area	3
University Of California	4	Sportsplus	2	Sportsplus	2
San Mateo County Community College District	4	San Lorenzo Valley Unified	2	San Jose State University	2
Muir Orthopaedic Specialists	4	San Jose State University	2	San Jos State University	2
Kaiser Permanente	4	San Jos State University	2	Foothill College	2
Holy Names University	4	Pivot Physical Therapy	2	West Valley Mission Community College District	1
Foothill De Community College District	4	Pajaro Valley Unified School District	2	West Valley Mission Community College	1
Work Care	3	Foothill College	2	West Valley College	1
Villa Sport	3	Dorn Company	2	Stanford Health Care	1

Source: Burning Glass

Educational Supply

There are five (5) community colleges in the Bay Region issuing 18 awards on average annually (last 3 years ending 2018-19) on TOP 1228.00- Athletic Training and Sports Medicine. There are two colleges in the Silicon Valley Sub-Region issuing eight (8) awards on average annually (last 3 years) on this TOP code.

There is one (1) Other Educational Institution in the Bay Region issuing one (1) award on average annually (last 3 years ending 2016-17) on TOP 1228.00-Athletic Training and Sports Medicine. There are no Other Educational Institutions in the Silicon Valley Sub-Region Region issuing awards on this TOP code.

There is one (1) four-year institution in the Bay Region (San Jose State University) issuing 14 Bachelors Degrees on average annually (last 3 years) on this TOP code. San Jose State University is located in the Silicon Valley Sub-Region.

Table 7a. Awards on TOP 1228.00-Athletic Training and Sports Medicine in Bay Region

College	Sub-Region	Associates	Certificate Low Unit	Total
Diablo Valley	East Bay	2		2
Foothill	Silicon Valley	2		2
Ohlone	East Bay	4		4
Santa Rosa	North Bay	4		4
West Valley	Silicon Valley		6	6
Total Bay Region		**12**	**6**	**18**
Total Silicon Valley Sub-Region		**2**	**6**	**8**

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

Table 7b. Other Educational Institution Awards on TOP 1228.00-Athletic Training and Sports Medicine in Bay Region

College	Sub-Region	Award < 1 academic yr	Total
Gurnick Academy of Medical Arts	Mid-Peninsula	1	1
Total Bay Region		**1**	**1**
Total Silicon Valley Sub-Region		**0**	**0**

Source: Data Mart

Note: The annual average for awards is 2014-15 to 2016-17.

Table 7c. Other CTE Institution Bachelor's Degree Awards on TOP 1228.00-Athletic Training and Sports Medicine in Bay Region

College	Sub-Region	Bachelor's Degree
San Jose State University	Silicon Valley	14
Total Bay Region		**14**
Total Silicon Valley Sub-Region		**14**

Source: Data Mart

Note: The annual average for awards is 2014-15 to 2016-17.

Gap Analysis

Based on all available data, there appears to be a close alignment between the supply of Athletic Training and Sports Medicine workers and the demand for this cluster of occupations in both the Bay region and Silicon Valley sub-region (Santa Clara County). However, this "gap analysis" will be changing soon with the implementation of a new education requirement of a Masters Degree for students seeking employment as an Athletic Trainer. And because community colleges are not able to grant Masters Degrees, they cannot prepare students for this occupation.

In the Bay region, there are 36 annual openings for the Athletic Training and Sports Medicine occupational cluster and 33 annual (3-year average) total awards, with 14 of these awards at the Bachelor's degree level. In the Silicon Valley Sub-Region, there are 12 annual openings and 22 annual (3-year average) total awards, with 14 of these awards at the Bachelor's degree level, for an annual oversupply of students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1228.00-Athletic Training and Sports Medicine

2015-16	Bay (All CTE Programs)	Foothill College (All CTE Programs)	State (1228.00)	Bay (1228.00)	Silicon Valley (1228.00)	Foothill College (1228.00)
% Employed Four Quarters After Exit	74%	77%	62%	n/a	n/a	n/a

Median Quarterly Earnings Two Quarters After Exit	$10,550	$15,310	$4,450	n/a	n/a	n/a
Median % Change in Earnings	46%	82%	64%	n/a	n/a	n/a
% of Students Earning a Living Wage	63%	76%	n/a	n/a	n/a	n/a

Source: Launchboard Pipeline (version available on 5/28/20)

Skills, Certifications and Education

Table 9. Top Skills for Athletic Training and Sports Medicine Occupations in Bay Region (June 2019 - May 2020)

Skill	Postings	Skill	Postings	Skill	Postings
Cardiopulmonary Resuscitation (CPR)	96	Physiology	20	Strength and Conditioning	13
Rehabilitation	91	Health Insurance Portability and Accountability Act (HIPAA)	18	Therapeutic Intervention	13
Injury Prevention	88	Injury Treatment	18	Customer Contact	11
Sports Injuries	62	Medical Assistance	18	Anatomy	10
Scheduling	49	Treatment Planning	18	Case Management	10
Therapy Modalities	38	Electronic Medical Records	17	Health Screening	10
Occupational Health and Safety	37	First Aid	17	Inventory Maintenance	10
Physical Therapy	36	Medical Records Maintenance	17	Lesson Planning	10
Budgeting	29	Patient/Family Education and Instruction	17	Bandage Application	9
Emergency Care	26	Staff Management	17	Blood Pressure Measurement	9
Patient Care	25	Bloodborne Pathogens	14	Concussion Diagnosis / Treatment	9
Prevent And Treat Injuries	25	Data Entry	13	Copying	9
Customer Service	23	Employee Coaching	13	Interaction with Patients / Medical Personnel	9
Medical Coding	22	Health Promotion Programs	13	Training Programs	9
Teaching	22	Illness Prevention	13	Biomechanics	8

Source: Burning Glass

Table 10. Certifications for Athletic Training and Sports Medicine Occupations in Bay Region (June 2019 - May 2020)

Certification	Postings	Certification	Postings
Athletic Trainer Certification	113	Group Exercise Instructor	3
First Aid CPR AED	80	Certified Strength and Conditioning Specialist	3
Driver's License	45	Subspecialty Certification in Cardiac Surgery	2
Basic Life Saving (BLS)	19	Personal Fitness Trainer Certification	2
Boc Certified	14	Massage Therapist Certification	2
Basic Cardiac Life Support Certification	9	Citrix Certified Advanced Administrator (CCAA)	2
American Heart Association Certification	8	Certified ScrumMaster (CSM)	2
CDL Class B	6	Occupational Safety and Health Administration Certification	1
Certified Fitter	5	Emergency Medical Technician (EMT)	1
ABC Certified	5	Certified Medical Assistant	1
Exercise Physiologist Certified	4	Certified Fitness Instructor	1
Sports Medicine Certification	3		

Source: Burning Glass

Table 11. Education Requirements for Athletic Training and Sports Medicine Occupations in Bay Region

Note: 31% of records have been excluded because they do not include a degree level. As a result, the chart below may not be representative of the full sample.

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	32	24%
Associate Degree	1	1%
Bachelor's Degree or Higher	89	75%

Source: Burning Glass

Methodology

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

Sources

O*Net Online
Labor Insight/Jobs (Burning Glass)
Economic Modeling Specialists International (EMSI)
CTE LaunchBoard www.calpassplus.org/Launchboard/
Statewide CTE Outcomes Survey
Employment Development Department Unemployment Insurance Dataset
Living Insight Center for Community Economic Development
Chancellor's Office MIS system

Contacts

For more information, please contact:

- Doreen O'Donovan, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), doreen@baccc.net or (831) 479-6481
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544

FOOTHILL COLLEGE
Temporary Program Creation Process
Feedback Form for New Programs

Until the new permanent program creation process has been determined, as part of the temporary program creation process this form shall be used by a department to gather feedback on a new program from key governance committees on campus. A complete program narrative and supporting documentation must be submitted to the groups listed below (simultaneous submission is recommended). Each committee will provide initial feedback via email within two weeks but might also provide additional feedback after their monthly meetings.

After a two-week period, regardless of whether feedback has been received from the three committees, the Division Curriculum Committee may consider the new program for approval. Following Division CC approval, please forward this completed form to the Office of Instruction.

Faculty Author(s): Warren Voyce MS, ATC
Division: Kinesiology and Athletics

Program Title: Introduction to Sports Medicine
Program Units: 14-15 units

Workforce/CTE Program (Y): 1228.00 - Athletic Training and Sports Medicine
　　　Please note that Workforce/CTE status is dependent on the TOP Code assigned to the program.

Type of Award:
____ Non-transcriptable credit certificate　　　____ AA/AS Degree (local)
_X_ Certificate of Achievement　　　____ AA-T/AS-T Degree (ADT)
____ Noncredit certificate

EQUITY & EDUCATION https://foothill.edu/gov/equity-and-education/
Date of meeting: **Comments:** Submitted to Equity & Education committee on January 21, 2021. No feedback has been received.

REVENUE & RESOURCES   https://foothill.edu/gov/revenue-and-resources/
Date of meeting: **Comments:**   Submitted to Revenue & Resources committee on January 21, 2021. No feedback has been received.

ADVISORY COUNCIL   https://foothill.edu/gov/council/
Date of meeting: **Comments:**   Submitted to Advisory Council on January 21, 2021. No feedback has been received.

Division Curriculum Committee Approval Date: 9/3/20

Division CC Representative: Katy Ripp

Foothill College
Credit Program Narrative
Certificate of Achievement in Advanced Sports Medicine

Item 1. Program Goals and Objectives

The Certificate of Achievement in Advanced Sports Medicine is designed to provide students with a strong foundation in knowledge and experience in a variety of sports medicine fields. It builds on the foundation of the Certificate of Achievement in Introduction to Sports Medicine with more in-depth coursework and experience opportunities, as well as options within related disciplines such as personal training and adaptive fitness. Completion of the requirements prepares students for aide positions in physical therapy clinics and chiropractic offices, as well as positions in personal training and adaptive fitness. When combined with additional coursework, students also can prepare for transfer and additional study in sports medicine fields at the four-year or professional educational program setting.

Program Learning Outcomes:
- Students will demonstrate an entry level of knowledge and skill in a variety of sports medicine disciplines, including athletic training, physical therapy, strength and conditioning and emergency medical care.
- Students will gain skills applicable in providing quality medical care for active populations.

Knowledge and Skills:

- identify basic musculo-skeletal anatomy.
- employ knowledge of muscle anatomy by designing sport specific pre-activity warm-ups.
- apply various strapping and wrapping techniques to prevent injuries.
- demonstrate flexibility exercises to stretch major muscle groups.
- demonstrate basic athletic injury recognition.
- recognize basic signs and symptoms of athletic injury trauma.
- apply basic first aid skills to mock athletic injuries.
- explain the phases of tissue healing.
- design treatment protocols for the different phases of healing.
- understand the indications and contra-indications of different therapeutic treatments.
- demonstrate proper use of machine and free weight exercise equipment.
- formulate exercise protocols to strengthen different areas of the body.
- discuss cultural differences in prevention, emergence care, treatment and rehabilitation.

Item 2. Catalog Description

Sports Medicine is a multi-disciplinary educational experience. Instruction emphasizes injury prevention, emergency care and rehabilitation through the principles of anatomy, physiology, pathology, bio-mechanics, and psychology. Hands-on experience is available to the student intern through the Athletic Treatment Center from an array of sports medicine professionals. Students interested in medicine, athletic training, physical therapy, chiropractic, nutrition or other allied health fields are candidates for this program.

The Certificate of Achievement in Advanced Sports Medicine is designed to provide students with a strong foundation in knowledge and experience in a variety of sports medicine fields. It builds on the foundation of the Certificate of Achievement in Introduction to Sports Medicine with more in-depth coursework and experience opportunities, as well as options within related disciplines such as personal training and adaptive fitness. The emphasis on clinical experience and hands-on practical skills prepares the students not only with the knowledge they need to be successful in the workforce, but also with the skills and experience that are critical to that success. Completion of the requirements prepares students for aide positions in physical therapy clinics and chiropractic offices, as well as positions in personal training and adaptive fitness. When combined with additional coursework, students also can prepare for transfer and additional study in sports medicine fields at the four-year or professional educational program setting.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (9 units)	KINS 16A	Prevention of Athletic Injuries	3	Year 1 Fall
	KINS 16B	Emergency Athletic Injury Care	3	Year 1 Winter
	KINS 16C	Treatment & Rehabilitation of Athletic Injuries	3	Year 1 Spring
Restricted Electives (15-18 units)	Experience: Select minimum of 6 units			
	KINS 62A	Clinical Experiences in Sports Medicine I	3	Year 1 Fall/Winter/Spring
	KINS 62B	Clinical Experiences in Sports Medicine II	3	Year 1 Fall/Winter/Spring
	KINS 62C	Clinical Experiences in Sports Medicine III	3	Year 1 Fall/Winter/Spring
	KINS 62D	Clinical Experiences in Sports Medicine IV	3	Year 1 Fall/Winter/Spring
	KINS 62E	Clinical Experiences in Sports Medicine V	3	Year 1 Fall/Winter/Spring
	ITRN 50	Internship	1	Year 1 Fall/Winter/Spring
	ITRN 51	Internship	2	Year 1 Fall/Winter/Spring
	ITRN 52	Internship	3	Year 1 Fall/Winter/Spring
	ITRN 53	Internship	4	Year 1 Fall/Winter/Spring
	ITRN 54	Internship	5	Year 1 Fall/Winter/Spring
	Select minimum of 9 units			
	KINS 1	Introduction to Kinesiology	5	Year 1 Spring
	KINS 8A	Theory & Concepts of Exercise Physiology I	5	Year 1 Fall

	KINS 8B	Theory & Concepts of Exercise Physiology II	5	Year 1 Winter
	KINS 9	Basic Nutrition for Sports & Fitness	5	Year 1 Spring
	KINS 48	Fitness Assessment Techniques for the Personal Trainer	4	Year 1 Winter
	KINS 81	Introduction to Adaptive Fitness	4	Year 1 Winter
	KINS 82	Applied Principles of Adaptive Fitness	4	Year 1 Winter
	KINS 84	Functional Fitness & Adaptive Movement	3	Year 1 Spring

TOTAL UNITS: 24-27 units

Proposed Sequence:
Year 1, Fall = 9-14 units
Year 1, Winter = 9-14 units
Year 1, Spring = 3-13 units
TOTAL UNITS: 24-27 units

Item 4. Master Planning
The Certificate of Achievement in Advanced Sports Medicine will be integral in fulfilling the Foothill College Mission Statement. Providing students with education and skills that can be applied in the workforce, as future students and as global citizens, is central to the goals of the certificate. The certificate provides opportunities for students in many areas, including our dual enrollment populations at the high school level. Students are exposed to a variety of sports medicine careers and learn knowledge and skills that may help them along their pathway towards those careers. The certificate also serves traditional, returning and retraining students who are preparing for professional education programs in medicine, athletic training, physical therapy and chiropractic medicine. Finally, the certificate design allows for more distance and virtual teaching and learning, providing students with options outside the traditional face-to-face instruction model. In all, the Certificate of Achievement in Advanced Sports Medicine is well in line with the goals and direction of Foothill College, higher education and professional education in medicine.

Perhaps the most important aspect of the Certificate of Achievement in Advanced Sports Medicine is the focus on hands-on experience and practical knowledge and skills. Feedback from industry professionals and educational program directors indicates that the greatest weakness in entry-level candidates is not in their lack of knowledge, it is in their lack of ability to apply that knowledge in a practical setting. By incorporating clinical experience and emphasizing hands-on skills within the certificate, we hope to close that achievement gap and produce graduates who are successful in both conceptual and practical knowledge and skills, making for a stronger workforce.

Item 5. Enrollment and Completer Projections
With the number of students in the Sports Medicine Program and the close alignment with the Personal Trainer and Adaptive Programs, we project 5-10 completers per year. As we grow our populations and strengthen the relationships between programs, we project 15-20 completers per year by the 5-year mark.

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
KINS 1	Introduction to Kinesiology	10	334	9	325
KINS 8A	Theory & Concepts of Exercise Physiology I	3	75	3	85
KINS 8B	Theory & Concepts of Exercise Physiology II	1	20	2	36
KINS 9	Basic Nutrition for Sports & Fitness	5	199	4	178
KINS 16A	Prevention of Athletic Injuries	3	46	3	34
KINS 16B	Emergency Athletic Injury Care	3	70	3	68
KINS 16C	Treatment & Rehabilitation of Athletic Injuries	2	41	4	80
KINS 48	Fitness Assessment Techniques for the Personal Trainer	N/A	N/A	1	30
KINS 62A	Clinical Experiences in Sports Medicine I	5	26	4	32
KINS 62B	Clinical Experiences in Sports Medicine II	5	13	4	12
KINS 62C	Clinical Experiences in Sports Medicine III	3	7	4	6
KINS 62D	Clinical Experiences in Sports Medicine IV	2	4	4	7
KINS 62E	Clinical Experiences in Sports Medicine V	4	6	5	8
KINS 81	Introduction to Adaptive Fitness	1	12	2	22
KINS 82	Applied Principles of Adaptive Fitness	N/A	N/A	N/A	N/A
KINS 84	Functional Fitness & Adaptive Movement	N/A	N/A	N/A	N/A
ITRN 50	Internship	7	74	7	67
ITRN 51	Internship	8	45	9	49
ITRN 52	Internship	4	17	7	31
ITRN 53	Internship	3	16	5	13
ITRN 54	Internship	4	16	4	8

Item 6. Place of Program in Curriculum/Similar Programs

The Certificate of Achievement in Advanced Sports Medicine fits well into the current offerings in the Foothill College Kinesiology catalog. First, it is an introduction and foundation that students can build on and earn the Associate in Science Degree in Sports Medicine. For sports

medicine-focused students who complete the Associate Degree for Transfer in Kinesiology in order to take advantage of the guaranteed transfer opportunities, the Certificate of Achievement in Advanced Sports Medicine provides evidence of study and skills in specific sports medicine areas that will be useful in advanced education programs in sports medicine or the workforce. Finally, the certificate is aligned with the Certificate of Achievement in Personal Trainer and potentially the Adaptive Fitness Program, promoting crossover opportunities for students interested in multiple disciplines.

Item 7. Similar Programs at Other Colleges in Service Area

No similar programs are available in our service area. In nearby service areas, Ohlone College in Fremont offers a Certificate of Achievement in Kinesiology: Sports Medicine (16 semester units), and Las Positas College in Livermore offers a Certificate of Achievement in Sports Medicine (28 semester units).

Additional Information Required for State Submission:

TOP Code: 1228.00 - Athletic Training and Sports Medicine

Annual Completers: 5-10

Net Annual Labor Demand: 400 jobs in Bay Area according to LMI

Faculty Workload: No change

New Faculty Positions: 0

New Equipment: $0

New/Remodeled Facilities: $0

Library Acquisitions: $0

Gainful Employment: Yes

Program Review Date: November, 2023

Distance Education: 1-49%

Athletic Training and Sports Medicine Occupations
Labor Market Information Report
Foothill College

Prepared by the San Francisco Bay Center of Excellence
for Labor Market Research
June 2020

Recommendation

Based on all available data, there appears to be a close alignment between the supply of Athletic Training and Sports Medicine workers and the demand for this cluster of occupations in both the Bay region and Silicon Valley sub-region (Santa Clara County). However, this "gap analysis" will be changing soon with the implementation of a new education requirement of a Masters Degree for students seeking employment as an Athletic Trainer (see CAATE standard outlining this change below). And because community colleges are not able to grant Masters Degrees, they cannot prepare students for this occupation.

This report also provides student outcomes data on employment and earnings for programs on TOP 1228.00-Athletic Training and Sports Medicine in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

Introduction

This report profiles Athletic Training and Sports Medicine Occupations in the 12 county Bay region and in the Silicon Valley sub-region for exploratory purposes for Foothill College. It is important to note that the educational requirement for accredited professional athletic training programs will soon be a Masters degree. This is outlined in the information below by the Commission on Accreditation of Athletic Training Education (CAATE):

> *Standard 2: CAATE accredited professional athletic training programs must result in the granting of a master's degree in Athletic Training. The program must be identified as an academic athletic training degree in institutional academic publications. The degree must appear on the official transcript similar to normal designations for other degrees at the institution. (Timeline for Compliance with Standard 2: Baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022).*

- **Athletic Trainers (SOC 29-9091):** Evaluate and advise individuals to assist recovery from or avoid athletic-related injuries or illnesses, or maintain peak physical fitness. May provide first aid or emergency care.
  Entry-Level Educational Requirement: Bachelor's degree
  Training Requirement: None
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 22%

Occupational Demand

Table 1. Employment Outlook for Athletic Training and Sports Medicine Occupations in Bay Region

Occupation	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Athletic Trainers	367	435	68	19%	182	36	$19.63	$29.09

Source: EMSI 2020.1

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

Table 2. Employment Outlook for Athletic Training and Sports Medicine Occupations in Silicon Valley Sub-Region

Occupation	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Athletic Trainers	120	144	24	20%	60	12	$22.23	$31.12

Source: EMSI 2020.1
Silicon Valley Sub-Region includes Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region
Table 3. Number of Job Postings by Occupation for latest 12 months (June 2019 - May 2020)

Occupation	Bay Region	Silicon Valley
Athletic Trainers	191	64

Source: Burning Glass

Table 4a. Top Job Titles for Athletic Training and Sports Medicine Occupations for latest 12 months (June 2019 - May 2020) Bay Region

Common Title	Bay	Common Title	Bay
Athletic Trainer	167	Sports Trainer, Information And Technology Industry	1
Sports Trainer	10	Senior Director/Administrator	1
Athletics Professional	3	Personal Trainer	1
Do Have Any Artistic Or Athletic Hobby Will Teach It To A Kid Impacted By Chronic Illness	2	Lead Claims Trainer	1
Athletic Trainer	2	Director	1
Trainer	1	Assistant Director, Equipment, Services	1

Table 4b. Top Job Titles for Athletic Training and Sports Medicine Occupations for latest 12 months (June 2019 - May 2020) Silicon Valley Sub-Region

Common Title	Silicon Valley	Common Title	Silicon Valley
Athletic Trainer	51	Personal Trainer	1
Sports Trainer	10	Assistant Director, Equipment, Services	1
Sports Trainer, Information And Technology Industry	1		

Source: Burning Glass

Industry Concentration
Table 5. Industries hiring Athletic Training and Sports Medicine Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2019)	Jobs in Industry (2022)	% Change (2019-24)	% Occupation Group in Industry (2019)
Colleges, Universities, and Professional Schools (611310)	41	51	24%	11%
Offices of Physical, Occupational and Speech Therapists, and Audiologists (621340)	40	55	38%	11%
Fitness and Recreational Sports Centers (713940)	36	44	22%	10%
Offices of All Other Miscellaneous Health Practitioners (621399)	34	40	18%	9%
Offices of Mental Health Practitioners (except Physicians) (621330)	30	36	20%	8%
General Medical and Surgical Hospitals (622110)	28	30	7%	8%

Colleges, Universities, and Professional Schools (State Government) (902612)	25	27	8%	7%
Offices of Physicians (except Mental Health Specialists) (621111)	20	20	0%	5%
Elementary and Secondary Schools (Local Government) (903611)	16	18	13%	4%
Hospitals (Local Government) (903622)	16	18	13%	4%
Elementary and Secondary Schools (611110)	14	16	14%	4%

Source: EMSI 2020.1

Table 6. Top Employers Posting Athletic Training and Sports Medicine Occupations in Bay Region and Silicon Valley Sub-Region (June 2019 - May 2020)

Employer	Bay	Employer	Bay	Employer	Silicon Valley
Select Medical	11	University San Francisco	3	Lucile Packard Children's Hospital	7
Lucile Packard Children's Hospital	7	University Of California Berkeley	3	Stanford University	5
Workcare	5	University California	3	Workcare	4
Work Right Nw	5	Stretchlab Area	3	Villasport Athletic Club And Spa	4
Stanford University	5	Sonoma State University	3	Villasport	4
Pivot Onsite Innovations	5	Marin General Hospital	3	Foothill De Community College District	4
Villasport Athletic Club And Spa	4	Biokinetix	3	Work Care	3
Villasport	4	University Of California Santa Cruz	2	Villa Sport	3
Vibrantcare Rehabilitation	4	University Of California San Francisco	2	Stretchlab Area	3
University Of California	4	Sportsplus	2	Sportsplus	2
San Mateo County Community College District	4	San Lorenzo Valley Unified	2	San Jose State University	2
Muir Orthopaedic Specialists	4	San Jose State University	2	San Jos State University	2
Kaiser Permanente	4	San Jos State University	2	Foothill College	2
Holy Names University	4	Pivot Physical Therapy	2	West Valley Mission Community College District	1
Foothill De Community College District	4	Pajaro Valley Unified School District	2	West Valley Mission Community College	1
Work Care	3	Foothill College	2	West Valley College	1
Villa Sport	3	Dorn Company	2	Stanford Health Care	1

Source: Burning Glass

Educational Supply

There are five (5) community colleges in the Bay Region issuing 18 awards on average annually (last 3 years ending 2018-19) on TOP 1228.00- Athletic Training and Sports Medicine. There are two colleges in the Silicon Valley Sub-Region issuing eight (8) awards on average annually (last 3 years) on this TOP code.

There is one (1) Other Educational Institution in the Bay Region issuing one (1) award on average annually (last 3 years ending 2016-17) on TOP 1228.00-Athletic Training and Sports Medicine. There are no Other Educational Institutions in the Silicon Valley Sub-Region Region issuing awards on this TOP code.

There is one (1) four-year institution in the Bay Region (San Jose State University) issuing 14 Bachelors Degrees on average annually (last 3 years) on this TOP code. San Jose State University is located in the Silicon Valley Sub-Region.

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Ohlone	East Bay	4		4
Santa Rosa	North Bay	4		4
West Valley	Silicon Valley		6	6
Total Bay Region		**12**	**6**	**18**
Total Silicon Valley Sub-Region		**2**	**6**	**8**

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

Table 7b. Other Educational Institution Awards on TOP 1228.00-Athletic Training and Sports Medicine in Bay Region

College	Sub-Region	Award < 1 academic yr	Total
Gurnick Academy of Medical Arts	Mid-Peninsula	1	1
Total Bay Region		**1**	**1**
Total Silicon Valley Sub-Region		**0**	**0**

Source: Data Mart

Note: The annual average for awards is 2014-15 to 2016-17.

Table 7c. Other CTE Institution Bachelor's Degree Awards on TOP 1228.00-Athletic Training and Sports Medicine in Bay Region

College	Sub-Region	Bachelor's Degree
San Jose State University	Silicon Valley	14
Total Bay Region		**14**
Total Silicon Valley Sub-Region		**14**

Source: Data Mart

Note: The annual average for awards is 2014-15 to 2016-17.

Gap Analysis

Based on all available data, there appears to be a close alignment between the supply of Athletic Training and Sports Medicine workers and the demand for this cluster of occupations in both the Bay region and Silicon Valley sub-region (Santa Clara County). However, this "gap analysis" will be changing soon with the implementation of a new education requirement of a Masters Degree for students seeking employment as an Athletic Trainer. And because community colleges are not able to grant Masters Degrees, they cannot prepare students for this occupation.

In the Bay region, there are 36 annual openings for the Athletic Training and Sports Medicine occupational cluster and 33 annual (3-year average) total awards, with 14 of these awards at the Bachelor's degree level. In the Silicon Valley Sub-Region, there are 12 annual openings and 22 annual (3-year average) total awards, with 14 of these awards at the Bachelor's degree level, for an annual oversupply of students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1228.00-Athletic Training and Sports Medicine

2015-16	Bay (All CTE Programs)	Foothill College (All CTE Programs)	State (1228.00)	Bay (1228.00)	Silicon Valley (1228.00)	Foothill College (1228.00)
% Employed Four Quarters After Exit	74%	77%	62%	n/a	n/a	n/a

Median Quarterly Earnings Two Quarters After Exit	$10,550	$15,310	$4,450	n/a	n/a	n/a
Median % Change in Earnings	46%	82%	64%	n/a	n/a	n/a
% of Students Earning a Living Wage	63%	76%	n/a	n/a	n/a	n/a

Source: Launchboard Pipeline (version available on 5/28/20)

Skills, Certifications and Education

Table 9. Top Skills for Athletic Training and Sports Medicine Occupations in Bay Region (June 2019 - May 2020)

Skill	Postings	Skill	Postings	Skill	Postings
Cardiopulmonary Resuscitation (CPR)	96	Physiology	20	Strength and Conditioning	13
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Scheduling	49	Treatment Planning	18	Case Management	10
Therapy Modalities	38	Electronic Medical Records	17	Health Screening	10
Occupational Health and Safety	37	First Aid	17	Inventory Maintenance	10
Physical Therapy	36	Medical Records Maintenance	17	Lesson Planning	10
Budgeting	29	Patient/Family Education and Instruction	17	Bandage Application	9
Emergency Care	26	Staff Management	17	Blood Pressure Measurement	9
Patient Care	25	Bloodborne Pathogens	14	Concussion Diagnosis / Treatment	9
Prevent And Treat Injuries	25	Data Entry	13	Copying	9
Customer Service	23	Employee Coaching	13	Interaction with Patients / Medical Personnel	9
Medical Coding	22	Health Promotion Programs	13	Training Programs	9
Teaching	22	Illness Prevention	13	Biomechanics	8

Source: Burning Glass

Table 10. Certifications for Athletic Training and Sports Medicine Occupations in Bay Region (June 2019 - May 2020)

Certification	Postings	Certification	Postings
Athletic Trainer Certification	113	Group Exercise Instructor	3
First Aid CPR AED	80	Certified Strength and Conditioning Specialist	3
Driver's License	45	Subspecialty Certification in Cardiac Surgery	2
Basic Life Saving (BLS)	19	Personal Fitness Trainer Certification	2
Boc Certified	14	Massage Therapist Certification	2
Basic Cardiac Life Support Certification	9	Citrix Certified Advanced Administrator (CCAA)	2
American Heart Association Certification	8	Certified ScrumMaster (CSM)	2
CDL Class B	6	Occupational Safety and Health Administration Certification	1
Certified Fitter	5	Emergency Medical Technician (EMT)	1
ABC Certified	5	Certified Medical Assistant	1
Exercise Physiologist Certified	4	Certified Fitness Instructor	1
Sports Medicine Certification	3		

Source: Burning Glass

Table 11. Education Requirements for Athletic Training and Sports Medicine Occupations in Bay Region

Note: 31% of records have been excluded because they do not include a degree level. As a result, the chart below may not be representative of the full sample.

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	32	24%
Associate Degree	1	1%
Bachelor's Degree or Higher	89	75%

Source: Burning Glass

Methodology

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

Sources

O*Net Online
Labor Insight/Jobs (Burning Glass)
Economic Modeling Specialists International (EMSI)
CTE LaunchBoard www.calpassplus.org/Launchboard/
Statewide CTE Outcomes Survey
Employment Development Department Unemployment Insurance Dataset
Living Insight Center for Community Economic Development
Chancellor's Office MIS system

Contacts

For more information, please contact:

- Doreen O'Donovan, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), doreen@baccc.net or (831) 479-6481
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544

FOOTHILL COLLEGE
Temporary Program Creation Process
Feedback Form for New Programs

Until the new permanent program creation process has been determined, as part of the temporary program creation process this form shall be used by a department to gather feedback on a new program from key governance committees on campus. A complete program narrative and supporting documentation must be submitted to the groups listed below (simultaneous submission is recommended). Each committee will provide initial feedback via email within two weeks but might also provide additional feedback after their monthly meetings.

After a two-week period, regardless of whether feedback has been received from the three committees, the Division Curriculum Committee may consider the new program for approval. Following Division CC approval, please forward this completed form to the Office of Instruction.

Faculty Author(s): Warren Voyce MS, ATC
Division: Kinesiology and Athletics

Program Title: Advanced Sports Medicine
Program Units: 24-27 units

Workforce/CTE Program (Y): 1228.00 - Athletic Training and Sports Medicine
        Please note that Workforce/CTE status is dependent on the TOP Code assigned to the program.

Type of Award:
____ Non-transcriptable credit certificate   ____ AA/AS Degree (local)
_X_ Certificate of Achievement   ____ AA-T/AS-T Degree (ADT)
____ Noncredit certificate

EQUITY & EDUCATION
https://foothill.edu/gov/equity-and-education/
Date of meeting:
Comments: Submitted to Equity & Education committee on January 21, 2021. No feedback has been received.

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage](https://foothill.edu/gov/revenue-and-resources/)!

| **REVENUE & RESOURCES** |
| https://foothill.edu/gov/revenue-and-resources/ |
| **Date of meeting:** 1/22/21

Comments:
No concerns. These are exciting proposals that we fully endorse and we see potential for increased revenue for the college, which is positive. |

| **ADVISORY COUNCIL** |
| https://foothill.edu/gov/council/ |
| **Date of meeting:**

Comments:
Submitted to Advisory Council on January 21, 2021. No feedback has been received. |

Division Curriculum Committee Approval Date: 9/3/20

Division CC Representative: Katy Ripp

ADVANCED SPORTS MEDICINE CAREERS

Certified Athletic Trainer, Physical Therapist, Orthopedic Surgeon, Chiropractor, Etc.

ADVANCED EDUCATION PROGRAM

Areas of Related Study

Entry-Level Master's in Athletic Training

Physical Therapy School

Medical School

Chiropractic College

WORKFORCE OPPORTUNITIES

Strength and Conditioning Specialist

Coach

Kinesiology / Physical Education Instructor

FOUR-YEAR SCHOOL

Kinesiology Degree

Areas of Related Study

(Pre-Athletic Training, Pre-Physical Therapy, Pre-Medicine, etc)

RELATED EDUCATION PROGRAMS

Physical Therapy Assistant

EMT/Paramedic

WORKFORCE OPPORTUNITIES

Physical Therapy Aide

Chiropractic Aide

Personal Trainer

FOOTHILL SPORTS MEDICINE

FOOTHILL
SPORTS MEDICINE

Associate of Science Degree, Kinesiology AA-T,

Certificate (pending)

DUEL-ENROLLMENT WITH HIGH SCHOOL PROGRAMS

Foothill College
Credit Program Narrative
Associate in Science in Plumbing and Pipefitting Apprenticeship

Item 1. Program Goals and Objectives

The Associate in Science in Plumbing and Pipefitting Apprenticeship is offered in partnership with the UA Local 62 and the UA Local 467 Plumbers & Steamfitters. It is a 5-year registered apprenticeship program. The program goals and objectives are to provide students with in-class instruction and paid on-the-job training. The students will learn how to build, assemble, and maintain sophisticated piping systems in various industrial and residential facilities.

Program Learning Outcomes:
- Students will be able to recognize and classify materials used in the plumbing industry
- Students will be able to demonstrate proper use and care of industry tools and equipment
- Students will be able to recognize and apply on-the-job safety standards
- Students will be able to assemble piping systems using the latest codes and industry standards
- Students will be able to draw, interpret, read plans in the plumbing industry

Item 2. Catalog Description

Plumbing and Pipefitting Apprenticeship is offered in partnership with the UA Local 62 and the UA Local 467 Plumbers & Steamfitters. It is a 5-year registered apprenticeship program. The program provides students with in-class instruction and paid on-the-job training. Students will learn how to build, assemble, and maintain sophisticated piping systems in various industrial and residential facilities and will learn basic and advanced skills in plumbing and building mechanical systems related to new construction and remodels.

Per California Code of Regulations, this program is limited to students admitted to the UA Local 62 and the UA Local 467 Plumbers & Steamfitters.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Required Core (42.5-49 units)	Pathway #1 - Offered in San Mateo, CA - Local 467 (42.5 units):			
	APPT 161	SAFETY/OSHA/TOOLS/HERITAGE/ SERVICE	4	Year 1, Fall
	APPT 162	MATHEMATICS/SCIENCE FOR THE PLUMBING TRADE	4.5	Year 1, Win
	APPT 163	CODE/WATER SUPPLY SYSTEMS	4	Year 2, Fall
	APPT 164	DRAWING I FOR THE PLUMBING TRADE	4.5	Year 2, Win
	APPT 165	DRAWING II FOR THE PLUMBING TRADE	4	Year 3, Fall

	APPT 166	WELDING/OXY-ACETYLENE TRAINING	4.5	Year 3, Win
	APPT 167	STEAM SYSTEMS/RIGGING/PIPE FITTING & SERVICE	4	Year 4, Fall
	APPT 168	MEDICAL GAS/HYDRONICS/SIGNAL PERSON	4.5	Year 4, Win
	APPT 169	ADVANCED DRAWING/LAYOUT FOR THE PLUMBING TRADES/UA FOREMAN TRAINING	4	Year 5, Fall
	APPT 170	CODE II/JUNIOR MECHANICS REVIEW & EXAM	4.5	Year 5, Win
Pathway #2 - Offered in Monterey, CA - Local 62 (47-49 units):				
	APPT 147B	SF 401B INDUSTRIAL RIGGING	2.5	Year 5, Fall
	APPT 171 or	BASIC REFRIGERATION/HERITAGE/ CFC/OSHA 10	4	Year 5, Win
	APPT 190 or	PIPE FITTING WITH A CALCULATOR	5	Year 5, Win
	APPR 160A	HVAC TECH, CUSTOMER SERVICE	5	Year 5, Win
	APPT 185	PIPE MATERIALS, SAFETY & TOOLS, SOLDERING & BRAZING	5	Year 1, Fall
	APPT 186	MATHEMATICS/RIGGING & SIGNALING	5	Year 1, Win
	APPT 187	DRAWING INTERPRETATION & PLAN READING/SCIENCE	5	Year 2, Fall
	APPT 189 or	WELDING/OXYGEN-ACETYLENE	4	Year 4, Win
	APPT 196 or	BASIC ELECTRICITY, ELECTRICAL CONTROLS FOR MECHANIC EQUIPMENT	5	Year 4, Win
	APPT 198	PLUMBING SERVICE & REPAIR	5	Year 4, Win
	APPT 191	PLUMBING CODE APPLICATION, PLUMBING FIXTURES	5	Year 3, Fall
	APPT 192	NATURAL GAS INSTALLATION, DRAINAGE	5	Year 2, Win
	APPT 193	WATER SUPPLY, PATTERNS	5	Year 3, Win
	APPT 194	MEDICAL GAS, REVIEW EXIT EXAM/ FINAL EXAM	1.5	Year 5, Fall
	APPT 195	HYDRONICS/STEAM SYSTEMS/PUMPS	5	Year 4, Fall

TOTAL UNITS: 42.5-49 units

Pathway #1 Proposed Sequence:

Year 1, Fall = 4 units   Year 4, Fall = 4 units
Year 1, Winter = 4.5 units   Year 4, Winter = 4.5 units

Year 2, Fall = 4 units   Year 5, Fall = 4 units
Year 2, Winter = 4.5 units   Year 5, Winter = 4.5 units
Year 3, Fall = 4 units
Year 3, Winter = 4.5 units

TOTAL UNITS: 42.5 units

Pathway #2 Proposed Sequence:
Year 1, Fall = 5 units   Year 4, Fall = 5 units
Year 1, Winter = 5 units   Year 4, Winter = 4-5 units
Year 2, Fall = 5 units   Year 5, Fall = 4 units
Year 2, Winter = 5 units   Year 5, Winter = 4-5 units
Year 3, Fall = 5 units
Year 3, Winter = 5 units

TOTAL UNITS: 47-49 units

Item 4. Master Planning
The Plumbing and Pipefitting Apprenticeship program aligns with the Foothill College Mission statement. As part of a state registered apprenticeship program, it provides high level technical training to diverse student populations from different socio-economic backgrounds. The program serves students who live in San Mateo and Monterey counties and provides on-the-job training with local employers. The program provides students with full-time employment with livable wages and benefits to support themselves and their families in the Bay Area. The associate degree provides an opportunity for students who want to advance in their profession.

Item 5. Enrollment and Completer Projections
With two cohorts, we project to have at least 24 students completing the existing Certificate of Achievement in Plumbing and Pipefitting Apprenticeship at the end of fiscal 2021-22. All of these students will be eligible to petition for an Associate in Science in Plumbing and Pipefitting Apprenticeship once this degree is approved. After five years, we project to have at least 150 students complete the certificate of achievement program. Students will be eligible to complete all general education requirements and any electives to obtain the required 90 units for the associate degree.

Pathway #1 - Local 467		Year 1 (FY 20-21)		Year 2 (FY 19-20)	
Course #	Title	Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
APPT 161	Safety/OSHA/Tools/Heritage/Service	1	27	1	20
APPT 162	Mathematics/Science for the Plumbing Trade	1	26	1	20
APPT 163	Code/Water Supply Systems	1	24	1	20
APPT 164	Drawing I for the Plumbing Trade	1	24	1	20
APPT 165	Drawing II for The Plumbing Trade	1	26	1	24
APPT 166	Welding/Oxy-Acetylene Training	1	24	1	23

APPT 167	Steam Systems/Rigging/Pipe Fitting & Service	1	16	1	19
APPT 168	Medical Gas/Hydronics/Signal Person	1	16	1	19
APPT 169	Advanced Drawing/Layout for the Plumbing Trades/UA Foreman Training	1	16	1	17
APPT 170	Code II/Junior Mechanics Review & Exam	1	16	1	17

Pathway #2 - Local 62		Year 1 (FY 20-21)		Year 2 (FY 19-20)	
Course #	Title	Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
APPR 160A	HVAC Tech, Customer Service	1	21	0	0
APPT 147B	SF 401B Industrial Rigging	0	0	0	0
APPT 171	Basic Refrigeration/Heritage/CFC/ OSHA 10	0	0	0	0
APPT 185	Pipe Materials, Safety & Tools, Soldering & Brazing	0	0	0	0
APPT 186	Mathematics/Rigging & Signaling	0	0	0	0
APPT 187	Drawing Interpretation & Plan Reading/Science	0	0	0	0
APPT 189	Welding/Oxygen-Acetylene	0	0	0	0
APPT 190	Pipe Fitting with a Calculator	0	0	0	0
APPT 191	Plumbing Code Application, Plumbing Fixtures	0	0	0	0
APPT 192	Natural Gas Installation, Drainage	0	0	1	16
APPT 193	Water Supply, Patterns	0	0	1	18
APPT 194	Medical Gas, Review Exit Exam/ Final Exam	0	0	1	9
APPT 195	Hydronics/Steam Systems/Pumps	1	18	0	0
APPT 196	Basic Electricity, Electrical Controls for Mechanic Equipment	0	0	1	11
APPT 198	Plumbing Service & Repair	0	0	0	0

Item 6. Place of Program in Curriculum/Similar Programs
The curriculum of the Plumbing and Pipefitting Apprenticeship Program overlaps with more
than half of the curriculum in Plumbing Technology and Pipefitting and Steamfitting programs.
However, the curriculum of this program is created to meet the needs of the local contractors
who serve in the San Mateo and Monterey counties.

Item 7. Similar Programs at Other Colleges in Service Area
According to the labor market report provided by SF Center of Excellence, four colleges in the
Bay Region issued 59 awards on average annually for TOP Code 0952.30 - Plumbing, Pipefitting

and Steamfitting. However, our program is unique because it provides comprehensive in-class instruction and paid on-the-job training. In addition, Plumbing and Pipefitting Apprenticeship is a registered apprenticeship program that is offered in partnership with UA Local 467 and UA Local 62.

Additional Information Required for State Submission:

TOP Code: 0952.30 - Plumbing, Pipefitting and Steamfitting

Annual Completers: 1-10

Net Annual Labor Demand: 1,813

Faculty Workload: N/A

New Faculty Positions: Zero

New Equipment: Zero

New/Remodeled Facilities: Zero

Library Acquisitions: Zero

Gainful Employment: Yes

Program Review Date: June, 2025

Distance Education: 25%

Plumbing Occupations
Labor Market Information Report
Foothill College

Prepared by the San Francisco Bay Center of Excellence for Labor Market Research
May 2021

Recommendation

Based on all available data, there appears to be an "undersupply" of Plumbing workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara county). There is a projected annual gap of about 1,754 students in the Bay region and 350 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 0952.30 - Plumbing, Pipefitting and Steamfitting 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 Plumbing Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a program modification at Foothill College.

- **Plumbers, Pipefitters, and Steamfitters (47-2152):** Assemble, install, alter, and repair pipelines or pipe systems that carry water, steam, air, or other liquids or gases. May install heating and cooling equipment and mechanical control systems. Includes sprinklerfitters.
  Entry-Level Educational Requirement: High school diploma or equivalent
  Training Requirement: Apprenticeship
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 34%

Occupational Demand

Table 1. Employment Outlook for Plumbing Occupations in Bay Region

Occupation	2019 Jobs	2024 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Plumbers, Pipefitters, and Steamfitters	13,623	14,833	1,210	9%	9,066	1,813	$ 24.29	$ 34.03
Total	**13,623**	**14,833**	**1,210**	**9%**	**9,066**	**1,813**	**$24.29**	**$34.03**

Source: EMSI 2020.4
Bay Region includes: Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

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

Occupation	2019 Jobs	2024 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Plumbers, Pipefitters, and Steamfitters	2,520	2,935	415	16%	1,902	380	$ 25.03	$ 34.02
Total	**2,520**	**2,935**	**415**	**16%**	**1,902**	**380**	**$25.03**	**$34.02**

Source: EMSI 2020.4
Silicon Valley Sub-Region includes: Santa Clara Counties

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months (Apr 2020 - Mar 2021)

Occupation	Bay Region	Silicon Valley
Plumbers	1,012	254

Source: Burning Glass

Table 4a. Top Job Titles for Plumbing Occupations for latest 12 months (Apr 2020 - Mar 2021) Bay Region

Title	Bay	Title	Bay
Plumbing Service Technician	143	Plumbing Service Technician- Military/Veteran	16
Plumber	130	Residential Service Plumber	15
Service Plumber	49	Plumber Journeyman In , | Careers At	15
Plumbing Technician	48	Residential Plumber	13
Journeyman Plumber	44	Plumbing Drain Technician	10
Plumbers	32	Plumber In , | Careers At	10
Water Heater Technician	23	Plumbing Service Technician/Residential Plumber	9
Plumber Journeyman	22	Lead Plumber, Bay Areas Gc On Yelp	8
Lead Plumber	22	Sewer/Underground Technician	7

Source: Burning Glass

Table 4b. Top Job Titles for Plumbing Occupations for latest 12 months (Apr 2020 - Mar 2021) Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Plumbing Service Technician	32	Construction Plumber	5
Plumber	29	Water Heater Technician	4
Plumbing Technician	15	Technician/Plumber	4
Service Plumber	14	Residential Plumbing Technician/Plumber	4
Journeyman Plumber	14	Plumber Journeyman In , | Careers At	4
Plumbing Drain Technician	10	Plumbing Technician S Req	3
Plumbers	8	Construction Installation Plumber	3
Residential Plumber	5	Service/Journeyman Plumber	2
Plumber Journeyman	5	Service & Repair Plumber	2

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Plumbing Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2019)	Jobs in Industry (2024)	% Change (2019-24)	% Occupation Group in Industry (2019)
Plumbing, Heating, and Air-Conditioning Contractors	8,712	7,906	-9%	66%
Residential Remodelers	434	495	14%	4%
Natural Gas Distribution	381	381	0%	4%
Commercial and Institutional Building Construction	343	316	-8%	3%
Local Government, Excluding Education and Hospitals	251	220	-13%	2%
Electrical Contractors and Other Wiring Installation Contractors	227	200	-12%	2%
New Single-Family Housing Construction (except For-Sale Builders)	200	191	-4%	2%
All Other Specialty Trade Contractors	199	182	-9%	2%
Water and Sewer Line and Related Structures Construction	216	183	-15%	2%
Site Preparation Contractors	141	125	-11%	1%

Source: EMSI 2020.4

Table 6. Top Employers Posting Plumbing Occupations in Bay Region and Silicon Valley Sub-Region (Apr 2020 - Mar 2021)

Employer	Bay	Employer	Silicon Valley
Roto Rooter	56	Mike Counsil Plumbing Incorporated	11
Skylight	29	Skylight	8
Roto Rooter Plumbing Drain	25	Ars Rescue Rooter	8
Mike Counsil Plumbing Incorporated	22	Ars	7
Life Chiropractic College West	22	American Residential Services	7
Jazz Home Services	20	Rooter Hero Plumbing	6
Rooter Hero Plumbing	19	Beutler Air Conditioning And Plumbing	6
Lunt Marymor Company	18	Benson Systems	6
Ars Rescue Rooter	15	Advanced Home Services	5
Kaiser Permanente	14	Giant Plumbing	4

Source: Burning Glass

Educational Supply

There are four (4) community colleges in the Bay Region issuing 59 awards on average annually (last 3 years ending 2018-19) on TOP 0952.30 - Plumbing, Pipefitting and Steamfitting. In the Silicon Valley Sub-Region, there are two (2) community colleges that issued 30 awards on average annually (last 3 years) on this TOP code.

Table 7. Community College Awards on TOP 0952.30 - Plumbing, Pipefitting and Steamfitting in Bay Region

College	Subregion	Certificate Low	Total
Diablo Valley	East Bay	22	22
Foothill	Silicon Valley	20	20

College	Subregion	Certificate Low	Total
Mission	Silicon Valley	10	10
San Francisco	Mid-Peninsula	7	7
Total		**59**	**59**

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 1,813 annual openings for the Plumbing occupational cluster and 59 annual (3-year average) awards for an annual undersupply of 1,754 students. In the Silicon Valley Sub-Region, there is also a gap with 380 annual openings and 30 annual (3-year average) awards for an annual undersupply of 350 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0952.30 - Plumbing, Pipefitting and Steamfitting

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 0952.30	Bay 0952.30	Silicon Valley 0952.30	Foothill College 0952.30
Students with a Job Closely Related to Their Field of Study	75%	88%	91%	92%	92%	100%
Median Annual Earnings for SWP Exiting Students	$44,575	$63,206	$67,451	$103,140	$115,704	$115,927
Median Change in Earnings for SWP Exiting Students	31%	63%	96%	121%	145%	150%
Exiting Students Who Attained the Living Wage	52%	67%	77%	85%	93%	94%

Source: Launchboard Strong Workforce Program from version 2017-18.

Skills, Certifications and Education

Table 9. Top Skills for Plumbing Occupations in Bay Region (Apr 2020 - Mar 2021)

Skill	Posting	Skill	Posting
Plumbing	987	Plumbing Maintenance	76
Repair	534	Service Plumbing	74
Water Heaters	201	Soldering	73
Residential Plumbing	146	Commercial Plumbing	69
Personal Protective Equipment (PPE)	140	Pipe Installation	63
Plumbing Systems	139	Schematic Diagrams	60
Cost Estimation	128	New Construction	58
Drain Cleaning	128	Building Codes	57
Pipe Repair	99	Valve Installation	51
Customer Service	96	Scheduling	50
Plumbing Repairs	92	Power Tools	49
Hand Tools	88	Pipe Systems	43
Video Conferencing	88	Faucet Repair	40
Cleaning	79	Retrofitting	40

Source: Burning Glass

Table 10. Certifications for Plumbing Occupations in Bay Region (Apr 2020 - Mar 2021)

Certification	Posting	Certification	Posting
Driver's License	523	Epa 608	2
Plumbing Certification	123	Ca License	2
Plumbing License	116	Business License	2
Backflow Prevention Certification	50	Occupational Safety and Health Administration Certification	1
Social Work License	18	OSHA Safety 10 Hour	1
Licensed Clinical Social Worker (LCSW)	18	Hazwoper	1
CDL Class A	7	Cdl Class B	1
Cdl Class C	4	Building Trade Certificate	1
Contractors License	3	Back-Flow Prevention Certificate	1

Source: Burning Glass
Note: 42% 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 Plumbing Occupations in Bay Region

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	172	97%
Associate's degree	6	3%

Source: Burning Glass

Methodology

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

Sources

O*Net Online
Labor Insight/Jobs (Burning Glass)
Economic Modeling Specialists International (EMSI)
CTE LaunchBoard www.calpassplus.org/Launchboard/
Statewide CTE Outcomes Survey
Employment Development Department Unemployment Insurance Dataset
Living Insight Center for Community Economic Development
Chancellor's Office MIS system

Contacts

For more information, please contact:

• 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

GP Proposal to CCC to Recommend Foothill College's Purchase, Implementation, and Maintenance of Program Pathways Mapper

Proposal:

The Guided Pathways Leadership Team proposes that the College Curriculum Committee vote to: recommend the purchase, implementation, and maintenance of the marketing software, Program Pathways Mapper (PPM), by Foothill College.

Product:

Developed and first implemented by Craig Hayward, Dean of Institutional Effectiveness at Bakersfield Community College, during the 2016-2017 academic year, PPM is at the forefront of program-mapping marketing software. Due to significant gains in student success correlated to clear visualization of pathways to degree and completion transfer, PPM has earned the endorsement of the Chancellor's Office as well as contracts with more California Community Colleges than any other software of its kind to date. In addition to PPM's partnership with California Community Colleges, the software has also been adopted by 2 California State Universities, and is in negotiation with the University of California System.

PPM provides program-specific visual representations of required and recommended courses. It displays groupings of aligned programs of study (meta majors); customized program learning outcomes; national, state, and (coming soon) regional career and labor market information; as well as term-by-term program maps, created by individual colleges, for prospective and current students. This information is found on three landing pages.

- The first landing page displays meta major groupings using icons and terminology that are easy for students to understand. Each meta major is linked to a second landing page.
- The second landing page has the option of including videos and text that introduce students to concepts and skills developed in the chosen meta major, some career fields that are associated with this grouping of programs, as well as a clear listing of programs that are linked to a third landing page.
- The third landing page is devoted to individual programs of study. These have the option of including additional videos explaining the program, as well as editable text for SLOs/PLOs, career and labor market information, and program maps.

*Note: PPM does not create an individualized educational plan for students, populate students' schedules, or register students for classes. All PPM maps are created by the colleges that purchase and maintain this marketing software.

Initial Cost & Funding:

The one-time cost of PPM is $50,000.00, which includes logistical support for the duration of implementation and ongoing access to office hours. Guided Pathways funding has been budgeted to cover the cost of purchasing PPM. The initial cost and annual maintenance associated with verifying and transferring course data from the PDF program maps to the mapping templates, the editing and uploading of individual program descriptions, potentially altering meta major descriptions and career and labor market information, and creating promotional videos to include on landing pages are not included in the one-time $50,000.00 cost of PPM.

*Note: The GP Program Mapping and Meta Major Team has researched models of implementation and maintenance that include a variety of staffing options to be reviewed further.

GP Recommendation:

Foothill's Guided Pathways Leadership Team recommends that Foothill College purchase and maintain PPM with the express purposes of advancing equity, accessibility, and student success by facilitating transparency regarding program expectations and outcomes. This recommendation is a result of careful consideration of qualitative and quantitative research presented to the GP Program Mapping and Meta Majors Team and colleagues, GP Program Mapping and Meta Majors Team presentation feedback and polling, and GP Program Mapping and Meta Majors Team interviews with GP college representatives throughout California.

- The GP Program Mapping and Meta Majors Team has reviewed or attended the following presentations: Craig Hayward's presentation of PPM to the RP Group, conducted in Fall of 2020; presentations to GP Team Leads and members of the Steering Committee by PPM partner, Steve Middleton of Concentric Sky, conducted over the Fall and Winter of 2020-2021; and presentations and dialogue with Craig Hayward in the Winter and Spring of 2021.

- The GP Program Mapping and Meta Majors Team has presented PPM at the Academic Senate, CCC, CNSL and BSS Division Meetings during the 2020-2021 academic year. In the Spring of 2021, the GP Program Mapping and Meta Majors Team presented PPM to the Meta Majors Work Team and GP Steering Committee along with other mapping software. On these occasions, PPM was voted the best option for displaying program maps.

- During the Summer of 2021, the GP Program Mapping and Meta Majors Team interviewed 11 California Community Colleges that have implemented PPM and found that 90% were satisfied with the product. While the colleges interviewed have not conducted formal research on the gains to student success and equity correlated to PPM's implementation, many commented on positive student engagement with the platform.