

## College Curriculum Committee Meeting Agenda

Tuesday, November 1, 2022

2:00 p.m. – 3:30 p.m.

Administrative Conference Room 1901; virtual option via Zoom

Masks required for all in-person attendees

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: October 18, 2022	2:00	Action	#11/1/22-1	Kuehnl
2. Report Out from Division Reps	2:02	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:12	Information		
4. Announcements a. New Minimum Qualifications Handbook (AKA Disciplines List) b. CCCCCO Memo Re: New BDP Cycle	2:17	Information	#11/1/22-2	CCC Team
5. New Certificate Proposal: Commercial Photography	2:22	Action	#11/1/22-3	Kuehnl
6. New Certificate Proposal: Digital Photography Techniques		Action	#11/1/22-4	Kuehnl
7. New Certificate Proposal: Photography Criticism		Action	#11/1/22-5	Kuehnl
8. New Certificate Proposal: Commercial Photography (noncredit)		Action	#11/1/22-6	Kuehnl
9. New Certificate Proposal: Photography (noncredit)		Action	#11/1/22-7	Kuehnl
10. Stand Alone Application: ALCB 470Y	2:32	2nd Read/ Action	#11/1/22-8	Kuehnl
11. New Certificate Application: Community Health Worker	2:35	1st Read	#11/1/22-9	Kuehnl
12. Stand Alone Applications: PHOT 404A, 404B, 404C, 405, 472, 474A, 474B, 474C	2:40	1st Read	#11/1/22-10- 17	Kuehnl
13. Stand Alone Application: THTR 48A	2:50	1st Read	#11/1/22-18	Kuehnl
14. Equity in the COR—Representative Texts/Materials & Types/Examples of Required Reading, Writing, and Outside of Class Assignments	2:53	Discussion	#11/1/22-19- 23	Kuehnl
15. Good of the Order	3:27			Kuehnl
16. Adjournment	3:30			Kuehnl

\*Times listed are approximate

### **Attachments:**

- #11/1/22-1 Draft Minutes: October 18, 2022
- #11/1/22-2 CCCCCO Memo ESS 22-400-007 Baccalaureate Degree Program (BDP)  
Application Open
- #11/1/22-3 New Certificate Proposal: Commercial Photography
- #11/1/22-4 New Certificate Proposal: Digital Photography Techniques
- #11/1/22-5 New Certificate Proposal: Photography Criticism

- #11/1/22-6 New Certificate Proposal: Commercial Photography (noncredit)
- #11/1/22-7 New Certificate Proposal: Photography (noncredit)
- #11/1/22-8 Stand Alone Application: [ALCB 470Y](#)
- #11/1/22-9 New Certificate Application: Community Health Worker
- #11/1/22-10-17 Stand Alone Applications: PHOT [404A](#), [404B](#), [404C](#), [405](#), [472](#), [474A](#), [474B](#), [474C](#)
- #11/1/22-18 Stand Alone Application: [THTR 48A](#)
- #11/1/22-19 Foothill College Strategic Vision for Equity
- #11/1/22-20 Academic Senate Equity Action Plan 2021-2022
- #11/1/22-21 Guide for Creating Equitable Curriculum (Glendale Community College)
- #11/1/22-22 CCCCO memo: Diversity, Equity and Inclusion in Curriculum: Model Principles and Practices
- #11/1/22-23 DEI in Curriculum: Model Principles and Practices

**2022-2023 Curriculum Committee Meetings:**

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

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

**2022-2023 Curriculum Deadlines:**

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

**Distribution:**

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

CC: Interpreters

## COLLEGE CURRICULUM COMMITTEE

Committee Members – 2022-23

Meeting Date: 11/1/22Co-Chairs (2)

<u>✓*</u>	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)	kuehneric@fhda.edu
<u>✓</u>	Ram Subramaniam	7179	Acting Associate Vice President of Instruction	subramaniamram@fhda.edu

Voting Membership (1 vote per division)

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

Non-Voting Membership (4)

<u>_____</u>			ASFC Rep.	
<u>✓*</u>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
<u>_____</u>			Evaluations	
<u>_____</u>			SLO Coordinator	

Visitors

Chris Allen, Rebecca Ryan

\* Indicates in-person attendance

**College Curriculum Committee  
Meeting Minutes  
Tuesday, October 18, 2022  
2:00 p.m. – 3:30 p.m.  
Administrative Conference Room 1901; virtual option via Zoom**

Item	Discussion
1. Minutes: October 4, 2022	<b>Approved by consensus.</b>
2. Report Out from Division Reps	<p><b>Speaker: All</b>                      Apprenticeship: Murphy reported that Pipe Trades Training Center started a mental health and wellness program. Division is working on COR updates.</p> <p>BSS: Meezan reported that division-wide conversations have begun re: equity in COR—will be an ongoing objective, this quarter. Noted some faculty concerned that making too many changes to content could jeopardize articulation, and wondering if should wait for C-ID to make changes first. Gilstrap responded that there is a lot going on at the state-level right now, and could be best to wait to make actual COR changes until further notice.</p> <p>Counseling: No updates to report.</p> <p>SRC: Kaupp reported that division working on project of cleaning up/“modernizing” CORs.</p> <p>Fine Arts: Gomes reported that first hybrid division CC meeting coming up, incl. review of new noncredit certificates from Photography dept. Gomes working w/ Guided Pathways folks on process to update multiple Maps (one course replacing two).</p> <p>HSH: No updates to report. Note that Lisa Schultheis acting as in-person proxy vote for Lisa Eshman.</p> <p>Language Arts: Armerding reported that Ethnic Studies dept. creating honors version of ETHN 1; Creative Writing dept. discussing creation of creative nonfiction course.</p> <p>LRC: Agyare noted Plenary resolution re: to removal of accreditation substandard relating to library resources. Division will be discussing to see if there’s support behind advocating for keeping substandard.</p> <p>STEM: Painter reported that division making a few minor updates related to new UC transfer approvals.</p> <p>Kinesiology: No updates to report.</p> <p>Gilstrap announced UC transfer approval results today (via email); noted that deadline to submit courses for CSU GE &amp; IGETC is Dec. 1. Planning to create document w/ details re: different types of articulation.</p>
3. Public Comment on Items Not on Agenda	No comments.
4. Announcements a. ASCCC Fall Plenary Resolutions	<p><b>Speakers: CCC Team</b>                      Resolutions packet was attached as info item. Kuehnl shared that Academic Senate President Voltaire Villanueva attended Area B meeting and will attend Plenary. Reach out to Kuehnl or Villanueva with any questions/comments/concerns.</p>



11. Equity in the COR—Methods of Instruction

**Speaker: Eric Kuehnl**

Resuming discussion, from last year’s meetings, on general topic of equity in the COR, and holding breakout groups to discuss specific sections of the COR. Today’s breakout groups will discuss the Methods of Instruction section, to come up with ideas related to imbuing equity into this specific section.

CCC members broke out into small groups of 3-4 (online and in person) for 35 minutes. The full group then reconvened and shared out ideas from their small groups.

Gomes shared their group discussed that if the methods listed on COR don’t fit an instructor’s particular section, there can be flexibility on the class syllabus. Also discussed suggestion to include details re: ethnicity and/or gender. Murphy noted suggestion to include peer-to-peer review, to encourage discussion between students.

Edwards shared their group discussed “lived experiences” as related to this section, and how the methods could aid in trying to create a lived experience for students. Penate noted discussion of incorporating activities to allow students to connect with content, and self-reflection to encourage engagement; grounding curriculum in current events which are on students’ minds.

Parikh shared their group noticed that many STEM CORs simply state “lecture, lab, etc.” Discussed adding more details to these entries and encouraging instructors to not simply lecture to/at students.

Kaupp shared their group focused on how to look at concept of COR and whether it should be “policing” document, and discussed importance of creating broad culture of equity-based instruction, in which COR simply serves as a reminder. Armerding noted that updating COR won’t necessarily ensure a section of the course will be taught a certain way; more important to foster culture of equity among faculty as a whole, including part-timers (through activities, professional development, etc.). Group looked at CORs for new ETHN courses as good examples of well thought-out methods. Also noted ASCCC document [*ed. note: COR: A Curriculum Reference Guide*] which states that Methods of Instruction not a mandated list for all faculty teaching the course. Kaupp noted expanding definition of “lecture,” which in modern classroom may mean project-based learning, for example, but still cautioned against its use as a one-word term.

Meezan shared their group also discussed that “lecture” isn’t just lecture, and importance of providing a “menu of options” to prompt faculty teaching the course to think outside the box.

Lee shared their group reviewed one of Kuehnl’s CORs with an equity lens, to see what could be added. Discussed examples of types of activities and how to best include info in this section.

Jenkins asked Gilstrap if changes made to expand Methods of Instruction section will prompt need for resubmission for articulation—technically, no. Gilstrap mentioned three guiding documents for transfer GE courses, which we can refer to as a basis while including equity on the COR. As long as the basic principles of the type of course still being met, we’re okay.

	Kuehnl planning to hold one more breakout session, followed by drafting of guidelines document, with goal to have draft completed by end of March. Hoping to also incorporate details into CourseLeaf. Subramaniam addressed comment re: COR being a policing document, noting this is not the intent, and that the COR is meant to be a way to guide faculty when teaching the course.
12. Good of the Order	
13. Adjournment	<b>3:33 PM</b>

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

\* Indicates in-person attendance

**Minutes Recorded by:** M. Vanatta



**TO:** Chief Executive Officers  
Chief Instructional Officers  
Chief Student Service Officers  
Curriculum Chairs  
Academic Senate Presidents

**FROM:** Dr. Aisha N. Lowe, Vice Chancellor, Educational Services & Support Division  
Equitable Student Learning, Experience, and Impact (ESLEI) Office

**RE:** Baccalaureate Degree Program (BDP) Application Open

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The Chancellor's Office is pleased to announce that applications for baccalaureate degrees are being accepted now through January 13, 2023. All California community colleges are invited to apply. Submitted applications will be reviewed in spring 2023. The link to apply may be found [here](#). It is strongly recommended that applicants print and review a PDF of the application and all instructions contained therein before applying. A PDF of the full application can be found on the [Baccalaureate Degree webpage](#).

The Chancellor's Office is committed to providing additional guidance to support districts and colleges in their ongoing efforts to introduce new baccalaureate degree programs. A technical assistance webinar will be held in early November (announcement forthcoming). For additional updates on BDP implementation, please see [memorandum ESS 22-300-13](#) disseminated August 5, 2022.

Please direct questions regarding this memorandum or the application process to [BDP@cccco.edu](mailto:BDP@cccco.edu).

cc: Dr. Daisy Gonzales, Interim Chancellor  
Dr. Lizette Navarette, Interim Deputy Chancellor  
Marty Alvarado, Executive Vice Chancellor, ESLEI  
Rebecca Ruan-O'Shaughnessy, Vice Chancellor, Educational Services and Support  
David O'Brien, Vice Chancellor, Governmental Relations  
Baccalaureate Degree Implementation Workgroup  
CCCCO Staff



# FOOTHILL COLLEGE

## New Degree or Certificate Proposal

**Faculty Author(s):** Kate Jordahl

**Division:** Fine Arts & Communication

**Proposed Title of Degree/Certificate:** Certificate of Achievement in Commercial Photography

**Type of Award:** Certificate of Achievement

**Workforce/CTE Program:** Yes

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

**Does De Anza offer a similar degree or certificate?** No

**What is the educational need for this new degree/certificate?** The Commercial Photography Program provides opportunities for career preparation by providing courses that meet workforce needs. Commercial photography skills, including lighting and digital image-editing, are highly desirable in the photography industry and related industries, including graphic design, social media, and advertising. The Commercial Photography Certificate of Achievement provides a solid technical background in studio photography and applications, including lighting setup, studio scheduling, equipment maintenance, and digital image editing. The outcomes of the program align with industry standards for photography studios. Furthermore, the courses in this certificate will scale up to additional transcriptable Photography certificates and the AA degree in Photography.

**How does the degree/certificate align with Foothill's Strategic Vision for Equity?** The CTE Certificate of Achievement in Commercial Photography aligns with Foothill's Strategic Vision for Equity by providing significant CTE training in an employable area of the Photographic Industry. These classes can lead to a career in photography and photographic support. The need for Commercial Photographers in our region is supported by the Labor Market Information report of June 2022. This certificate will support our creative students in giving meaningful skills to complete the certificate and gain employment.

**Comments and other relevant information for discussion:** The Certificate of Achievement in Commercial Photography was approved by the BACCC's Regional Board on June 21, 2022. It was not seen as in conflict with local colleges' offerings and has been shared as needed. We also have Labor Market Information about this certificate to support this request. Thank you.



# FOOTHILL COLLEGE

## New Degree or Certificate Proposal

**Faculty Author(s):** Kate Jordahl

**Division:** Fine Arts & Communication

**Proposed Title of Degree/Certificate:** Certificate of Achievement in Digital Photography Techniques

**Type of Award:** Certificate of Achievement

**Workforce/CTE Program:** Yes

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

**Does De Anza offer a similar degree or certificate?** No

**What is the educational need for this new degree/certificate?**

The Digital Photography Techniques Program provides opportunities for career preparation by providing courses that meet workforce needs and prepares students for work as a Digital Technician. Digital Technicians utilize digital image process and organization skills including the use of professional software, formatting of both cloud and onsite backup, processing of images and delivering files to clients. Digital Techs are needed in the photography industry and related industries, including graphic design, social media, and advertising. The Digital Photography Techniques Certificate of Achievement provides a solid technical background in computer processing of images and optimization of applications, including capture, downloading, image selection, editing, and preparation for output and printing. The outcomes of the program align with industry standards for photography and digital imaging studios. Furthermore, the courses in this certificate will scale up to additional transcriptable Photography certificates and the AA degree in Photography.

**How does the degree/certificate align with Foothill's Strategic Vision for Equity?**

The CTE Certificate of Achievement in Digital Photography Techniques aligns with Foothill's Strategic Vision for Equity by providing significant CTE training in an employable area of the Photographic Industry. These classes can lead to a career in photography and photographic support. The need for Digital Photography Technicians in our region is supported by the Labor Market Information report of June 2022. This certificate will support our creative students in giving meaningful skills to complete the certificate and gain employment.

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

The Certificate of Achievement in Digital Photography Techniques was approved by the BACC's Regional Board on June 21, 2022. It was not seen as in conflict with local colleges' offerings and has been shared as needed. We also have Labor Market Information about this certificate to support this request. Thank you.



# FOOTHILL COLLEGE

## New Degree or Certificate Proposal

**Faculty Author(s):** Kate Jordahl

**Division:** Fine Arts & Communication

**Proposed Title of Degree/Certificate:** Certificate of Achievement in Photography Criticism

**Type of Award:** Certificate of Achievement

**Workforce/CTE Program:** No

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

**Does De Anza offer a similar degree or certificate?** No

**What is the educational need for this new degree/certificate?** This certificate program provides instruction in the history of photography from its inception to the present day. The curriculum gives students the critical skills and foundation for developing a better understanding and appreciation of photography. By completing this certificate program, the student will be prepared for entry-level employment at museums, galleries, community exhibition venues, art auction houses and art publications.

**How does the degree/certificate align with Foothill's Strategic Vision for Equity?** The Certificate of Achievement in Photography Criticism aligns with Foothill's Strategic Vision for Equity by providing students with a global and experiential perspective on one of the most ubiquitous art forms of our time. This certificate could be a valuable addition to degrees in several areas like global studies, history, and anthropology. This certificate could also be a beneficial certificate for students pursuing an Associate in Arts in Studio Arts for Transfer degree or an Associate in Arts in Art History for Transfer degree. The role of visual literacy in Equity is vital, and the power of images to show us history is essential for our work in promoting Foothill's Strategic Vision for Equity.

**Comments and other relevant information for discussion:** This would replace the current non-transcriptable Photo Criticism Skills Certificate to this transcriptable certificate.



# FOOTHILL COLLEGE

## New Degree or Certificate Proposal

**Faculty Author(s):** Kate Jordahl

**Division:** Fine Arts & Communication

**Proposed Title of Degree/Certificate:** Certificate of Completion in Commercial Photography

**Type of Award:** Noncredit certificate

**Workforce/CTE Program:** Yes

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

**Does De Anza offer a similar degree or certificate?** No

**What is the educational need for this new degree/certificate?**

The Non-Credit Commercial Photography Program provides opportunities for career preparation by providing courses that meet workforce needs. Commercial photography skills, including lighting and digital image-editing, are highly desirable in the photography industry and related industries, including graphic design, social media, and advertising. The Commercial Photography Certificate of Completion provides a solid technical background in studio photography and applications, including lighting setup, studio scheduling, equipment maintenance, and digital image editing. The outcomes of the program align with industry standards for photography studios. Furthermore, the students who complete this degree could consider continuing with the transcriptable Photography certificates and the AA degree in Photography.

**How does the degree/certificate align with Foothill's Strategic Vision for Equity?**

The CTE Certificate in Commercial Photography aligns with Foothill's Strategic Vision for Equity by providing a clear pathway of courses that when completed, can lead to a career in photography. This certificate will offer students who need retraining through non-credit study. It will also offer students whose studies were interrupted non-credit opportunities to refresh their technical skills. After this non-credit certificate, the student could re-enter the Associate's Degree Pathway, ready to succeed. This non-credit certificate will support students in their completion goals with essential skills needed in this CTE Area.

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

While this non-credit certificate did not require regional approval, the Photo Departments Transcriptable Certificate of Achievement in Commercial Photography and Certificate of Achievement in Digital Photography Techniques were approved by the BACCC's Regional Board. It was not seen as in conflict with local colleges offerings and has been shared as needed. We also have Labor Market Information about this certificate to support this request. Thank you.



# FOOTHILL COLLEGE

## New Degree or Certificate Proposal

**Faculty Author(s):** Kate Jordahl

**Division:** Fine Arts & Communication

**Proposed Title of Degree/Certificate:** Certificate of Completion in Photography

**Type of Award:** Noncredit certificate

**Workforce/CTE Program:** Yes

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

**Does De Anza offer a similar degree or certificate?** No

**What is the educational need for this new degree/certificate?**

The Non-Credit Photography Program provides opportunities for career preparation by providing courses that meet workforce needs. Photography skills, including photographing and digital image-editing, are highly desirable in the photography industry and related industries, including graphic design, social media, and advertising. The Photography Certificate of Completion provides a solid technical background in digital application applications, including photographing, editing, retouching, and printing. The outcomes of the program align with industry standards for photographic workplaces. Furthermore, the students who complete this degree could consider continuing with the transcriptable Photography certificates and the AA degree in Photography.

**How does the degree/certificate align with Foothill's Strategic Vision for Equity?**

The CTE Certificate in Photography aligns with Foothill's Strategic Vision for Equity by providing a clear pathway of courses that when completed, can lead to a career in photography. This certificate will offer students who need retraining through non-credit study. It will also offer students whose studies were interrupted non-credit opportunities to refresh their technical skills. After this non-credit certificate, the student could re-enter the Associate's Degree Pathway, ready to succeed. This non-credit certificate will support students in their completion goals with essential skills needed in this CTE Area.

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

While this non-credit certificate did not require regional approval, the Photo Departments Transcriptable Certificate of Achievement in Commercial Photography and Certificate of Achievement in Digital Photography Techniques were approved by the BACCC's Regional Board. It was not seen as in conflict with local colleges offerings and has been shared as needed. We also have Labor Market Information about this certificate to support this request. Thank you.

# ALCB F470Y : POETRY APPRECIATION

**Proposal Type**

New Course

**Effective Term**

Summer 2023

**Subject**

Adaptive Learning: Community Based (ALCB)

**Course Number**

F470Y

**Department**

Adaptive Learning (A L)

**Division**

Student Resource and Support Programs (1SR)

**Units**

0

**Course Title**

POETRY APPRECIATION

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

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

2

**Weekly Lab Hours**

0

**Weekly Out of Class Hours**

0

**Special Hourly Notation**

**Total Contact Hours**

24

**Total Student Learning Hours**

24

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

When course is repeated, goals will be re-evaluated according to student's skill level and progress. Repeatability will expand student's awareness and appreciation of poetic expression through the ages—antiquity through the 20th century and world poetry (in English translation). Poetry is a deep and complex subject that requires time to appreciate, and research-based practice shows that for disabled adults, neural links and cognitive reasoning are strengthened through exposure to poetry and discussion thereof.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

**Is Basic Skills applicable to this course?**

No

**Grading**

Non-Credit Course (Receives no Grade)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

Please select

Permanent

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

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#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Basic Skills

#### Criteria B. Need

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

#### Evidence

Equity in education for disabled, nontraditional students, which include older retirees, is a longstanding priority for Foothill. In addition, it is mandated and subsidized by the State. Noncredit enrichment courses, such as verbal expression, firmly belong in this category. The course is one of several that demonstrate Foothill's commitment, unmatched elsewhere in the Bay Area, to deliver quality enrichment classes directly to disabled students in their group residences, without requiring them to commute to campus.

This course is for disabled adults who seek to expand their appreciation of poetry in its myriad forms. Poetry appreciation can help the student to explore poetic forms in their cultural contexts across historical periods. Students can compare and contrast their own life experience to the poetry being discussed.

### **Attach evidence**

### **Need/Justification**

This course offers community-based enrichment and lifelong learning options in senior centers/residences in the local area.

### **Course Description**

Through the weekly reading aloud and discussion of English language poetry, students will improve their skills in listening, comprehension, interpretation, and verbal response to spoken and written poetry. As class composition allows, instructor will present for discussion examples of the elements of poetry (form, rhyme, metaphor, etc.) and will encourage sharing of students' own poetry. Poetry selections will reflect cultural diversity; students will expand historical and contemporary analysis skills to describe poetic works and will learn to interpret and contextualize poetic forms. Students will gain a better understanding of why people make poetry for self expression, as political statements, and to reflect diverse perspectives.

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

### **Course Objectives**

The student will be able to:

1. Demonstrate giving verbal feedback
2. Demonstrate comprehension of presented material
3. Demonstrate active listening skills

### **Course Content**

1. Demonstrate giving verbal feedback
  1. Initiate feedback to poetry reading by commenting and asking questions
  2. Respond to invitations to give feedback
2. Demonstrate comprehension of presented material
  1. Initiate comments showing understanding of material
  2. Correctly answer questions posed by instructor

3. Demonstrate active listening skills
  1. Remain alert and attentive throughout the reading
  2. Spontaneous comments about poem just read

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

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

**Methods of Evaluation**

Methods of Evaluation
Progress on Student Educational Contract Instructor observation of ability to reflect course material

**Method(s) of Instruction**

Method(s) of Instruction
Lecture

**Representative Text(s)**

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

**Other Required Materials**

No course materials.

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

Not applicable.

**Authorized Discipline(s):**

Specialized Instruction (Disabled Student Programs and Services): Noncredit

**Faculty Service Area (FSA Code)**

OAS/LIFE LONG LEARNING

**Taxonomy of Program Code (TOP Code)**

4930.30 - Learning Skills, Disabled

**Attach Historical Forms/Documents (if applicable)**

Articulation Office Only

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

Division Dean Only

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**Seat Count**

30

**Load**

.030

**FOAP Codes:**

**Fund Code**

122010 - DSP&S Special Ed FH

**Org Code**

131021 - FH Adapt Learning: Community Based

**Account Code**

1320

**Program Code**

493033 - Learning Skills, Speech Impair

**Foothill College**  
**Credit Program Narrative**  
**Certificate of Achievement in Community Health Worker**

**Item 1. Program Goals and Objectives**

The Certificate of Achievement in Community Health Worker provides a foundational framework in public health, health education, and entry-level skills needed to bridge the gap between clinical care, patient adherence, and improvement of health outcomes. Upon completion of the certificate program, students will be prepared to enter the public and community health field as community health workers serving as navigators, educators, and informal counselors who connect community members and patients in hard-to-reach populations with clinical and governmental services to improve health outcomes for vulnerable populations. Many community health workers will be integral components of a healthcare team often serving as a liaison between clinicians and patients providing informal counseling, case management, and healthcare system navigation.

As healthcare shifts towards patient-centered and cost-effective care, community health workers ensure that clients receive culturally relevant healthcare reducing both emergency departments visits and hospitalizations while increasing the use of primary care. Community health worker services will be included as a Medi-Cal benefit starting July 1, 2022, thus expanding the opportunities and need for community health workers. This certificate program will provide opportunities to improve health disparities and health outcomes within individuals through coursework, as well as serve as a route to employment opportunities for individuals typically underrepresented in the healthcare industry. The vocational goals include a direct pathway into a career serving as a community health worker within an array of organizations, including local government, clinics, insurers, health maintenance organizations, non-profit community-based organizations, etc.

**Program Learning Outcomes:**

- Students will be able to apply informal counseling and motivational interviewing techniques when communicating with individuals, groups, and communities, related to patient goals and outcomes
- Students will be able to accurately disseminate culturally competent health education to individuals, groups, and communities
- Students will be able to help patients navigate complex government applications for social services
- Students will be able to apply written, verbal, and active listening communication strategies that are professional, courteous, and culturally competent

**Item 2. Catalog Description**

Community Health Workers (CHWs) are essential healthcare workers who serve as navigators, educators, and informal counselors who connect community members and patients in hard-to-reach populations with clinical and governmental services to improve health outcomes for vulnerable populations. CHWs often share similar life experiences, values, and language with the populations they serve, which in turn develops relationships based on a foundation of trust and connection. The Certificate of Achievement in Community Health Worker trains students to be frontline agents of change who serve as advocates for issues related to social determinants of health to reduce health disparities within the communities they serve. Students will learn skills required to help individuals and communities adopt healthy behaviors, access resources, and navigate complex governmental systems.

### **Item 3. Program Requirements**

<b>Requirements</b>	<b>Course #</b>	<b>Title</b>	<b>Units</b>	<b>Sequence</b>
Core Courses (14 units)	HLTH 21	Contemporary Health Concerns	4	Yr 1, Fall
	HLTH 101	Introduction to Community Health Work	5	Yr 1, Winter
	ITRN 50	Internship	1	Yr 1, Spring
	CNSL 6	Exploring Leadership	4	Yr 1, Any Quarter

**TOTAL UNITS: 14 units**

#### **Proposed Sequence:**

Year 1, Fall (or any) = 4 units

Year 1, Winter = 5 units

Year 1, Spring = 1 unit

Year 1, Spring (or any) = 4 units

**TOTAL UNITS: 14 units**

### **Item 4. Master Planning**

The Certificate of Achievement in Community Health Worker aligns directly with the vision of Foothill College in valuing service for both diverse and vulnerable populations. Further, the certificate program offers students a career path with opportunities in clinics, hospitals, community-based organizations, and health maintenance organizations. The certificate program does not compete with any other local Bay Area community colleges, as the only other opportunities for an exclusive Community Health Work certificate are in San Francisco and Berkeley. Further, advisory board members from government and community-based organizations are incredibly supportive of the certificate program, especially for students who are trusted members of their community without previous higher education experience, who have fluency in languages such as Vietnamese, Chinese, Spanish, and Tagalog. In vulnerable communities surrounding Foothill College, including Mountain View, Sunnyvale, and San Mateo, establishing a community health worker certificate program will help to reduce the health disparities in marginalized populations while increasing both individual and community capacity for those communities through the one-on-one work provided by community health workers.

Partnerships have been developed with the faculty members who teach the CNSL 6 course and the ITRN 50 course for use of these courses within the certificate program. Further, Foothill College's Dean of Counseling is part of the CHW Certificate Advisory Board.

### **Item 5. Enrollment and Completer Projections**

The HLTH 21 course averages 41 students per course offering. We are aiming for 15 students to complete the certificate in the first year, but it is reasonable that the first year will see eight students completing, with an increase in subsequent years, especially if students who are already completing the Associate in Science in Public Health for Transfer degree also complete the certificate. Recruitment in vulnerable

communities is required as the ideal community health worker is already an established and trusted member of their community.

Course #	Course Title	Year 1 (2020-2021)		Year 2 (2021-2022)	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
HLTH 21	Contemporary Health Concerns	11	474	11	439
HLTH 101	Introduction to Community Health Work	N/A	N/A	N/A	N/A
ITRN 50	Internship	13	120	14	137
CNSL 6	Exploring Leadership	2	49	3	98

**Item 6. Place of Program in Curriculum/Similar Programs**

Although Foothill College currently offers an Associate in Science in Public Health Science for Transfer degree, no other certificate options or course offerings exist in community health work. This certificate may appeal to both students earning their Associates Degree for Transfer in Public Health Science and students who have a trajectory to earn their certificate for direct employment as a community health worker. Further, this program fulfills a need for community health workers as noted in the Labor Market Information report and especially with the addition of community health worker certificate requirement for clinics to use the Medi-Cal benefit that began on July 1, 2022.

**Item 7. Similar Programs at Other Colleges in Service Area**

Within Foothill College’s service area, Community Health Worker programs are not offered. For example, both Canada College and Mission College previously had Community Health Worker certificate programs but no longer provide them due to staffing issues. Mission College in particular had their CHW program as part of the greater nursing program and could not get staffing. San Jose City College allows students already enrolled in the Medical Assisting program to also complete a Community Health Worker designation, though they do not offer a singular Community Health Worker course. Evergreen Valley College offers a Patient Community Navigator certificate with courses focused on technology skills, medical coding, and medical billing; however, they do not offer a Community Health Worker course. Outside of Foothill’s service area, community colleges with Community Health Worker programs include City College of San Francisco, Berkeley City College, and Cabrillo College.

Outside of the service area, Community Health Work certificate programs are successful. Such colleges include City College of San Francisco which serves as a guiding model for most colleges in the state, Cabrillo College, and Chaffey College, to name a few.

**Additional Information Required for State Submission:**

**TOP Code:** 1261.00 - Community Health Care Worker

**Annual Completers:** 15

**Net Annual Labor Demand:** 235

**Faculty Workload:** 0.545

**New Faculty Positions:** Adjunct instructor to teach HLTH 101 1-2x/year; Program Coordinator

**New Equipment:** \$0

**New/Remodeled Facilities:** \$0

**Library Acquisitions:** \$750 for copies of both the HLTH 21 textbooks and HLTH 101 textbooks to be ordered and available on reserve

**Gainful Employment:** Yes

**Program Review Date:** Fall, 2027

**Distance Education:** 50-99%



# Labor Market Analysis for Program Recommendation Community Health Worker Occupations Foothill College

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

## Recommendation

Based on all available data, there appears to be an “undersupply” of Community Health 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 166 students in the Bay region and 46 students in the Silicon Valley Sub-Region.

## Introduction

This report provides student outcomes data on employment and earnings for TOP 1261.00 Community Health Care Worker 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 Community Health Worker Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a proposed new program at Foothill College.

- Community Health Workers (21-1094):** Assist individuals and communities to adopt healthy behaviors. Conduct outreach for medical personnel or health organizations to implement programs in the community that promote, maintain, and improve individual and community health. May provide information on available resources, provide social support and informal counseling, advocate for individuals and community health needs, and provide services such as first aid and blood pressure screening. May collect data to help identify community health needs. Excludes “Health Educators” (21-1091).  
 Entry-Level Educational Requirement: High school diploma or equivalent  
 Training Requirement: Short-term on-the-job training  
 Percentage of Community College Award Holders or Some Postsecondary Coursework: 24%

## Occupational Demand

**Table 1. Employment Outlook for Community Health Worker Occupations in Bay Region**

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Community Health Workers	1,641	1,914	273	17%	1,176	235	\$19	\$26
<b>Total</b>	<b>1,641</b>	<b>1,914</b>	<b>273</b>	<b>17%</b>	<b>1,176</b>	<b>235</b>	<b>\$19</b>	<b>\$26</b>

Source: EMSI 2022.1

**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 Community Health Worker Occupations in Silicon Valley Sub-region**

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Community Health Workers	321	382	61	19%	240	48	\$25	\$29
<b>Total</b>	<b>321</b>	<b>382</b>	<b>61</b>	<b>19%</b>	<b>240</b>	<b>48</b>	<b>\$25</b>	<b>\$29</b>

Source: EMSI 2022.1

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 (Aug 2021 - July 2022)**

Occupation	Bay Region	Silicon Valley
Community Health Workers	362	65

Source: Burning Glass

**Table 4a. Top Job Titles for Community Health Worker Occupations for latest 12 months (Aug 2021 - July 2022)  
Bay Region**

Title	Bay	Title	Bay
Community Liaison	30	Guest Advocate Target Hire	7
Community Lead	20	Health Advocate	7
Health Navigator	12	Covid Contact Tracer	6
Peer Navigator	12	Community Living Instructor Direct Support Professional Bay Areas	5
Community Health Advocate	10	Community Navigator	5
Community Health Navigator	8	Covid - Contact Tracer	5
Community Health Advocate Coordinator	7	Outreach Benefits Navigator	5
Community Living Instructor Dsp	7	Community Living Instructor/Direct Support Professional	4
Contact Tracer	7	Digital Peer Navigator	4

Source: Burning Glass

**Table 4b. Top Job Titles for Community Health Worker Occupations for latest 12 months (Aug 2021 - July 2022)  
Silicon Valley Sub-Region**

Title	Silicon Valley	Title	Silicon Valley
Peer Navigator	9	Contact Tracer	2
Community Lead	5	Contact Tracing And Immunization	2

Title	Silicon Valley	Title	Silicon Valley
Community Liaison	5	Contact Tracing Coordinator	2
Covid Contact Tracer	3	Family Health Navigator	2
Outreach Advisor	3	Health Navigator	2
Community Engagement Lead	2	Health Navigator - Family	2
Community Navigator	2	Pridenet Lgbtq Community Engagement Lead	2

Source: Burning Glass

## Industry Concentration

**Table 5. Industries hiring Community Health Workers in Bay Region**

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)
Local Government, Excluding Education and Hospitals	280	314	12%	18%
HMO Medical Centers	131	193	48%	9%
Other Individual and Family Services	139	182	31%	8%
Services for the Elderly and Persons with Disabilities	135	118	-12%	5%
Child and Youth Services	61	71	16%	4%
Temporary Help Services	12	59	393%	3%
General Medical and Surgical Hospitals	62	55	-12%	3%
Religious Organizations	50	52	3%	3%
Direct Health and Medical Insurance Carriers	43	59	37%	3%
Hospitals (Local Government)	38	55	42%	3%

Source: EMSI 2022.1

**Table 6. Top Employers Posting Community Health Worker Occupations in Bay Region and Silicon Valley Sub-Region (Aug 2021 - July 2022)**

Employer	Bay	Employer	Silicon Valley
Toolworks	23	Roots Community Health Center	6
Roots Community Health Center	15	Stanford University	3
University Of California	12	University Of Silicon Valley	2
Wework	9	Unity Care Group	2
Asian Health Services	9	Target	2
Target	7	San Jose/Evergreen Community College District	2

Employer	Bay	Employer	Silicon Valley
Heluna Health	7	Ro Health Pr Derek	2
Rcf Connects	6	Heluna Health	2
Medzed, Llc	6	Crossover Health	2
Center For Human Development	6	A Caring Life Home Health	2

Source: Burning Glass

## Educational Supply

There are five (5) community colleges in the Bay Region issuing 69 awards on average annually (last 3 years ending 2018-19) on TOP 1261.00 Community Health Care Worker. In the Silicon Valley Sub-Region, there are two (2) community colleges that issued two (2) awards on average annually (last 3 years) on this TOP code.

**Table 7. Community College Awards on TOP 1261.00 Community Health Care Worker in Bay Region**

College	Subregion	Associate Degree	Award < 1 academic yr	Total
Canada College	Mid-Peninsula	0	2	2
City College of San Francisco	Mid-Peninsula	0	62	62
Mission College	Silicon Valley	1	0	1
San Jose City College	Silicon Valley	0	1	1
Santa Rosa Junior College	North Bay	1	2	3
<b>Total</b>		<b>2</b>	<b>67</b>	<b>69</b>

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

## Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 235 annual openings for the Community Health Worker occupational cluster and 69 annual (3-year average) awards for an annual undersupply of 166 students. In the Silicon Valley Sub-Region, there is also a gap with 48 annual openings and 2 annual (3-year average) awards for an annual undersupply of 46 students.

## Student Outcomes

**Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1261.00 Community Health Care Worker**

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Program	State 1261.00	Bay 1261.00	Silicon Valley 1261.00	Foothill 1261.00
Students with a Job Closely Related to Their Field of Study	74%	91%	85%	85%	N/A	N/A
Median Annual Earnings for SWP Exiting Students	\$47,419	\$66,288	\$41,009	\$41,229	N/A	N/A
Median Change in Earnings for SWP Exiting Students	23%	43%	5%	4%	N/A	N/A

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Program	State 1261.00	Bay 1261.00	Silicon Valley 1261.00	Foothill 1261.00
Exiting Students Who Attained the Living Wage	52%	64%	32%	32%	N/A	N/A

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

## Skills, Certifications and Education

**Table 9. Top Skills for Community Health Worker Occupations in Bay Region (Aug 2021 - July 2022)**

Skill	Posting	Skill	Posting
Customer Service	93	Primary Care	34
Case Management	89	Project Management	34
Public Health and Safety	85	Appointment Setting	33
Mental Health	81	Customer Contact	32
Community Health	78	Staff Management	32
Social Services	78	Behavioral Health	31
Scheduling	67	Cardiopulmonary Resuscitation (CPR)	30
Health Education	48	Health Insurance Portability and Accountability Act (HIPAA)	27
Data Collection	45	Social Media	27
Data Entry	42	Patient Assistance	26
Budgeting	39	Medical Coding	25
Mental Illness	39	Developmental Disabilities	24
Vaccination	36	Meal Preparation	24
Motivational Interviewing	34	Caregiving	20

Source: Burning Glass

**Table 10. Certifications for Community Health Worker Occupations in Bay Region (Aug 2021 - July 2022)**

Certification	Posting	Certification	Posting
Driver's License	107	Licensed Alcohol and Drug Counselor	3
First Aid Cpr Aed	27	Certified Alcohol and Drug Abuse Counselor	3
Community Health Certificate	12		
Phlebotomy Certification	4	Basic Cardiac Life Support Certification	3
Basic Life Saving (BLS)	4	Paralegal Certification	2

Certification	Posting	Certification	Posting
Social Work License	3	Licensed Professional Counselor	2
Project Management Professional (PMP)	3	Licensed Clinical Social Worker (LCSW)	2
Project Management Certification	3	Conflict Resolution	2

Source: Burning Glass

Note: 56% of records have been excluded because they do not include a certification. As a result, the chart above may not be representative of the full sample.

**Table 11. Education Requirements for Community Health Worker Occupations in Bay Region**

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	102	45%
Associate's degree	30	13%
Bachelor's degree and higher	94	42%

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/](http://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](mailto:leila@baccc.net)
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, [jcarrese@ccsf.edu](mailto:jcarrese@ccsf.edu) or (415) 267-6544

# PHOT F404A : PHOTOSHOP FOR PHOTOGRAPHERS I

**Proposal Type**

New Course

**Effective Term**

Summer 2023

**Subject**

Photography (PHOT)

**Course Number**

F404A

**Department**

Photography (PHOT)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

**Course Title**

PHOTOSHOP FOR PHOTOGRAPHERS I

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

PHOT F004A - PHOTOSHOP FOR PHOTOGRAPHERS I

**Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

## Special Hourly Notation

### Total Contact Hours

72

### Total Student Learning Hours

144

### Repeatability Statement

Unlimited Repeatability

### Repeatability Criteria

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

### Credit Status

Non-Credit

### Degree Status

Non-Applicable

### Is Basic Skills applicable to this course?

No

### Grading

Non-Credit Course (Receives no Grade)

### Will credit by exam be allowed for this course?

No

### Honors

No

### Degree or Certificate Requirement

None of the above (Stand Alone course)

## Stand Alone

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

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

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

Please select

Temporary

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

Noncredit Certificate of Completion in Commercial Photography

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

Submitted to division 9/27/22

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

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#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

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

## **Evidence**

This will be a required core course for the noncredit Certificate of Completion in Commercial Photography, which is currently under development.

## **Attach evidence**

### **Need/Justification**

This course will be a required core course for the noncredit certificate of completion in Commercial Photography, currently under development.

### **Course Description**

Introduction to the tools for expressive communication in digital photography using Adobe Photoshop and Adobe Photoshop Lightroom. Development of skills in image capture, enhancement, printing, and web publishing, for both fine art and commercial applications.

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

Advisory: PHOT 5 or 405 or equivalent.

### **Course Objectives**

The student will be able to:

1. Demonstrate ability to use digital imaging software
2. Demonstrate ability to use current computer hardware
3. Create hard copy photographic images for portfolio presentation and web appropriate images for electronic publishing
4. Discuss and describe expanding visual awareness
5. Demonstrate an awareness of basic photographic principles underlying the new technologies and the ability to apply these interdisciplinary principles in the sciences and fine arts
6. Demonstrate understanding of ethics of the new technologies, including the principles of truthfulness in images, copyright, and appropriation
7. Recognize contributors from diverse cultures and backgrounds to contemporary electronic imaging

### **Course Content**

1. Introduction to digital image technology
  1. History of imaging from silver to pixel
  2. Terminology of the digital darkroom

3. Future of imaging and directions in technologies
4. Ethics of digital manipulation, copyright issues, appropriation in modern artistic expression and in commercial applications
5. Contribution from diverse cultures and individuals to the advance of electronic technologies
2. Digital imaging hardware
  1. The computer
    1. Platform choices
    2. Memory requirements for working with images
  2. Digital cameras (brief overview)
  3. Scanners for negatives, prints, objects
  4. Printers (input, output and WYSIWYG)
3. Introduction to the software
  1. File formats and their uses
  2. Digital imaging software menus and tools and their use
    1. The brush tools (healing brush, spot healing brush, patch, clone tool/rubber stamp, paint brush, eraser)
    2. Selection tools (marque, magic wand, lasso, and their modifiers)
    3. Editing tools (cut paste, rotate, scale, crop)
    4. Basic adjustments (levels, curves, brightness/contrast)
  3. Resolution
  4. Color controls
  5. Selection controls
  6. Filters and special effects
  7. History panel
  8. Layers and blending modes
  9. Use of type in Photoshop
  10. Automate menu and actions
4. Organizing and archiving images
  1. Rating systems and methods
  2. Keywords and other metadata
  3. File management
5. Using digital imagery to make artwork of meaning and intention
  1. Effective communication through digital imaging
  2. Truthfulness in digital imaging
  3. Formal and alternative presentation of the digital image

## **Lab Content**

1. Assignments and exercises that practice digital imaging techniques
2. Assignments and exercises that practice the use of digital imaging vocabulary
3. Assignments and exercises that practice the use of printing and other output methods

4. Preparation of professionally presented photographs using both matting framing and digital presentation techniques
5. Visit and review photography exhibitions in museums and galleries
6. Exercises that have students make revisions or corrections and edit their photographs
7. Critiques and evaluation of assignments and exercises

**Special Facilities and/or Equipment**

1. A lecture room equipped with color LCD overhead projector for displaying projected computer monitor displays; an instructional computer with high resolution monitor, scanner, color printer, and Adobe Photoshop/Lightroom software; lighting and wall space suitable for displaying and critiquing hard-copy output. An integrated or separate facility for student computer time.
2. When taught via Foothill Global Access: on-going access to computer with JavaScript-enabled internet browsing software, media plug-ins, and relevant computer graphics applications and email software; email address.

**Methods of Evaluation**

<b>Methods of Evaluation</b>
Critiques of digital photographs
Instructor's review of student's on-going work
Review of student's participation in discussion and critiques, laboratory performance
Written paper(s) on current issues in digital photography
Quizzes/tests

**Method(s) of Instruction**

<b>Method(s) of Instruction</b>
Lectures on the techniques of digital imaging software and digital photography
Discussion and electronic discussions/chat using the language of digital imaging and photographic/artistic critiques
Demonstrations of digital imaging software and digital photography
Field trips to visit photographic, artistic, and technical locations

**Representative Text(s)**

<b>Author(s)</b>	<b>Title</b>	<b>Publication Date</b>
Evening, Martin	Adobe Photoshop 2020 for Photographers (ISBN-13: 978-0367346836)	2021

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

## **Other Required Materials**

Access to Adobe Photoshop and Lightroom software

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

1. Reading of the textbook
2. Review of handouts and relevant reading material
3. Review of tutorial videos
4. Research and planning of individual creative projects
5. Written assignment statement
6. Written portfolio statement
7. Written critiques of student work
8. Written report of attending a photography exhibition or event

### **Authorized Discipline(s):**

Photography

### **Faculty Service Area (FSA Code)**

PHOTOGRAPHY

### **Taxonomy of Program Code (TOP Code)**

\*1012.00 - Applied Photography

### **Attach Historical Forms/Documents (if applicable)**

[Articulation Office Only](#)

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### **C-ID Notation**

### **IGETC Notation**

### **CSU GE Notation**

### **Transferability**

None

### **Validation Date**

N/A

[Division Dean Only](#)

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### **Seat Count**

35

**Load**

.091

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143081 - Photography

**Account Code**

1320

**Program Code**

101100 - Photography

# PHOT F404B : PHOTOSHOP FOR PHOTOGRAPHERS II

**Proposal Type**

New Course

**Effective Term**

Summer 2023

**Subject**

Photography (PHOT)

**Course Number**

F404B

**Department**

Photography (PHOT)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

**Course Title**

PHOTOSHOP FOR PHOTOGRAPHERS II

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

PHOT F004B - PHOTOSHOP FOR PHOTOGRAPHERS II

**Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

## Special Hourly Notation

### Total Contact Hours

72

### Total Student Learning Hours

144

### Repeatability Statement

Unlimited Repeatability

### Repeatability Criteria

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

### Credit Status

Non-Credit

### Degree Status

Non-Applicable

### Is Basic Skills applicable to this course?

No

### Grading

Non-Credit Course (Receives no Grade)

### Will credit by exam be allowed for this course?

No

### Honors

No

### Degree or Certificate Requirement

None of the above (Stand Alone course)

## Stand Alone

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

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

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

Please select

Temporary

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

Noncredit Certificate of Completion in Commercial Photography

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

Submitted to division 9/27/22

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

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#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

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

## **Evidence**

This will be a restricted support course for the noncredit Certificate of Completion in Commercial Photography, which is currently under development.

## **Attach evidence**

### **Need/Justification**

This course will be a restricted support course for the noncredit certificate of completion in Commercial Photography, currently under development.

### **Course Description**

Intermediate-level exploration with the tools for expressive communication in digital photography using Adobe Photoshop and Adobe Photoshop Lightroom. Development of skills in image capture, enhancement, printing, and web publishing, for both fine art and commercial applications.

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

Advisory: PHOT 4A or 404A or equivalent experience.

### **Course Objectives**

The student will be able to:

1. Demonstrate an in-depth ability to use electronic imaging software
2. Demonstrate an in-depth ability to use current computer hardware
3. Create complex hard copy photographic images for portfolio presentation and web appropriate images for electronic publishing
4. Discuss and describe expanding visual awareness
5. Demonstrate an in-depth awareness of basic photographic principles underlying the new technologies and the ability to apply these interdisciplinary principles in the sciences and fine arts
6. Demonstrate an understanding of ethics of the new technologies, including the principles of truthfulness in images, copyright, and appropriation
7. Recognize contributors from diverse cultures and backgrounds to contemporary electronic imaging

### **Course Content**

1. Digital imaging hardware
  1. In-depth look at input devices (scanners, digital cameras, and their features)

1. Advanced features
  2. New innovations
2. In-depth look at output devices (printers, film recorders, and their features)
  1. Advanced features
  2. New innovations
2. Digital imaging software
  1. Advanced workspace
    1. Tool presets, panel options, the preset manager
    2. Customizable keyboard shortcuts, context sensitive menus, views, and screen modes
    3. Automating the digital workflow (advanced features of automate menu and actions)
  2. Color management overview
    1. Calibration
    2. Photoshop color settings
    3. Printing (inkjet, chromogenic, and other printing methods)
  3. Advanced layers and blending
  4. Advanced masking and selection (pen tool, extract)
  5. Advanced color correction and tonal adjustments (levels and curves)
  6. File formats and their uses
    1. RAW
    2. Non-compression formats (psd, tiff, etc.)
    3. Compression formats (jpg, gif, etc.)
  7. Working with B&W images
    1. Converting color to grayscale
    2. Quadtone printing
  8. Special effects and alternative imagery
  9. HDR imagery
3. Organizing and archiving images
  1. Rating systems and methods
  2. Keywords and other metadata
  3. File management
4. Using digital imagery to make artwork of meaning and intention
  1. Complex and effective communication through digital imaging
  2. Implications of image appropriation and copyright issues
  3. Developing and presenting a body of work
    1. Image creation, postproduction editing, sequencing
    2. Presentation (traditional and alternative methods, PDF presentation, web photo gallery)

## Lab Content

1. Assignments and exercises that practice digital imaging techniques
2. Assignments and exercises that practice the use of digital imaging vocabulary

3. Assignments and exercises that practice the use of printing and other output methods
4. Preparation of professionally presented photographs using both matting framing and digital presentation techniques
5. Visit and review photography exhibitions in museums and galleries
6. Exercises that have students make revisions or corrections and edit their photographs
7. Critiques and evaluation of assignments and exercises

### Special Facilities and/or Equipment

1. A lecture room equipped with color LCD overhead projector for displaying projected computer monitor displays; an instructional computer with high resolution monitor, scanner, color printer, and Adobe Photoshop/Lightroom software; lighting and wall space suitable for displaying and critiquing hard-copy output. An integrated or separate facility for student computer time.
2. When taught via Foothill Global Access: on-going access to computer with JavaScript-enabled internet browsing software, media plug-ins, and relevant computer graphics applications and email software; email address.

### Methods of Evaluation

Methods of Evaluation
Critiques of digital photographs
Instructor's review of student's on-going work
Review of student's participation in discussion and critiques, laboratory performance
Written paper(s) on current issues in digital photography
Quizzes/tests

### Method(s) of Instruction

Method(s) of Instruction
Lectures on the techniques of digital imaging software and digital photography
Discussion and electronic discussions/chat using the language of digital imaging and photographic/artistic critiques
Demonstrations of digital imaging software and digital photography
Field trips to visit photographic, artistic, and technical locations

### Representative Text(s)

Author(s)	Title	Publication Date
Evening, Martin	Adobe Photoshop 2020 for Photographers (ISBN-13: 978-0367346836)	2021

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

## **Other Required Materials**

Access to Adobe Photoshop and Lightroom software

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

1. Reading of the textbook
2. Review of handouts and relevant reading material
3. Review of tutorial videos
4. Research and planning of individual creative projects
5. Written assignment statement
6. Written portfolio statement
7. Written critiques of student work
8. Written report of attending a photography exhibition or event

### **Authorized Discipline(s):**

Photography

### **Faculty Service Area (FSA Code)**

PHOTOGRAPHY

### **Taxonomy of Program Code (TOP Code)**

\*1012.00 - Applied Photography

### **Attach Historical Forms/Documents (if applicable)**

### **Articulation Office Only**

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### **C-ID Notation**

### **IGETC Notation**

### **CSU GE Notation**

### **Transferability**

None

### **Validation Date**

N/A

### **Division Dean Only**

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### **Seat Count**

35

**Load**

.091

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143081 - Photography

**Account Code**

1320

**Program Code**

101200 - Applied Photography

# PHOT F404C : PHOTOSHOP FOR PHOTOGRAPHERS III

**Proposal Type**

New Course

**Effective Term**

Summer 2023

**Subject**

Photography (PHOT)

**Course Number**

F404C

**Department**

Photography (PHOT)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

**Course Title**

PHOTOSHOP FOR PHOTOGRAPHERS III

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

PHOT F004C - PHOTOSHOP FOR PHOTOGRAPHERS III

**Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

## Special Hourly Notation

### Total Contact Hours

72

### Total Student Learning Hours

144

### Repeatability Statement

Unlimited Repeatability

### Repeatability Criteria

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

### Credit Status

Non-Credit

### Degree Status

Non-Applicable

### Is Basic Skills applicable to this course?

No

### Grading

Non-Credit Course (Receives no Grade)

### Will credit by exam be allowed for this course?

No

### Honors

No

### Degree or Certificate Requirement

None of the above (Stand Alone course)

## Stand Alone

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

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

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

Please select

Temporary

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

Noncredit Certificates of Completion in Commercial Photography and Photography

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

Submitted to division 9/27/22

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

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#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

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

## **Evidence**

This will be a restricted support course for the noncredit Certificate of Completion in Commercial Photography and a required core course for the noncredit Certificate of Completion in Photography, both of which are currently under development.

## **Attach evidence**

### **Need/Justification**

This course will be a restricted support course for the noncredit certificate of completion in Commercial Photography and a required core course for the noncredit certificate of completion in Photography, both currently under development.

### **Course Description**

Advanced-level exploration with the tools for expressive communication in digital photography using Adobe Photoshop and Adobe Photoshop Lightroom. Development of skills in image capture, enhancement, printing, and web publishing, for both fine art and commercial applications.

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

Advisory: PHOT 4B or 404B or equivalent.

### **Course Objectives**

The student will be able to:

1. Demonstrate advanced skills in using digital imaging software
2. Demonstrate advanced skills in using current computer hardware
3. Create complex hard copy photographic images for portfolio presentation and web appropriate images for electronic publishing
4. Discuss and describe expanding visual awareness
5. Demonstrate an in-depth awareness of basic photographic principles underlying the new technologies and the ability to apply these interdisciplinary principles in the sciences and fine arts
6. Demonstrate an understanding of ethics of the new technologies, including the principles of truthfulness in images, copyright, and appropriation
7. Recognize contributors from diverse cultures and backgrounds to contemporary electronic imaging

## Course Content

1. Digital imaging software
  1. Advanced level color management (making profiles)
  2. Working with RAW files
  3. 16-bit editing
  4. Digital zone system
  5. Digital lighting techniques
  6. Advanced color and tonal correction techniques
  7. Advanced image compositing techniques
  8. Special effects and alternative imagery
  9. HDR imagery
2. Organizing and archiving images
  1. Rating systems and methods
  2. Keywords and other metadata
  3. File management
3. Using digital imagery to make artwork of meaning and intention
  1. Developing a complex body of work
  2. Print permanence, edition size, copyrights
  3. Contemporary trends in digital art
  4. Contributions to digital art-making by artists from diverse cultural backgrounds
4. Employment opportunities
  1. Review of student backgrounds and skills necessary for a career in industry
  2. Job outlook predictions
  3. Assignments giving students necessary background in skills for employment

## Lab Content

1. Assignments and exercises that practice digital imaging techniques
2. Assignments and exercises that practice the use of digital imaging vocabulary
3. Assignments and exercises that practice the use of printing and other output methods
4. Preparation of professionally presented photographs using both matting framing and digital presentation techniques
5. Visit and review photography exhibitions in museums and galleries
6. Exercises that have students make revisions or corrections and edit their photographs
7. Critiques and evaluation of assignments and exercises

## Special Facilities and/or Equipment

1. A lecture room equipped with color LCD overhead projector for displaying projected computer monitor displays; an instructional computer with high resolution monitor, scanner, color printer, and software; lighting and wall space suitable for displaying and

critiquing hard-copy output. An integrated or separate facility for student computer time.  
2. When taught via Foothill Global Access: on-going access to computer with JavaScript-enabled internet browsing software, media plug-ins, and relevant computer graphics applications and email software; email address.

### Methods of Evaluation

Methods of Evaluation
Critiques of computer-generated images as hard copy and/or on disk
Instructor's review of student's on-going work
Review of student's participation in discussion and critiques, laboratory performance
Written paper(s) on current issues in digital imaging
Quizzes/tests
Portfolio of images suitable for display

### Method(s) of Instruction

Method(s) of Instruction
Lectures on the techniques of digital imaging software and digital photography
Discussion and electronic discussions/chat using the language of digital imaging and photographic/artistic critiques
Demonstrations of digital imaging software and digital photography
Field trips to visit photographic, artistic, and technical locations

### Representative Text(s)

Author(s)	Title	Publication Date
Evening, Martin	Adobe Photoshop 2020 for Photographers (ISBN-13: 978-0367346836)	2021

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

### Other Required Materials

Access to Adobe Photoshop and Lightroom software

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

1. Reading of textbook
2. Review of handouts and relevant reading material
3. Review of tutorial videos
4. Research and planning of individual creative projects
5. Written assignment statement
6. Written portfolio statement

7. Written critiques of student work
8. Written report of attending a photography exhibition or event

**Authorized Discipline(s):**

Photography

**Faculty Service Area (FSA Code)**

PHOTOGRAPHY

**Taxonomy of Program Code (TOP Code)**

\*1012.00 - Applied Photography

**Attach Historical Forms/Documents (if applicable)**

Articulation Office Only

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

Division Dean Only

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**Seat Count**

35

**Load**

.091

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143081 - Photography

**Account Code**

1320

**Program Code**

101200 - Applied Photography

# PHOT F405. : INTRODUCTION TO PHOTOGRAPHY

**Proposal Type**

New Course

**Effective Term**

Summer 2023

**Subject**

Photography (PHOT)

**Course Number**

F405.

**Department**

Photography (PHOT)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

**Course Title**

INTRODUCTION TO PHOTOGRAPHY

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

PHOT F005. - INTRODUCTION TO PHOTOGRAPHY

**Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

**Special Hourly Notation**

**Total Contact Hours**

72

**Total Student Learning Hours**

144

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

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

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

**Is Basic Skills applicable to this course?**

No

**Grading**

Non-Credit Course (Receives no Grade)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

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

Please select

Temporary

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

Noncredit Certificate of Completion in Commercial Photography

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

Submitted to division 9/27/22

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

---

#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

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

#### Evidence

This will be a required core course for the noncredit Certificate of Completion in Commercial Photography, which is currently under development.

Attach evidence

**Need/Justification**

This course will be a required core course for the noncredit certificate of completion in Commercial Photography, currently under development.

**Course Description**

A survey of the historical and practical aspects of photography as an art form and social document. Students will be introduced to the use of light, composition, and communication through images. Significant photographers from a diversity of backgrounds will inspire students in the practice of photography and developing an understanding of the varied uses of the photographic image in our culture, including advertising, journalism, social concern, fine art, and scientific applications.

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

The student will be able to:

1. Recognize and describe works of photography which distinguish different applications of the medium to modern communication and culture
2. Analyze how photographers use different equipment and photographic techniques to communicate by examining the work of great photographers throughout history in all genres of the medium
3. Examine the development of photographic technology through the study of historical and contemporary important works of photography
4. Identify the various uses of composition in photography and explain how composition is related to the overall meaning and purpose of the photograph
5. Identify the importance of light, related light conditions, and composition to the overall meaning of the photograph
6. Compare great works in terms of composition and how the composition contributes to our perception and meaning of the photograph
7. Examine the content and context found in great works of photography via written responses
8. Describe the evolution of photographic equipment throughout history, including how different media establishes the overall expressive and conceptual meaning of the work
9. Evaluate and critique class projects using relevant terminology in oral or written formats

10. Examine and describe contemporary developments, trends, materials, and approaches in photography
11. Identify the various uses of lighting in photography and explain how lighting is related to the overall meaning and purpose of the photograph

## Course Content

1. Introduction to photographic history - journalism, documentary, fine art, scientific
  1. Analyze the correlation between scientific discovery and photography, including improvements in chemistry and optics, especially the contributions of early practitioners, including Louis-Jacques-Mande Daguerre, Sir John Herschel, Nicéphore Niépce, William Henry Fox Talbot
  2. Apply this understanding to the use of traditional and contemporary tools of photography
  3. Evaluate the contribution of significant photographers from diverse backgrounds to photographic history, such as Edward Weston, Ansel Adams, Ruth Bernhard, Gordon Park, Hiroshi Sugimoto, Dorothea Lange, and Harold Eugene "Doc" Edgerton
  4. Apply understanding of the historic use of images to communicate and persuade by creating projects that communicate about contemporary issues and concerns
2. History of composition and understanding of the tools of composition
  1. Analyze the use and application of the rule of thirds, the golden ratio, and other visual design elements in photography, looking at Leonardo Da Vinci, Sir Joshua Reynolds, Alfred Stieglitz, and Paul Strand
  2. Study the use of repeating shapes and scale in the work of Eadweard James Muybridge, Henri Cartier-Bresson, Andre Kertesz, and Margaret Bourke-White
  3. Analyze the use of spatial perspective and foreground, middle ground, and background in the great works by Edgar Degas, Ansel Adams, Edward Weston, Eugene Atget, Robert Frank, and others
  4. Application of the concepts of compositions to create effective photographs to communicate ideas and concepts
3. Historic perspectives on camera technology
  1. Analyze the contributors to the camera's development from the camera obscura (with developers such as Aristotle, Leonardo Da Vinci) and its early use by the Dutch Master painters (such as Johannes Vermeer) to the modern transformation of the camera to its current state by inventors and entrepreneurs (such as George Eastman, Edwin Land, and Ren Ng)
    1. Film cameras and their uses
    2. Digital cameras and their uses
  2. Impact of changes in technology on the authenticity of the photograph as a document, including use in propaganda, in journalism, and for evidentiary purposes

3. Analyze and apply the use of these tools in documentary, commercial, and artistic expression
4. Evaluate the creative use of camera controls looking at commercial and artistic expressions
  1. Evaluate the control of motion through the use shutter speed, looking at the work of masters, such as Eadweard Muybridge, Ralph Eugene Meatyard, Wynn Bullock
  2. Create images that demonstrate control of focus and depth of field considering the work of the first art movements in photography, including Group F64 and the Pictorialists
  3. Examine the use of metering and sensitometry tools and apply them to photography
  4. Differentiate the different lenses and focal lengths and their effect on photographic space and compositions
5. Seeing and controlling light
  1. Analyze the use of natural light by practitioners such as Gertrude Kasebier, Harry Callahan, Frederick Evans, and Minor White
  2. Analyze the great work of photography by masters of flash and studio, such as Irving Penn, Arnold Newman, Robert Mapplethorpe, Richard Avedon, Yousuf Karsh
  3. Application and practice using light in images
6. Printing and presentation of photographs
  1. Demonstrate preparing and printing images
  2. Analyzing professional presentation of images and demonstrate in final project
7. Content and context
  1. Analyze great works by legacy and contemporary artists, such as Jerry Uelsmann, Man Ray, Manual Alvarez Bravo, and Diane Arbus
  2. Application and practice in using metaphor, personal meaning, and symbolism in a photograph
8. Critique
  1. Analyze and critique great works of photography from history in written formats
  2. Examine and describe contemporary developments, trends, materials, and approaches in photographic artists, such as Andreas Gursky, Edward Burtynsky, Richard Misrach, William Eggleston, Lee Friedlander, Robert Adams

### **Lab Content**

1. Assignments and exercises that explore the use of photographic equipment and techniques
2. Assignments and exercises related to composition and how to express with composition

3. Assignments and exercises that practice the use of light in photographs
4. Preparation of professionally presented photographs using both matting framing and digital presentation techniques
5. Visit and review photography exhibitions in museums and galleries
6. Exercises that have students make revisions or corrections and edit their photographs
7. Critiques and evaluation of assignments and exercises

### **Special Facilities and/or Equipment**

1. A lecture room equipped for viewing motion pictures, slides, and videotapes; computer with projection ability, access to still cameras and other demonstration equipment as needed.
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**

Portfolio review - photographs will be evaluated for technical ability, craftsmanship, and personal creative and conceptual approaches

Written or oral critiques

Quizzes

Written paper(s) on selected topics in photography

Assignments integrating photographs, writing, and analysis

Final project or final exam

### **Method(s) of Instruction**

#### **Method(s) of Instruction**

Lecture presentations and classroom discussion using the language of photography, media, and art history

Electronic discussions/chat responding to visual and written prompts about history, issues, and techniques in photography and art

Laboratory practicing and applying concept from the lectures

Demonstrations of technical process in photography

Field trips to see photographs and artwork with discussion about application to course content

E-portfolio to share photographs and exercises and practice written responses to visual images

Critique of presentations of projects with thoughtful commentary and evaluation

## Representative Text(s)

Author(s)	Title	Publication Date
Perry, Heather	National Geographic Complete Photo Guide: How to Take Better Pictures (ISBN-13: 978-1426221439)	2021

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

## Other Required Materials

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

1. Photographer paper: 1-3 page paper (900-2700 words) about a photographer or topic in photography that inspires you. Biographical information and significance in history or techniques of photography should be discussed. Use the worksheet from the handouts page to help you gather information and know what questions to ask. You should use a minimum of three sources, one of which must be a book in researching this photographer. Your paper will be posted in the Discussion Area. Each student will read all other presentations and make thoughtful comments on at least two other students' papers
2. Concerned photography assignment:
  1. Our photographer of the week is Sebastiao Salgado. Do you find his work inspiring? Why or why not
  2. Review the Universal Declaration of Human Rights for inspiration on topics: [www.un.org/en/about-us/universal-declaration-of-human-rights](http://www.un.org/en/about-us/universal-declaration-of-human-rights)
  3. Think of two or three issues that concern you. Write about these issues. How would you photograph these issues in a way to make us care, in a way that would make us act?
  4. Shoot thirty photographs (print, slide, or digital) that begin to address one of the issues that concern you. Post eight (8) most effective images. Also write a short essay on what inspired you to take the images you took and post in the description of image 01. Refer to the Universal Declaration of Human Rights and the work of Sebastiao Salgado in your short essay
3. Photography exhibition review assignment: Visit photography exhibition or gallery from instructor's approved list. Write a paper that analyzes presentation and artistic intent of the work and relates it to a historic context. Refer to examples from lectures and discussions and use the vocabulary from the readings to prepare this paper

## Authorized Discipline(s):

Photography

**Faculty Service Area (FSA Code)**

PHOTOGRAPHY

**Taxonomy of Program Code (TOP Code)**

1011.00 - Photography

**Attach Historical Forms/Documents (if applicable)**

**Articulation Office Only**

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

**Division Dean Only**

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**Seat Count**

30

**Load**

.091

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143081 - Photography

**Account Code**

1320

**Program Code**

101100 - Photography

# PHOT F472. : LIGHTROOM & PHOTOGRAPHIC DESIGN

**Proposal Type**

New Course

**Effective Term**

Summer 2023

**Subject**

Photography (PHOT)

**Course Number**

F472.

**Department**

Photography (PHOT)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

**Course Title**

LIGHTROOM & PHOTOGRAPHIC DESIGN

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

PHOT F072. - LIGHTROOM & PHOTOGRAPHIC DESIGN

**Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

## Special Hourly Notation

### Total Contact Hours

72

### Total Student Learning Hours

144

### Repeatability Statement

Unlimited Repeatability

### Repeatability Criteria

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

### Credit Status

Non-Credit

### Degree Status

Non-Applicable

### Is Basic Skills applicable to this course?

No

### Grading

Non-Credit Course (Receives no Grade)

### Will credit by exam be allowed for this course?

No

### Honors

No

### Degree or Certificate Requirement

None of the above (Stand Alone course)

## Stand Alone

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

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

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

Please select

Temporary

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

Noncredit Certificate of Completion in Commercial Photography

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

Submitted to division 9/27/22

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

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#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

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

## **Evidence**

This will be a restricted support course for the noncredit Certificate of Completion in Commercial Photography, which is currently under development.

### **Attach evidence**

#### **Need/Justification**

This course will be a restricted support course for the noncredit certificate of completion in Commercial Photography, currently under development.

#### **Course Description**

Develop intermediate photographic skills with the use of Adobe Photoshop Lightroom and photographic design techniques. Evaluate and utilize current methods of workflow, including archiving, file management, development, image publishing, beginning color management, and printing. Build skills in composition, design, project editing, and visual communication. Utilize design principles to create images that communicate effectively.

#### **Course Prerequisites**

#### **Course Corequisites**

#### **Course Advisories**

Advisory: PHOT 5 or 405 or equivalent experience.

#### **Course Objectives**

The student will be able to:

1. Demonstrate in-depth awareness of and ability to use the digital camera
2. Demonstrate ability to import and export images using Adobe Photoshop Lightroom and manipulate photographic images to professional standards
3. Create hard copy photographic images for portfolio presentation
4. Create image archives, including compact disk (CD), DVD, and hard drive technologies
5. Create slideshows and websites
6. Utilize effective design principles in the creation of photographs for visual communication
7. Demonstrate awareness of contributions from diverse cultures and backgrounds to the development and application of digital camera technology

#### **Course Content**

1. Use of the digital camera
  1. Comparison with traditional camera/film/processing
  2. Lenses, focus, and depth-of-field characteristics

3. Sensitivity, noise reduction, and tonal range
  4. Resolution for capture
2. Effective use of Adobe Photoshop Lightroom software
  1. Import images
  2. Workflow and backup
  3. Keywording
  4. Editing process
    1. Using flags, labels, color labels
    2. Effective use of collections
    3. Stacking
  5. Adjust images
    1. Color correction
    2. Exposure
    3. Contrast
    4. Expressive purposes
    5. Altering file formats
    6. Color modes
3. Create hard copy photographic images for portfolio presentation
  1. Resolution for output
  2. Profiles and file preparation
    1. Inkjet printing
    2. Commercial services
    3. Other output options
4. Create image archives and catalogue backups
  1. Image backup
    1. Creating backups on compact disk (CD) and DVD
    2. Creating backups on hard drive technologies
    3. Image storage and retrieval
  2. Catalogue backups
    1. Preferences and daily backups
    2. Long-term catalogue retrieval and updating
  3. Archival properties of electronic media
5. Create slideshows and websites
  1. Use of collections for effective digital output
  2. Sequencing and timing in slideshows and websites
  3. Planning effective communication with images in slideshows and websites
6. Design principles for photography
  1. Composition
    1. Rule of thirds
    2. Foreground, middle ground, background
    3. Leading lines
    4. Centered and off-centered compositions
    5. Balanced and imbalance
    6. Weight

7. Flow
8. Repeating shapes
9. Symmetry and asymmetry
2. Lighting
  1. Natural light
  2. Artificial light
  3. Flash
3. Apply above to genres of photographs
  1. Portrait
  2. Landscape
  3. Still life
  4. Documentary photograph
  5. Abstraction
4. Applying design principles to photographs and using terminology in discussion and class critiques
7. Practitioners from diverse cultures and backgrounds
  1. Historic contributions
  2. Contemporary contributions
  3. Issues of access and communication
  4. Representative examples of digital imaging artwork produced by individuals from diverse cultures and backgrounds

### **Lab Content**

1. Practice of image editing, manipulation, presentation, and techniques learned in lecture
2. Online discussion of techniques and of design
3. Field sessions to practice camera handling techniques

### **Special Facilities and/or Equipment**

1. A lecture room equipped with color LCD overhead projector displaying projected computer displays; a desk or workstation for each student; an instructional computer with high resolution monitor, scanner, color printer, and Adobe Photoshop Lightroom software; lighting and wall space suitable for displaying and critiquing hardcopy output; an integrated or separate facility for student computer time.
2. When taught via Foothill Global Access, on-going access to computer with email software and hardware, including Adobe Lightroom Classic; email address.

### **Methods of Evaluation**

#### **Methods of Evaluation**

Critiques of image files on disk, and hard copy output of digital camera images  
 Written discussion, critique, and questions using appropriate terminology  
 Instructor's review of student's on-going work

### Methods of Evaluation

Review of student's participation in discussion and critiques, laboratory performance  
Quizzes

### Method(s) of Instruction

#### Method(s) of Instruction

Lecture presentations and classroom discussion using the terminology of digital photography and photographic design  
Critique and discussion of images by students and experts in the field  
Demonstrations of image editing, manipulation and presentation

### Representative Text(s)

Author(s)	Title	Publication Date
Evening, Martin	The Adobe Photoshop Lightroom Classic CC Book 2nd ed. (ISBN-10: 0135447399, ISBN-13: 978-0135447390)	2019

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

### Other Required Materials

Students will use the Help section of the Lightroom Classic application and Adobe's online user guide: [helpx.adobe.com/lightroom-classic/user-guide.html](https://helpx.adobe.com/lightroom-classic/user-guide.html)

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

1. Written paper with a detailed analysis of a fellow student's photograph using the terminology learned in the lecture addressing both design and technique
2. Written paper looking in-depth at a topic in the class and reading and commenting on other students' essays

### Authorized Discipline(s):

Photography

### Faculty Service Area (FSA Code)

PHOTOGRAPHY

### Taxonomy of Program Code (TOP Code)

\*1012.00 - Applied Photography

### Attach Historical Forms/Documents (if applicable)

Articulation Office Only

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

Division Dean Only

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**Seat Count**

30

**Load**

.091

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143081 - Photography

**Account Code**

1320

**Program Code**

101100 - Photography

# PHOT F474A : STUDIO PHOTOGRAPHY TECHNIQUES I

**Proposal Type**

New Course

**Effective Term**

Summer 2023

**Subject**

Photography (PHOT)

**Course Number**

F474A

**Department**

Photography (PHOT)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

**Course Title**

STUDIO PHOTOGRAPHY TECHNIQUES I

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

PHOT F074A - STUDIO PHOTOGRAPHY TECHNIQUES I

**Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

## Special Hourly Notation

### Total Contact Hours

72

### Total Student Learning Hours

144

### Repeatability Statement

Unlimited Repeatability

### Repeatability Criteria

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

### Credit Status

Non-Credit

### Degree Status

Non-Applicable

### Is Basic Skills applicable to this course?

No

### Grading

Non-Credit Course (Receives no Grade)

### Will credit by exam be allowed for this course?

No

### Honors

No

### Degree or Certificate Requirement

None of the above (Stand Alone course)

## Stand Alone

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

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

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

Please select

Temporary

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

Noncredit Certificate of Completion in Commercial Photography

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

Submitted to division 9/27/22

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

---

#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

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

## **Evidence**

This will be a required core course for the noncredit Certificate of Achievement in Commercial Photography, which is currently under development.

## **Attach evidence**

### **Need/Justification**

This course will be a required core course for the noncredit certificate of completion in Commercial Photography, currently under development.

### **Course Description**

Introduction and overview to studio lighting, digital medium format cameras, exploration of photographic practices in a studio environment; emphasis on developing effective skills and techniques necessary to begin a career in studio photography.

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

Advisory: PHOT 5 or 405.

### **Course Objectives**

The student will be able to:

1. Operate studio lighting and related accessories with technical skill
2. Employ visual and technical qualities required for professional-level photography
3. Demonstrate the ability to follow basic, visual layouts and art direction
4. Operate an incident/reflected/flash light meter and determine appropriate exposures
5. Assimilate and utilize visual ideas drawn from diverse cultures and backgrounds

### **Course Content**

1. Proper operation of studio flash units and related studio equipment
  1. Light modifiers and reflectors
    1. Expressive qualities of light
    2. Color temperature
    3. Multiple light set-ups
    4. Lighting ratios
  2. Photography of two- and three-dimensional objects
    1. Paintings, documents, sculpture, or other art work
    2. Products

3. Models (portraiture)
2. Safe handling and care of equipment
  1. Electrical safety (fuses and amperage ratings)
3. General operation of a commercial or art photo studio
  1. Freelance photography
  2. Assistant to photographer
  3. Working with clients
    1. Establishing and meeting deadlines
    2. Invoices, contracts, and estimates
  4. Professional protocols, practices, and client expectations
4. Approaches to studio photography as practices in industry
  1. Commercial
  2. Fine art
  3. Still-life and portraiture
  4. Editorial
  5. Trends in advertising and art production, including representations of and by diverse cultures
5. Presentation of photographs
  1. Portfolio concepts
6. Compositional considerations
  1. Black and white vs. color
  2. Working to fulfill requirements of visual layout

### **Lab Content**

1. Use of computer workstation and image software
2. Use of print kiosks and professional color laboratory services
3. Selection and procuring of styling props and studio materials

### **Special Facilities and/or Equipment**

1. An open-beamed space with high ceiling and room to accommodate lighting equipment, backdrop material, and models. Room should be equipped with many well-placed electrical outlets capable of relatively high amperage draw. Studio should have secure equipment storage areas or easy access to it. Professional-level lighting and studio equipment.
2. When taught via Foothill Global Access: on-going access to computer with JavaScript-enabled internet browsing software, media plug-ins, and relevant computer graphics applications and email software; email address.

### **Methods of Evaluation**

#### **Methods of Evaluation**

Emphasis is on effective and safe use of lighting equipment  
 Quizzes and exam identifying lighting and camera technique

### Methods of Evaluation

Written response to terminology, concepts, and practice as discussed in class lectures, demonstrations, and critiques

Maintain studio notebook/journal and portfolio

### Method(s) of Instruction

#### Method(s) of Instruction

Students will attend lecture in classroom for instruction and critique

Hands-on instruction on equipment and lighting techniques are demonstrated in studio area

Students follow the lead of instructor and set up their own work station to complete assignment

### Representative Text(s)

Author(s)	Title	Publication Date
Hunter, Fil, Steven Biver, Paul Fuqua, and Robin Reid	Light—Science & Magic: An Introduction to Photographic Lighting, 6th ed. (ISBN-13: 978-0367860264)	2021

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

### Other Required Materials

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

1. Maintain a written studio and lighting notebook/journal that describes necessary tools, exposures, and lighting arrangements, as well as personal reflective notations addressing the efficacy of various studio set-ups

### Authorized Discipline(s):

Photography

### Faculty Service Area (FSA Code)

PHOTOGRAPHY

### Taxonomy of Program Code (TOP Code)

\*1012.00 - Applied Photography

### Attach Historical Forms/Documents (if applicable)

### Articulation Office Only

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### C-ID Notation

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

**Division Dean Only**

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**Seat Count**

30

**Load**

.091

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143081 - Photography

**Account Code**

1320

**Program Code**

101100 - Photography

# PHOT F474B : STUDIO PHOTOGRAPHY TECHNIQUES II

**Proposal Type**

New Course

**Effective Term**

Summer 2023

**Subject**

Photography (PHOT)

**Course Number**

F474B

**Department**

Photography (PHOT)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

**Course Title**

STUDIO PHOTOGRAPHY TECHNIQUES II

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

PHOT F074B - STUDIO PHOTOGRAPHY TECHNIQUES II

**Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

## Special Hourly Notation

### Total Contact Hours

72

### Total Student Learning Hours

144

### Repeatability Statement

Unlimited Repeatability

### Repeatability Criteria

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

### Credit Status

Non-Credit

### Degree Status

Non-Applicable

### Is Basic Skills applicable to this course?

No

### Grading

Non-Credit Course (Receives no Grade)

### Will credit by exam be allowed for this course?

No

### Honors

No

### Degree or Certificate Requirement

None of the above (Stand Alone course)

## Stand Alone

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

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

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

Please select

Temporary

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

Noncredit Certificate of Completion in Commercial Photography

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

Submitted to division 9/27/22

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

---

#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

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

## **Evidence**

This will be a restricted support course for the noncredit Certificate of Completion in Commercial Photography, which is currently under development.

### **Attach evidence**

### **Need/Justification**

This course will be a restricted support course for the noncredit certificate of completion in Commercial Photography, currently under development.

### **Course Description**

This course follows PHOT 474A and is intended to teach intermediate level skills in studio photography. Proper and creative use of digital small and medium format cameras, and lighting in a studio environment. Emphasis on developing the specific photographic skills, techniques, and business practices necessary for success in a photography career path that is chosen by the student in consultation with the instructor, e.g., wedding, product, portrait, editorial, still-life, or illustration, etc.

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

Advisory: Completion of one or more of the following courses: PHOT 4A or 404A, 5 or 405, 72 or 472, 74A or 474A.

### **Course Objectives**

The student will be able to:

1. Operate a professional-level camera and related accessories with technical and artistic skill
2. Operate studio lighting and related accessories with technical and artistic skill
3. Employ artistic and technical skills that effectively communicate the photographic job's requirements
4. Demonstrate the ability to follow visual layouts and art direction
5. Operate an incident/reflected/flash light meter and determine appropriate exposures
6. Assimilate and utilize visual ideas drawn from diverse cultures and backgrounds
7. Develop a small portfolio of images that reflect growing mastery in a specific career path

## Course Content

1. Proper operation of professional cameras and studio flash units
  1. Lens selections
  2. Light modifiers and reflectors
    1. Expressive qualities of light
    2. Color temperature
    3. Multiple light set-ups
    4. Lighting ratios
  3. Photography of two- and three-dimensional objects
    1. Painting or artwork
    2. Product or artwork
    3. Model (portraiture)
2. Safe handling and care of equipment
  1. Electrical safety (fuses and amperage ratings)
  2. View camera handling and care
3. Exposure techniques
  1. Exposure and development
4. Working with props and models
  1. Selection of appropriate props and models
  2. Model releases and property releases
  3. Representations of models from different cultures
5. General operation of a commercial photo studio
  1. Freelance photography
  2. Assistant to photographer
  3. Working with clients
    1. Establishing and meeting deadlines
    2. Invoices, transmittals, and estimates
  4. Professional expectations
6. Approaches to studio photography as practices in industry
  1. Commercial
  2. Fine art
  3. Still-life and portraiture
  4. Trends in advertising, including representations of and by diverse cultures
7. Presentation of photographs
  1. Portfolio concepts
  2. Display, including books, boxes, and mounting
8. Compositional considerations
  1. Black and white vs. color
  2. Working to fulfill demands of visual layout
9. Guest speakers or studio visits
  1. Professional photographers
  2. Related and supporting occupations
    1. Art directors

2. Magazine or print editors
3. Hair, make-up stylists
4. Prop stylists

**Lab Content**

1. Preparing and arranging set lighting and related equipment in the studio

**Special Facilities and/or Equipment**

1. An open-beamed space with high ceiling and room to accommodate lighting equipment, backdrop material, and models. Room should be equipped with many well-placed electrical outlets capable of relatively high amperage draw. Studio should have secure storage areas or easy access to it for props and related studio equipment.
2. When taught via Foothill Global Access: on-going access to computer with JavaScript-enabled internet browsing software, media plug-ins, and relevant computer graphics applications and email software; email address.

**Methods of Evaluation**

<b>Methods of Evaluation</b>
A photographic portfolio whose content demonstrates control of light placement, the achievement of the appropriate exposure, and a sensitivity to the way the image(s) will be interpreted based on the subject's arrangement and composition
Quiz or exam that reflects the student's knowledge of and the proper application of studio lighting equipment
A studio notebook/journal that shows the student has taken class notes and is aware of the appropriate use and application of various studio equipment via sketches, diagrams, photograph attachments, written notes, and/or composited electronic files

**Method(s) of Instruction**

<b>Method(s) of Instruction</b>
Students attend weekly lectures for instruction and critique
Hands-on instruction with equipment and lighting techniques are demonstrated
Students follow lead of instructor, set up work stations, and complete the assignments

**Representative Text(s)**

<b>Author(s)</b>	<b>Title</b>	<b>Publication Date</b>
Hunter, Fil, Steven Biver, Paul Fuqua, and Robin Reid	Light—Science & Magic: An Introduction to Photographic Lighting, 6th ed. (ISBN-13: 978-0367860264)	2021

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

## **Other Required Materials**

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

1. Maintain a written studio and lighting notebook/journal that describes necessary tools, exposures, and lighting arrangements, as well as personal reflective notations addressing the efficacy of various studio set-ups
2. Written responses to other students' work

#### **Authorized Discipline(s):**

Photography

#### **Faculty Service Area (FSA Code)**

PHOTOGRAPHY

#### **Taxonomy of Program Code (TOP Code)**

\*1012.00 - Applied Photography

#### **Attach Historical Forms/Documents (if applicable)**

#### Articulation Office Only

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#### **C-ID Notation**

#### **IGETC Notation**

#### **CSU GE Notation**

#### **Transferability**

None

#### **Validation Date**

N/A

#### Division Dean Only

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#### **Seat Count**

37

#### **Load**

.091

#### **FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143081 - Photography

**Account Code**

1320

**Program Code**

101100 - Photography

# PHOT F474C : STUDIO PHOTOGRAPHY TECHNIQUES III

**Proposal Type**

New Course

**Effective Term**

Summer 2023

**Subject**

Photography (PHOT)

**Course Number**

F474C

**Department**

Photography (PHOT)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

**Course Title**

STUDIO PHOTOGRAPHY TECHNIQUES III

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

PHOT F074C - STUDIO PHOTOGRAPHY TECHNIQUES III

**Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

## Special Hourly Notation

### Total Contact Hours

72

### Total Student Learning Hours

144

### Repeatability Statement

Unlimited Repeatability

### Repeatability Criteria

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

### Credit Status

Non-Credit

### Degree Status

Non-Applicable

### Is Basic Skills applicable to this course?

No

### Grading

Non-Credit Course (Receives no Grade)

### Will credit by exam be allowed for this course?

No

### Honors

No

### Degree or Certificate Requirement

None of the above (Stand Alone course)

## Stand Alone

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

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

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

Please select

Temporary

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

Noncredit Certificate of Completion in Commercial Photography

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

Submitted to division 9/27/22

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

---

#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

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

## **Evidence**

This will be a restricted support course for the noncredit Certificate of Completion in Commercial Photography, which is currently under development.

### **Attach evidence**

#### **Need/Justification**

This course will be a restricted support course for the noncredit certificate of completion in Commercial Photography, currently under development.

#### **Course Description**

This course follows PHOT 474A and 474B. Emphasis is on acquiring advanced skills and techniques in studio lighting and studio operations. Students work towards the creation of a focused portfolio suitable for employment as a photography assistant, the creation of a small business/sole proprietorship in wedding, portraiture, editorial, advertising, and/or fine art studio photography.

#### **Course Prerequisites**

#### **Course Corequisites**

#### **Course Advisories**

Advisory: Completion of one or more of the following courses: PHOT 72 or 472, 74A or 474A, 74B or 474B.

#### **Course Objectives**

The student will be able to:

1. Operate a professional-level camera and related accessories with technical and artistic skill
2. Operate studio lighting and related accessories with technical and artistic skill with proper safety procedures in mind
3. Employ artistic and technical skills that effectively communicate the job's requirements
4. Demonstrate the ability to follow visual layouts and art direction
5. Operate an incident/reflected/flash light meter and determine appropriate exposures
6. Assimilate and utilize visual ideas drawn from diverse cultures and backgrounds
7. Develop a portfolio of images that reflect growing mastery in a specific career path

#### **Course Content**

1. Proper selection of cameras, lenses, and lighting

2. Implement lighting setups that are appropriate to the subject:
  1. Single light portraiture techniques
  2. Two light portraiture, using main and fill lights
  3. Three light portraiture, using main, fill, and hair light
  4. Techniques for shooting glassware and glossy surfaced items
  5. Illustrating editorial and public service announcements
  6. Advanced product photography techniques
  7. Painting with light techniques
  8. Drag shutter technique
  9. Emulating other styles
3. Securing equipment in various outdoor or adverse environments
4. Portfolio styles and the images that best represent student's own abilities and interests
5. Choosing the proper rental equipment and liability insurance
6. Working with professional and non-professional talent
  1. Selection of models
  2. Model releases, waivers
7. Know the proper roles of various members of the creative team
  1. Photographer, assistants, stylists, hair, art director, client, editors, etc.
8. Developing job estimates, knowing the monetary value of the job
9. Location scouting and pre-production
10. Benefits of membership in professional organizations, networking within the creative community, getting work
11. Guest speakers and/or studio visits

### **Lab Content**

1. Preparing and arranging set lighting and related equipment in the studio

### **Special Facilities and/or Equipment**

1. An open-beamed space with high ceiling and room to accommodate lighting equipment, backdrop material, and models. Room should be equipped with many well-placed electrical outlets capable of relatively high amperage draw. Studio should have secure storage areas or easy access to it for props and related studio equipment.
2. When taught via Foothill Global Access: on-going access to computer with JavaScript-enabled internet browsing software, media plug-ins, and relevant computer graphics applications and email software; email address.

### **Methods of Evaluation**

#### **Methods of Evaluation**

Preparing a portfolio that demonstrates the photographic skills suitable for immediate acceptance of employment by an employer or client

1. Conducting an interview of an active member of the profession and sharing of results with

### Methods of Evaluation

class

2. Presenting a finished portfolio to the instructor and entire class for feedback and ways to improve

### Method(s) of Instruction

#### Method(s) of Instruction

The student will be attending weekly lectures and lighting demonstrations for the upcoming assignment

1. The student will see examples of photography created by professionals, as well as former students, for inspiration and for illustrating specific techniques that will be used in assignments
- The student will receive hands-on instruction and guidance for creative use of equipment during the lab portion of the class and to ensure safe and proper use of studio equipment
- Students will work in the studio during lab sessions to produce images for their portfolio
- While on photography studio or exhibition field trip visits, students will learn how other photographers have developed personal techniques that have influenced current styles of photography in the photography marketplace

### Representative Text(s)

Author(s)	Title	Publication Date
Hunter, Fil, Steven Biver, Paul Fuqua, and Robin Reid	Light—Science & Magic: An Introduction to Photographic Lighting, 6th ed. (ISBN-13: 978-0367860264)	2021

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

### Other Required Materials

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

1. Keep a notebook relating to client job requirements, specifications, and estimates
2. Read various trade periodicals and equipment manuals
3. Visits to industry websites

### Authorized Discipline(s):

Photography

### Faculty Service Area (FSA Code)

PHOTOGRAPHY

### Taxonomy of Program Code (TOP Code)

\*1012.00 - Applied Photography

**Attach Historical Forms/Documents (if applicable)**

Articulation Office Only

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

Division Dean Only

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**Seat Count**

37

**Load**

.091

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143081 - Photography

**Account Code**

1320

**Program Code**

101100 - Photography

# THTR F048A : VOCAL PRODUCTION & SPEECH

**Effective Term**

Summer 2022

**Subject**

Theatre Arts (THTR)

**Course Number**

F048A

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

4

**Course Title**

VOCAL PRODUCTION & SPEECH

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

4

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

**Special Hourly Notation****Total Contact Hours**

72

**Total Student Learning Hours**

144

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

**Is Basic Skills applicable to this course?**

No

**Grading**

Letter Grade (Request for Pass/No Pass)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

**Please select**

**Permanent**

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

---

## Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Transfer

## Criteria B. Need

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

### Evidence

This course supports the college service area by extending to students tangible opportunities for student success to develop extended, practiced mastery of the subject area and is transferable toward degree credit at many institutions.

### Attach evidence

#### Need/Justification

This course supports the college service area by extending to students tangible opportunities for student success to develop extended, practiced mastery of the subject area and is transferable toward degree credit at many institutions.

#### Course Description

An introduction to the fundamentals of vocal production and the application of those principles to speech for performance intent. Topics will include the basics of physiology of sound production, breath support, use of natural resonators, warm-up techniques, diction and text communication, dialect recognitions and employment. These fundamental techniques will be applied to a broad cultural landscape of dramatic literature at basic levels.

#### Course Prerequisites

#### Course Corequisites

## **Course Advisories**

Advisory: This course is included in the Theatre Voice family of activity courses.

## **Course Objectives**

The student will be able to:

- A. Through introduction of theory, demonstration, exercise and examination, understand and produce the basics of voice production for the stage through the vocal application of text work from Shakespeare to contemporary.
- B. Practice and develop industry applications of the American Standard dialect, as well as analyze and apply the creation of various regional dialects and accents through fundamental employment of the International Phonetic Alphabet.

## **Course Content**

- A. Create a free and open vocal instrument
  - 1. Support: (Lecture w/ Lab application)
    - a. Aligned postured
    - b. Controlled inhalation, exhalation and expansion of breath capacity
  - 2. Resonance: (Lecture w/ Lab application)
    - a. Identify and employ natural resonators
    - b. Maintain resonant vocal quality in text
    - c. Expand ability to project safely in a dramatic literature
  - 3. Develop improved articulation and diction (Lecture w/ Lab application)
    - a. Develop articulation using Standard American speech
    - b. Understand and demonstrate open and closed vowels
    - c. Understand and demonstrate voiced and unvoiced consonants
  - 4. Synthesize each component of support, resonance and articulation into a personal vocal warm-up system (Lecture w/ Lab application)
    - a. Prepares students for daily performance classes and rehearsals with safe vocal production
    - b. Expands vocal abilities with increased stamina, breath support, vocal range and ability to project the voice
- B. Dialect preparation and execution (Lecture w/ Lab application)
  - 1. Demands of altering vocal posturing to accommodate dialect/accents in performance situations (Lecture w/ Lab application)
  - 2. Use of the International Phonetic Alphabet (IPA) (Lecture w/ Lab application)
    - a. Ear recognition of IPA sounds and sound differentiation
    - b. Employment of IPA for dialect construction and recognition
    - c. American regional dialects
    - d. European, South American, Canadian, Asian, African dialects
    - e. Standard Stage speech
  - 3. Practical understanding of one's own learned vocal patterns, styles and dialects, and methods of altering those features

## Lab Content

- A. Cooperative rehearsal of voice development exercises and assignments.
- B. Individual and partner exploration and self-analysis of concepts and exercises introduced in class.

## Special Facilities and/or Equipment

- A. Large, open floor rehearsal room
- B. Warm-up/tumbling mats
- C. Voice recording equipment is strongly advised
- D. Audio/visual equipment; internet available computer/media equipped classroom

## Methods of Evaluation

Methods of Evaluation
Judged vocal projection, performance and development exercises
Rehearsal and presentation of assigned material
Student journal with review and response from instructor
Assigned quizzes and assignments
Preparation and translation assignments

## Method(s) of Instruction

Method(s) of Instruction
Lectures
Discussions
Vocal warm-up and rehearsals
Co-operative learning exercises
Instructor guided observation
Peer observation and analysis

## Representative Text(s)

Author(s)	Title	Publication Date
Linklater, Kristin	Freeing the Natural Voice, revised, expanded ed.	2006

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

Although this text is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

## Other Required Materials

Specific text and scripts chosen by the instructor on a quarter-to-quarter basis to fit the needs of the enrolled students.

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

- A. Individual text and script reading assignments
- B. Self-reflective journal assessing application of techniques and exercises into student's own artistic growth
- C. Targeted International Phonetic Alphabet translation and worksheet assignments

### **Authorized Discipline(s):**

Theater Arts

### **Faculty Service Area (FSA Code)**

DRAMA/THEATER ARTS

### **Taxonomy of Program Code (TOP Code)**

1007.00 - Dramatic Arts

### **Attach Historical Forms/Documents (if applicable)**

[Articulation Office Only](#)

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### **C-ID Notation**

### **IGETC Notation**

### **CSU GE Notation**

### **Transferability**

CSU/UC

### **Validation Date**

6/3/2020

[Division Dean Only](#)

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### **Seat Count**

40

### **Load**

.115

### **FOAP Codes:**

### **Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100700 - Dramatic Arts

 FOOTHILL COLLEGE

# STRATEGIC VISION FOR EQUITY

2021–2025



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# PART ONE

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## EQUITY AT Foothill College, Today and Tomorrow



## INTRODUCTION

Foothill College has a history of providing transformative educational experiences that meet the goals for its students and produce outcomes that have served to lessen disparities among our most vulnerable populations. Individuals and areas of our campus have long sought to achieve student equity, whether on their own or in response to state-mandated equity plan requirements. While these state-mandated plans helped to fund equity activities on our campus and set goals to help move the work forward, those efforts have been relatively siloed, often intermittent, and sometimes were not interconnected with all areas of the campus to produce systemic impact on equity disparities. This Strategic Vision for Equity is an effort to provide a sustainable, and systemic vision for achieving equity through eliminating demographically-predictable disparities at Foothill College. With a strong foundational vision, the college can then be guided toward action, collaboratively and within individual departments and areas. The Strategic Equity Plan will also serve as a partnering document to Foothill College's Educational Master Plan 2030, Facilities Master Plan, and other planning documents.

*This Strategic Equity Plan is an effort to provide a sustainable, and systemic vision for achieving equity through eliminating demographically-predictable disparities at Foothill College.*

### **Equity Philosophy and Values**

In conversations with the campus, several things surfaced in regard to what our college community valued about equity. Our campus prides itself on being proactive versus reactive when addressing challenges. We appreciate spaces that embody team, family, and community spirit. We recognize our students are continuously improving and developing. Perhaps most importantly, our college values and acknowledges individuals as whole people and sees their potential.

While our college is strong in its sentiment of our values, it is often difficult to fully enact those values

*While our college is strong in its sentiment of our values, working within an institution that was inherently designed to systematically deny the right to education for so many can often make it difficult to fully enact those values.*

because it exists within the broader institution of higher education in the United States, that was inherently designed to systemically deny the right to education for so many. The system of education itself has a long history of upholding an oppressive premise about who gets access to quality education, and what that looks like. However, our college has always found ways to persist and we continuously challenge and aim to change the oppressive structure of education because we still believe in the value of education. The California Community College (CCC) system offers high quality, post-secondary education to all who want it, regardless of personal circumstances. Truly embodying this intent of the CCC's original mission requires constant disruption of systemic oppression.

Discussions of, and intentions to disrupt the way oppression plays itself out in our educational institutions cannot occur without recognizing the importance power plays in upholding this system and efforts to maintain the status quo. One concrete way Foothill can disrupt systemic oppression is by taking stock of how it makes decisions, embracing the notion of transformative educational leadership in the college's effort to improve and refine its processes. Specifically, decision-making in educational institutions tends not to prioritize student input, and particularly students of color. When the effort to reach out and engage students of color happens, it is to help the institution correct a deficit or fix problems in a student's educational experience. This can be taxing on our students, especially without the time and support needed to be fully informed in these leadership roles. Foothill can support student self-advocacy by institutionalizing leadership training and through exposure of community-engagement opportunities in and out of the classroom where students can exercise their voice and power. Our college can deepen its commitment to this disruption

by continuing to create avenues in decision-making bodies and spaces of influence for student involvement.

On a similar note, Foothill should empower faculty and staff to be engaged in decision-making processes where the avenues for engagement are legitimate ways to influence the direction of the college. It should be clear to the campus community what constitutes shared governance and where those avenues of engagement occur. The campus community should have an informed understanding of how these committees work in concert and how they communicate and share information amongst each other and their representational bodies. Foothill can be mindful that our decision-making councils, senates and committees reflect the diversity of our campus. Furthermore, the work that comes with being involved in shared governance should not overly tax certain members with their involvement (especially our students), and does not precipitate burnout and/or representational disengagement.

*...Foothill should empower faculty and staff to be engaged in decision-making processes where the avenues for engagement are legitimate ways to influence the direction of the college.*

## SCOPE OF EQUITY WORK

One striking observation that surfaced during conversations with campus community was that we did not share a common understanding of equity. This made it challenging to:

1. Discern which students groups were being reached by our equity efforts;
2. Help each member of the Foothill community conceptualize how they contribute to these efforts, and
3. Demonstrate whether our myriad equity actions had local impact within a program and/or systemic impact across many areas of the college.

The process to developing such a definition brought together college feedback, a common industry understanding of equity as described in educational code and scholarship on race and equity. An equity definition was first proposed at College Opening Day 2019, later revised to an equity scope of work by campus leadership at a January 2020 retreat, and ultimately agreed upon as a campus at College Opening Day 2020. It states: Believing a well-educated population is essential to sustaining a democratic and just society, we commit to the work of equity, which is to dismantle oppressive systems (structural, cultural, and individual) and create a college community where success is not predictable by race.

*Believing a well-educated population is essential to sustaining a democratic and just society, we commit to the work of equity, which is to dismantle oppressive systems (structural, cultural, and individual) and create a college community where success is not predictable by race.*

The learnings from the culmination of the aforementioned areas are elaborated in the Process of the Plan Construction section of this document.

### Why Center Race?

At Foothill, when we talk about equity, we are intentional in our choice to center race. Since its inception, the system of education in the United States was never intended to serve all demographic groups and many continue to be marginalized, including but not limited to persons of color, women, LGBTQ, veterans, disabled persons, and the economically disadvantaged. And, like most other institutions, despite our ongoing efforts over the years, Foothill continues to have demographically predictable disparities in student success.

**2019-20 Course Completion by Ethnicity and Low Income Status**

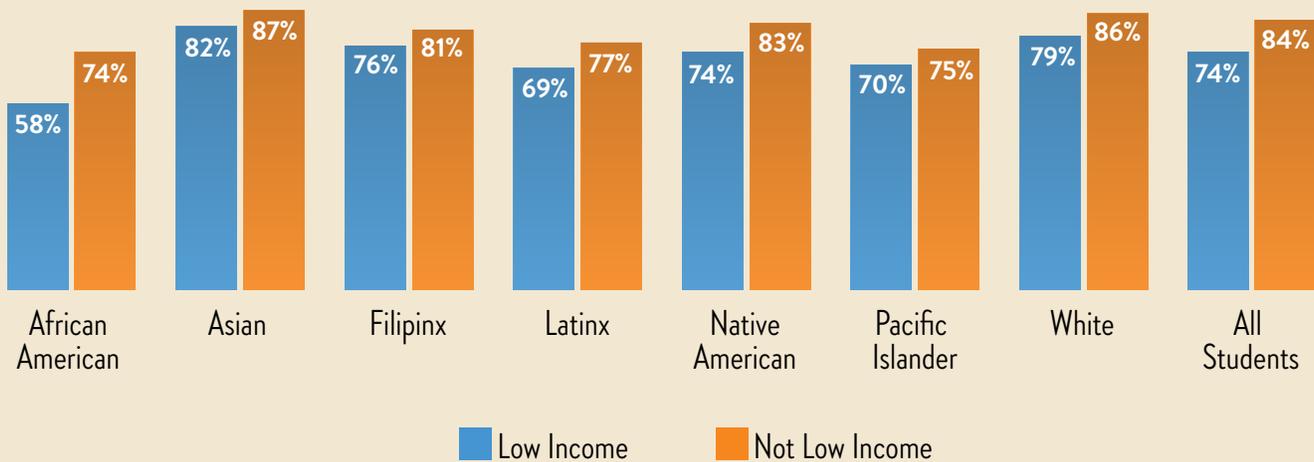


Figure 1 | Source: FH IRP, Credit Enrollment, Low-income students are those whose household income is less than \$25,000.

We are mindful, though, that when we as a college disaggregate our educational outcomes data by demographic group, we see racial disparity within all groups. For example, course completion is one indicator that is used to assess students' progress in the classroom as well as on their educational journey. In 2019-20, our college's course completion rate was 81%, with non-low-income students' course completion at 84% and low-income students' course completion at 74%. Students with less financial means may have fewer resources. These results, disaggregated by ethnicity, demonstrate that across all ethnic groups, students from low-income households complete their courses at a lower rate compared to those who are not from low-income households.

However, while non low-income students may have access to more resources that aid in their course success, what is dishearteningly predictable is that even within this group, students don't experience course success at comparable rates (Figure 2). Furthermore, when course completion is replaced with other metrics like course retention, graduation or transfer, our results do not differ. By "predictable", we are not making a claim about our students' intelligence or ability to attain their education goal. Instead, what is predictable is our college's completion outcomes and how they continue to reflect a persistent pattern

of what we have achieved, and fall short in achieving. If we view course completion as an indicator of our college's collective effort in helping students progress

on their educational journey, which ethnic student groups do we do a better job at serving? Conversely, which student groups are we not serving as well? By shifting from a deficit lens, which focuses on which students may be deemed not college ready, to one that questions how we may be creating barriers with our current approach to serving students, and who is harmed by those barriers, the responsibility is then on us as a college to instead be student ready. Identifying these racial disparities, and our hand in perpetuating them, allows us to make the shift to meet students where they are.

By centering race, we do not suggest to ignore disparities for other marginalized groups. Instead, we suggest that as we attend to disparities for other groups we consistently and intentionally address students of color within those groups. We must center race in our work and discussions even as we act to mitigate other groups' disparities.

We realize the topic of race is sometimes difficult and uncomfortable to discuss. As humans who have been socialized to avoid this topic, we recognize our strong predisposition to shift focus away from race in our dialogues and planning efforts. However, if we are to dismantle systemic barriers<sup>1</sup> at Foothill

*By centering race, we do not suggest to ignore disparities for other marginalized groups.*

### Course Completion Rates of Non-Low Income Students by Ethnicity

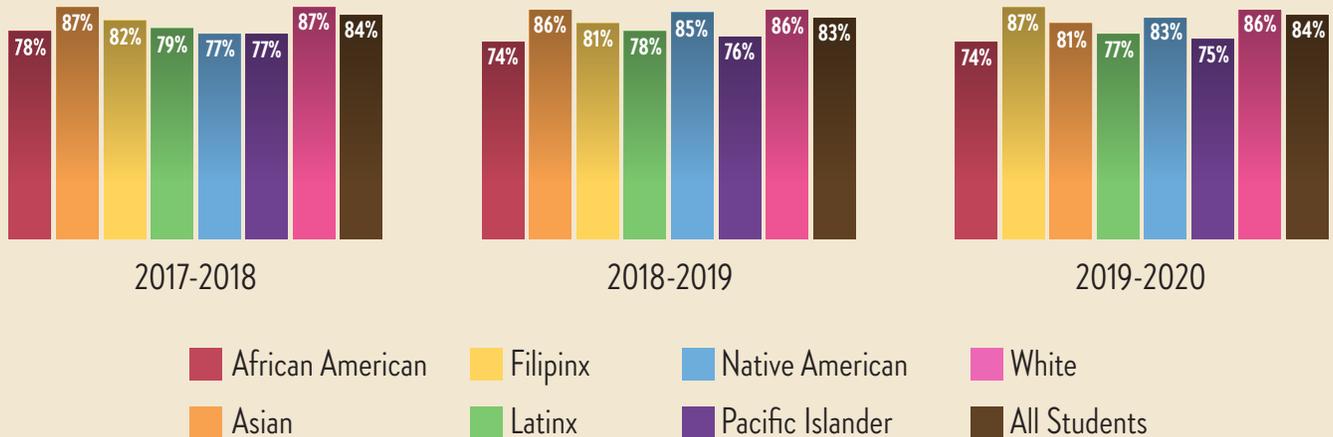


Figure 2 | Source: FH IRP, Credit Enrollment, Low-income students are those whose household income is less than \$25,000.

College, we must talk about race. Centering race is an attempt to focus rather than to exclude. By consistently centering race in our plan, even as we seek to eliminate inequity for all groups, we are holding ourselves unwaveringly accountable to our

most historically underserved of groups. This college's Strategic Vision for Equity plan is one step along the path of that purpose and vision for the Foothill College community.



## PROCESS OF PLAN CONSTRUCTION

### **Historical Context**

The work of equity and diversity is not new to the Foothill community. As the elements of the plan come together, there is a recognition of alignment across three areas aimed to inform the vision for equity at Foothill: campus feedback, scholarship on race and equity, and California state initiatives. Organically, these three areas revealed consistency in thought and focus, providing a common foundation from which to build.

The development of this Strategic Vision for Equity began as an evaluation of the 2015-16 Student Equity Plan<sup>2</sup>, charged to the Equity and Education governance council. The activities described in the plan were to be evaluated annually, with the desired goals to be achieved by the 2019-20 academic year. Due to the large and operational undertaking an evaluation requires, Equity and Education tasked the Office of Equity to complete the evaluation and share its assessment with the council.

Through this process, some general observations surfaced. While it was proposed in the 2015-16 plan, our college lacked an entity overseeing the implementation and annual evaluation of the plan and its activities, and did not have a strategy to institutionalize this process. Furthermore, years of conversations in venues such as shared governance committees, program review, and professional development activities demonstrated a need for a shared vision of equity, anchored by a common definition or scope of work. While the metrics in the state-mandated plan meant to indicate progress of student outcomes, they ultimately were not sufficient in addressing the cultural and systemic change our college was asking for. Previous state equity plans led with a particular set of metrics, whereas this plan has

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developed organically through campus inquiry and self-reflection, informed by issues surfaced from the campus community.

### **State Legislation and Equity Initiatives**

As a public institution of higher education, our college shares in the state's goal to provide educational opportunity and success to the broadest possible range of our state's population. California Education Code Section 66010.2 leads with the idea that efforts should be made with regard to those who are historically and currently underrepresented, and affirms a commitment to academic excellence through quality teaching and programs. It goes on to address an aim to provide educational equity, not only through a "diverse and representative body and faculty, but also through educational environments in which each person, regardless of race, gender, gender identity, gender expression, sexual orientation, age, disability, or economic circumstances, has a reasonable chance to fully develop his or her potential."<sup>3</sup> This code addresses concepts of fairness and inclusion, offering opportunities for all groups and ensuring social, institutional, and/or personal circumstances do not prevent students from reaching academic goals.

The state has taken large strides to set forth systemic initiatives for local implementation, with a particular focus on institutionalizing campus equity efforts through mandated student equity plans. The most recent 2019-2022 state required Student Equity Plan was drafted largely by the Office of Equity in collaboration with and guidance from the Equity and Education governance council. The plan was shared across campus for discussion and feedback<sup>4</sup> and was approved by the District Board of Trustees in June 2019.

Additionally, part of the state's efforts to achieve equity are through initiatives intended to transform the experience of students at the community college and remove barriers to progress in their educational journey. Vision for Success is the state's effort to make sure students from all backgrounds succeed in reaching their goals and improving their families and communities, eliminating equity gaps once and for all. It is a vision with bold goals to improve student outcomes, including closing equity gaps, increasing degree and certificate attainment and transfers to four-year institutions, reducing excess unit accumulation by students, and securing gainful employment.

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In that spirit, two of the most recent initiatives from the state are Guided Pathways and AB705. The Guided Pathways framework creates a highly structured approach to student success that provides students with a set of clear course-taking patterns to promote better enrollment decisions and completion of their educational goal at our college. At Foothill, we are approaching that Guided Pathways effort through four teams: Meta Majors, Onboarding, Communication, and Technology and Data. AB705 is a bill that took effect in January 2018 and requires community colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe, through the use of multiple measures placement, including high school GPA or self-guided placement, which research has shown are more effective of predicting course success than traditional assessment tests.

Collectively, these efforts are guided by the core belief that colleges should simplify paths to educational goals and help students stay on those paths until completion.

## **Scholarship on Race and Equity**

### **Implicit Bias**

The Office of Equity explored a number of seminal theories to inform the equity framework, paying particular attention to a few that are valued at Foothill College. Implicit bias<sup>5</sup> and the practice of recognizing when and how bias comes up can inform our equity practices greatly. The success of our students is impacted by the attitudes of faculty, staff, and administrators, towards students and one another, as is the association of stereotypes with certain individuals or groups without conscious knowledge. It has been proven that implementing exercises to actively lower bias<sup>6</sup> and directly challenge

stereotypes are successful strategies and are areas that the campus can explore. As such, our students led an implicit bias workshop at College Opening Day 2020 as a follow up to their open letter<sup>7</sup> where they had requested college staff and faculty be regularly trained and educated on implicit bias.

### **Validation Theory and Stereotype Threat**

As we proactively seek to be of service to the most disenfranchised student populations in our college community, it is critical that we are well informed on how to appropriately approach, engage, care for, and validate<sup>8</sup> our students. This includes development of not only people but spaces. Creating spaces that eliminate stereotype threat<sup>9</sup>, a situation or action that puts students at risk of conforming to stereotypes about their culture or social group, and simultaneously forming a campus culture where the knowledge, skills, and experiences our students bring with them to college are continuously validated, and where they know they are valuable assets of our college learning community. Something as simple as learning a student's name and pronouncing it correctly, shifting curriculum to reflect students' backgrounds, or even engaging them in how the course develops over the term, can completely change the dynamic of a classroom. With these efforts, a student now knows they are seen and heard, and they can also then see themselves and their lived experiences in the learning.

### **Critical Race Theory**

Colleges up and down the state have racial disparities across multiple metrics. Foothill is no different in that no matter the metric or population of study, racial inequities are present. Over time, they continue to exist. This persistent disproportionality points to a systemic issue. To focus on racial equity, the Office of Equity engaged Critical Race Theory<sup>10</sup>, which uses the examination of race and racism across dominant culture as an approach to understanding structural racism to find justice-based solutions. If Foothill envisions our campus to be an equitable institution for higher education, we must be willing to upend our practices for vigorous examination of

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inequitable policy. In the development of this plan and an equity framework, many of the Critical Race Theory tenets felt especially relevant. In particular, the ubiquity of racism and how it undergirds many of our assumptions of how things operate within the status quo (Permanence of Racism), and the importance of elevating the voices and experiences of those most marginalized in our system (Counter Narratives). The incorporation of scholarly theory aids us in raising questions about things we may not have considered. It can also provide context to system and human behavior in this process, explaining how it can be that Foothill staff and faculty share similar values around the desire for equity, but work in an institution that has equity gaps. All the same, as a college we could not rely solely on state mandates nor scholarly theories in the development of this plan. We understood that actively engaging the Foothill community is critical.

### **Campus Feedback**

One of the vital foundational elements of our plan stemmed from the campus community. The vision, structure, and goals came organically through inquiry and discussion with the college. In the evaluation of the state-mandated 2015-16 Student Equity Plan, the Office of Equity learned many proposed activities were technically implemented, but people did not feel the campus culture changed, nor did their equity work and efforts move the mark. Changes occurred in pockets but the changes were not systemic. As our college moves forward from the evaluation of previous plans, this plan is also an effort to acknowledge where we fell short as a campus in reaching previous goals or addressing concerns, building trust, communication, and collaboration. In crafting an updated plan, the Office of Equity intentionally engaged students, staff, faculty, and

administrators in a variety of spaces.<sup>11</sup> The team led Opening Day workshops, conducted inquiry around professional development, held town halls, visited divisions and departments, engaged governance committees, conducted an online survey, held an equity retreat, and most importantly, listened to students.

In its early stages of the plan's development, students identified the need for academic resources and social support in particular. Issues of transportation and housing rose to the top as major student concerns<sup>12</sup>, and they spoke at length about their desire for space and community. Communication was also a theme that emerged, forcing the college to think differently about how it reaches out to students while keeping them engaged and connected to campus support and resources.

As the Office of Equity continued to collect input from the campus, the world as we knew it experienced an abrupt change. A global pandemic forced us off campus and into our homes. As we adjusted to a world quickly changed by the COVID-19 virus, the college prioritized issues of access and learning in regards to online education. Transitioning to a virtual campus in March 2020 required quick-thinking, extensive yet urgent training, and the implementation of critical services and support. Further, it amplified a number of inequities in our system and forced the campus to take note of potentially overlooked concerns experienced by Foothill students in online learning. Sentiments that we were "all in this together" and that sheltering-in-place was an act of humanity blared through our media outlets, assuring us that our efforts to slow the spread and protect those most susceptible to the virus showed our unity and compassion as global citizens.

Then, just as Foothill began to settle into a routine of our new normal, a few months later we received a stark reminder that humanity is relative, as the video of a man tragically murdered at the hands of police brutality went viral around the world. Not the first

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or last to suffer this tragic fate, George Floyd<sup>13</sup> was one of too many in the Black community to fall victim to racial violence. An uprising of neighborhoods and cities, in proportions rarely seen in history, took to the streets to demand justice and plead for change. Racial violence had set the world afire and we saw communities come together through pain, from struggle, and in protest. While it did not take a world-changing event to prompt a commitment to equity from our college, the commitment was already there. In many ways however, it was these events that narrowed our focus and caused us to reflect deeper as a campus about what we considered to be our most significant equity issues, once again driven by student voice.

Foothill students rose up and called the college to action. In their open letter to Academic Senate and administration in June 2020, individual members of the Black Student Union (BSU), the Puente program, Associated Students of Foothill College (ASFC), and student Trustee, collectively outlined what they needed to feel seen and validated as members of this college community. A subsequent letter addressed to College Governance in October 2020 further elaborated on student needs including demands relating to: diversifying curriculum and faculty, professional development, outreach to communities of color, and basic needs, to name a few<sup>14</sup>.

While a review of relevant literature helped to ground this strategic plan in research and bridge the operational with the theoretical, it is the voice of the campus community that breathes life and purpose into this plan. Not surprisingly, much of what the Office of Equity heard as campus concerns with equity are echoed in the literature as long-standing challenges in higher education, and are part of larger areas of concern being addressed through state initiatives, revealing an organic connection and alignment of

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state initiatives, relevant scholarship, and campus feedback. However, the voice of the students has been the strongest impetus to move the campus toward its goal of racial equity.

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## A SYSTEMIC CHANGE FRAMEWORK FOR RACIAL EQUITY

One result of surveying our institution's equity efforts is that it surfaced the many strategies and interventions already in play at Foothill, and highlighted areas on our campus and within our organizational structure that are not being addressed. For instance, in conversations with faculty, staff and students about equity, people clearly connected Foothill's ability to offer resources and improve student outcomes as the institution's means and ways toward eliminating inequity. Yet, attempts to assess and revise structural policies, if needed, were infrequently mentioned. Furthermore, reflections on how the culture of our campus embodies an equity-mindset indicated an area of focus requiring more support and action.

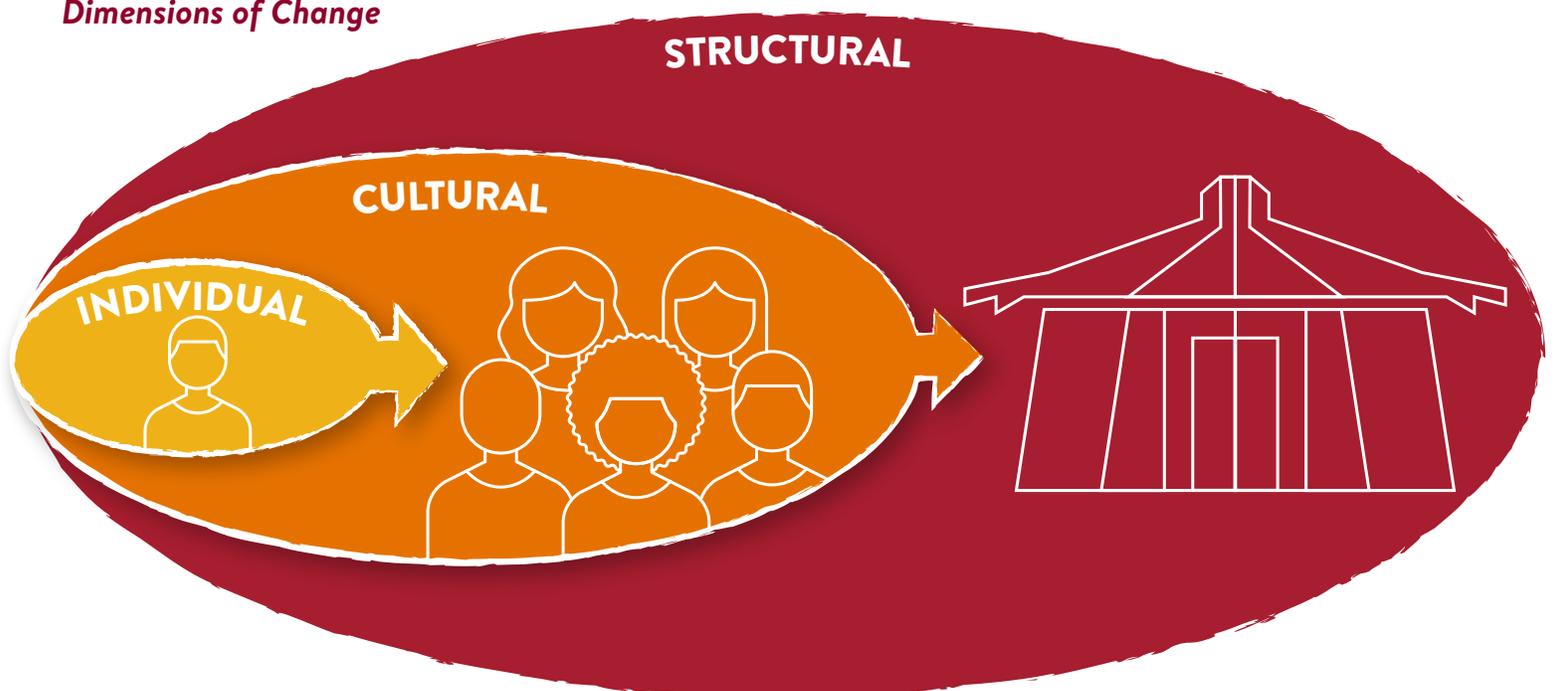
It became clear that there was a need for an overarching framework as part of the plan to provide direction on how and where to move forward with our college's efforts. A framework could increase collaboration between people and areas on campus doing equity work, resulting in greater reach and impact on our student population. It also allows the college to move away from individual and/or localized "random acts of equity" to the systemic approach required to address systemic issues.

The Equity-Driven Systems Change model<sup>15</sup> developed by California Tomorrow<sup>16</sup>, a public organization formed around creating in-roads to equity and inclusion in a number of sectors across the state, including education, inspired the framework presented in this plan. While in existence, it worked extensively with community colleges to design a model for equity-based organizational change germane to the specific needs of the community college system. The Office of Equity found the Equity-Driven Systems Change model's "dimensions of change" a fitting explanation for how the Foothill community identified the equity work they were doing. The notion of "levels of impact", referred to within this document as areas of impact, helped to conceptualize a more holistic approach to our college's equity efforts; one that avoided concentrating strategies in particular areas, like student outcomes. In its feedback, the campus community expressed frustration with an over-reliance on student outcome metrics as the only way to eradicate inequity, and there was agreement with the idea of employing comprehensive equity strategies to guide our work. The framework outlined in the next section sets the stage for strategic implementation of equitable, organizational change.

### **Dimensions of Change**

In order to employ a shift toward racial equity, there are three dimensions of change our college must engage: structural, cultural, and individual.

### **Dimensions of Change**



*Creating a culture of equity may be the most difficult area of change to enact, as it requires our campus to come together under a common philosophy and desired vision, specifically around how we embody a culturally responsive, appreciative and equity-centered institution.*

Structural change speaks to the type of change that (minimally) seeks to remove the college-wide barriers that uphold the disenfranchisement of low-income students of color, and speaks to the thorough investigation of Foothill's policies, procedures, roles and responsibilities that govern how our college runs. Structure can include examining formalized practices within our divisions/offices, in classrooms and in service areas, governance, and even at the district and state levels. The Equity-Driven Systems Change model explains that the dimension of cultural change uncovers and confronts the reasoning behind the inequities in our institution. The model prompts us to examine the attitudes and beliefs we employ as staff, faculty, and administrators in our interactions with students and with one another. What informal or unspoken rules do we perpetuate? Creating a culture of equity may be the most difficult area of change to enact, as it requires our campus to come together under a common philosophy and desired vision, specifically around how we embody a culturally responsive, appreciative and equity-centered institution. While it will be the community-wide effort that will create the change we want to see, the change won't occur without individual responsibility.

This leads to the third type of change: individual. Though the Equity-Driven Systems Change model does not identify this as a dimension of change, the Office of Equity felt it was important to acknowledge the opportunity to affect positive change in those areas within the realm of our college's control, but also as a reminder that we all own the responsibility to do so. The act of ongoing, recursive self-reflection is imperative in our equity efforts. It is also important to note that all levels of change can impact and influence one another. For example, both individual and structural change will influence the culture

of a campus. An individual with decision-making power can enact structural change just as a group of individuals can collectively influence structural change. Both individual and structural change will influence the culture of a campus. Cultural change can inspire individual change. Structural change impacts individual efforts. In addressing all levels, a more transformative change can occur.

### **Areas of Impact**

The Office of Equity posits that our college's equity efforts must impact four areas: 1) Access, Supports and Opportunities; 2) Organizational Policies and Practices; 3) Campus Climate; and, 4) Student Outcomes. Access, supports and opportunities references how we bring students onto our campus, set them up with the resources they need to be successful, and continue to look out for them by connecting them to opportunities that encourage their educational growth. The impact area of organizational policies and practices is concerned with looking at substructures within the college organization as well as overarching policy. Leadership and governance, budget and resource allocation, instructional policies and human resources would be topics of consideration within this area. Campus climate references the values, norms and history of our college, how we communicate within the college and how we work to prioritize and engage students. Finally, student outcomes refers to positive and equitable change in metrics like course completion, degree attainment, transfer rates, etc. From a foundational perspective, the Office of Equity believes ensuring that the college engages in activities in all four of these areas will be important in discussion and practice as they represent a new approach to eliminating disparities that is intentionally comprehensive and does not ignore the systemic structures at play.

While this plan lays out the aforementioned framework in an ordered, sequential manner, in praxis, the framework does not adhere to the neatly confined categories of the three dimensions of

*The process will be uncomfortable at times, and is likely to surface many feelings for all of us as we engage in this work.*

## The Four Areas of Impact



change nor the four areas of impact. Some of our equity strategies will intermesh with more than one dimension of change; that is, some interventions will require individual, cultural and structural change. Some equity strategies will cross more than one area of impact. These realizations only amplify the interconnectedness of our institution. Where areas of ambiguity may arise around who or what entity should be responsible for certain equity strategies, an opportunity presents itself to engage in conversation with other people and areas on campus to team up to get the work done. Those collaborative efforts produce the most effective change and the Office of Equity will help facilitate those conversations.

### **A Tool for Facilitating Discussion and Processing Change**

A call for wide-sweeping assessment on how our college operates down to the very values we hold individually is a monumental ask. The process will be uncomfortable at times, and is likely to surface many feelings for all of us as we engage in this work. As the need for a framework to provide direction was identified, the campus community could also benefit from having tools to help process the change our institution is undergoing and to help keep difficult dialogues moving ahead in a productive way. Since 2014, Foothill has partnered with the Pacific Educational Group<sup>17</sup> to provide racial literacy seminars, which have included training on the Courageous Conversation About Race<sup>®</sup> protocol. It prompts users to be conscious of their own mindset as they enter the work, outlines four agreements<sup>18</sup>

to use during discussions, and offers six conditions<sup>19</sup> to help individuals engage, sustain, and deepen conversation. The college's efforts to train colleagues in using the protocol are intended to help individuals enter conversations with shared understanding of common terminology and norms. At the same time, the Office of Equity fully acknowledges there may be other robust strategies to have effective dialogues about racial equity. What is most important to us is that individuals are able to engage in racial equity conversations in a sustained and productive way. As a community, we must understand that while the Equity-Driven Systems Change framework may help provide direction on where our change efforts should be focused and how to pursue them, it will ultimately fail if we cannot engage and sustain difficult conversations and do the affective work that is intertwined with the equity work.

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## ACCOUNTABILITY STATEMENT

With the tremendous efforts that must occur to provide more equitable student experiences, accountability becomes an important element in that process toward change. To be accountable is essentially taking initiative and ownership of the work to create equitable outcomes. This can be accomplished individually within one's day-to-day responsibilities, culturally within the practices of one's department and in collaboration with colleagues, and structurally through administrative procedures, policies, and strategic planning.

The Foothill community will establish their role in the plan toward equity by defining what actions they can take to address issues laid out in the plan – individually, culturally, and structurally. The Office of Equity will partner to brainstorm and refine ideas, bring in additional stakeholders who have power to concretize those ideas and ensure the college remains focused on students and continues to center race. The Office of Equity will be responsible for checking-in with the campus community to help them assess their implementation efforts, and provide support with further consultation and advocacy for resources needed. As implementation, assessment, and sharing of lessons learned occurs, so will opportunities for synergy and coordination of efforts.

We as a college commit to the Strategic Equity Plan as a living, ongoing vision. Planning, implementation, and evaluation are ongoing and dynamic, allowing the college to pivot and shift as we learn what works. As the campus moves from planning to action, it will be essential to then create appropriate milestones that will guide the campus in determining the timeline for evaluation of proposed activities. Ideally, all milestones will be assessed and reported on annually. However, some assessments may be more appropriate to conduct with more or less frequency.

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Communication will be key in moving the work forward as folks are all in different points in their efforts. Some, having already implemented a number of interventions over the years, may need less consultation or direction, while others will desire a more substantial partnership from the Office of Equity or other departments to get their activities off the ground. Wherever an individual or area may be in the work, it will be important that the campus community be kept abreast of what is occurring and any results that are being produced. Reporting could occur at events as large as Opening Day, or in more focused spaces such as division meetings or governance. Each division/department/unit, as part of their own action plan development, will establish appropriate venues for providing updates on progress of work, along with timelines for assessment and reporting.

Setting institutional goals for equity also requires keen attention paid to how administrators intend to lead our college in these efforts. This strategic vision for campus equity was sourced directly from the students, staff, faculty and administrators that make up our campus community. Administrators are now provided with an incredible opportunity to continue including the whole campus community in setting the vision of Foothill College. Operationalizing this equity vision positions administrators to champion the equity work occurring in their areas and advocate for the resources necessary to do this work.

With a commitment to inclusivity in vision-setting, administrators can play a critical role in creating the

conditions for meaningful conversations within their areas about racial equity in their work. This requires active engagement in professional development to deepen their own understanding of equity; prioritizing these conversations as an integral part of the work of their teams; and fostering a culture of ongoing reflection and assessment of these efforts. As Foothill embarks on this new process of enacting change on our campus, our community must remain open to feedback about the work. To do so, the administrative team must work together, along with leaders across the campus, to help create collegial and safe environments where students, staff, and faculty are welcomed and encouraged to speak their mind. To foster the integrative, cross-functional work necessary, and to effectively leverage its networks of leadership and influence, attention must also be paid to the dynamics of positionality within the administrative team itself in order to ensure open dialog from diverse perspectives.

This plan will be a significant shift from the siloed work that has historically occurred. However, cross-campus engagement, assessment, and reporting can only improve our understanding of how students are served and help to prevent duplication of efforts. Given that this visionary plan has come together, not as a state mandate but rather a college collaborative effort, constructed by the voice of the campus community, this plan provides a unique opportunity to hold ourselves accountable to our scope of equity work, demonstrated in our commitment and accountability to our values, our personal growth, and to results.

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# PART TWO

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## ISSUES & GOALS

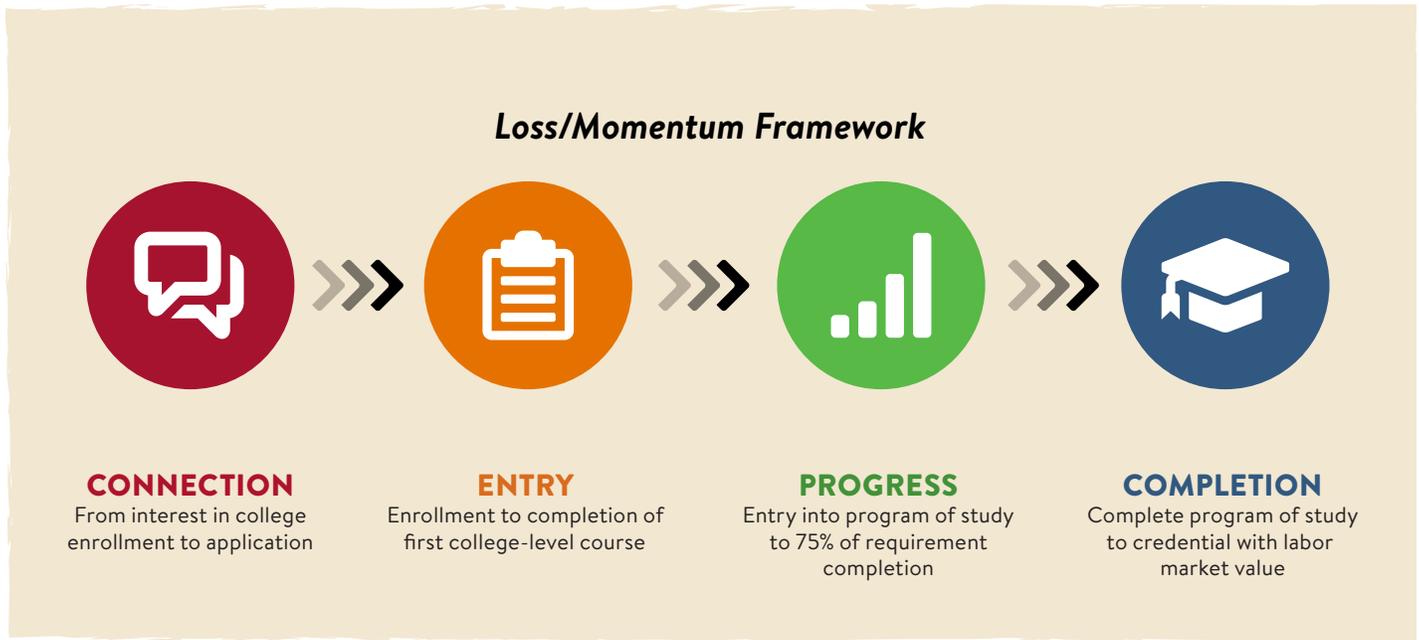


## INTRODUCTION

The Office of Equity heard and reviewed campus feedback on the challenges experienced by students and approaches to equity to be considered in the construction of this plan. Additionally, past college equity plans were reviewed to help tell the history of thought and action at Foothill College. Feedback was consolidated with the asks from the various state initiatives and related theories on race and equity to help determine what issues to prioritize moving forward. Many of the suggested issues fell along a continuum of the student educational journey, which follows a similar framework employed by the California Community College Chancellor's Office Guided Pathways Initiative. This framework, referred to as the Loss/Momentum Framework<sup>20</sup>,

categorizes the student journey from initial interest in attending Foothill College, to enrollment and completion of courses, to progress and completion of their educational goal. Along each step in the pathway, the framework discusses loss points and momentum strategies to guide the college. Moreover, conversations about how the college models its equity values and practices with its own employees elicited ideas that could be categorized similarly.

This section will lay out demonstrated issues and visionary goals, empowering campus community members to determine their own actions that align with that vision, rather than as directives coming from the top down. These issues and goals are organized within this plan along the **Loss/Momentum** pathway of Connection, Entry, Progress, and Completion.





## CONNECTION

This first step in the framework refers to a student's initial interest in college enrollment to completion of their application. A substantial number of students who have an interest in college, and even apply, do not make it through the intake process to enroll in classes. The goal in this phase is to encourage new students to apply in a timely manner, secure financial aid if necessary, begin to develop an educational plan and a career goal, and enroll in coursework appropriate to their level of readiness and goals. Understanding what happens to students in this phase can help us as a college improve outreach, onboarding, and placement.

*A substantial number of students who have an interest in college, and even apply, do not make it through the intake process to enroll in classes.*

Our college enrollment data suggests a pertinent and sustained disproportionate impact on African American, Latinx, Filipinx, Native American and Pacific Islander students during the "Connection" phase of their journey. Compared to their peers, these student applicants are less likely to enroll after applying to Foothill<sup>21</sup>. In our 2019 Student Equity Plan most recently submitted to the state, Latinx and African American students were prioritized as the groups most impacted by challenges with access. If Foothill College wants to position itself as a school of choice for these particular students, it will need to be more strategic in its marketing and recruitment efforts, particularly building partnerships in communities in which those students reside, demonstrating an understanding of the community's needs, and connecting their educational goals to future jobs and career attainment.

Below are issues that surfaced in campus conversations around Connection, the time from a student's interest in college enrollment through completion of application, along with potential goals for the college to consider.



## The onboarding process disproportionately impacts African American students.

Students and Foothill employees have described the experience of a student looking to attend Foothill College as difficult and complicated. From first interest to enrollment, a student could potentially interact with one or more of the following services at different points in the enrollment process: Outreach, Admissions, Financial Aid, Orientation, Counseling, and Assessment. Within this process, students report encountering barriers and inconsistencies that are described as complex and tedious that could discourage them from enrolling. In addition, there are lapses in time between onboarding steps where students are in a holding pattern waiting for the next steps in the enrollment process. This happens at points between priority registration, orientation, counseling, and when classes begin, leaving students with gaps in time where their circumstances may change. In assessing what happens from the moment of interest and awareness, all the way to application and enrollment, it is clear the onboarding process is not a simple one and can be lengthy and onerous for students. As previously mentioned, African Americans are not enrolling in our courses after applying to our college at a disproportionate rate. This observation is echoed in the [Student Success Metrics<sup>22</sup>](#), a public data dashboard provided by the California Community College Chancellor's Office. In 2018-19, 56% of applicants who applied to Foothill College ultimately enrolled in our courses, whereas the enrollment rate was 50% for African American applicants. An overall evaluation of the application to course registration pipeline, as well as support services and their relevance to communities of color, is important to shed light on where challenges are prominent for students and where improvements can be made. Thus, the Office of Equity proposes the following goals as a guide to the actions that will need to take place.

While it can be hypothesized that the lower application-to-enrollment rate observed for African American students is related to the complex, tedious onboarding process that the campus has cited, we do not know whether it is the only reason why students do not enroll after applying. Consequently, all individual departments and divisions are encouraged to examine this issue within the context of their areas to surface the reasons that may be contributing to the

problem. As the first line of contact with the college, the onboarding and enrollment process is critical to the student experience and one that should be evaluated on a consistent basis in order to adjust to contemporary issues and unexpected challenges.

- ✔ **Goal 1:** The application to registration pipeline is transparent and intuitive to students. Foothill retains students through the onboarding process, particularly those disproportionately impacted in the process (African American students).
- ✔ **Goal 2:** Explore further districtwide FHDA collaboration and the potential for a shared application.
- ✔ **Goal 3:** The onboarding process will be inclusive and take into account new students who seek to enroll in hybrid and exclusively online courses; and therefore, may not yet have an inherent need to physically be on campus.
- ✔ **Goal 4:** Orientation is accessible to all new students prior to their first day of instruction. Orientation content is specific to Foothill's onboarding process, providing guidance on how to navigate instructional and student support services to help students become familiar with the campus and its offerings.
- ✔ **Goal 5:** African American students are consistently supported throughout the Connection phase, perhaps via a case management model shown to be successful at the college.
- ✔ **Goal 6:** There are no barriers in our enrollment and registration processes, regardless of desired modality of class registration, on campus or online.

## There are large numbers of students of color who are not accessing, are ineligible for, or fall out of eligibility for available financial aid programming.

Paying for college is a significant barrier to educational attainment. The cost to attend Foothill College varies depending on students' individual circumstances as factors such as unit load and residency come into play. The tuition range for the 2019-20 academic year was \$4,776 to \$23,864. Inherent in the cost of attendance is the increasing expense of living in the Bay Area. In 2018, the median home price in the Bay Area was \$996,000 and \$1.2 million in Santa Clara County. The Bay Area continues to be the most expensive housing market in the United States.<sup>23</sup> College feedback frequently mentioned the competing demand students have juggling both school and work, often having to make a choice between the two.

Both federal-and state-funded financial programs have helped students in the financing of their education; yet all students are not eligible for assistance due to specific program requirements. *Foothill College Promise Program*, launched in the 2018-19 academic year, provides two years of free tuition, fees, books and course materials to eligible first-time new, in-state/AB540 and full-time students. Therefore, part-time and non-resident students are omitted from consideration and many returning and continuing students are unable to complete their studies in the two-year Promise window. While headcount participation grew from one year to the next, among the 914 grant recipients who started at our college in fall 2019, only 50% of them were retained to spring 2020.<sup>24</sup> Enrollment data revealed that many students fell out of eligibility in winter quarter by either going to part-time status or stopping out completely. Students who cannot complete or provide the necessary financial documents required for the program are also shut out, though they may have qualified otherwise. So while *Foothill College Promise* serves a comparable or higher proportion of students of color in relation to the general student population, for example, 2019-20 grant recipients identified as African American (9%) and Latinx (41%), it remains an inaccessible program to many due to its restrictive eligibility requirements.

In addition to tuition fees, students especially noted the stress of financing their education is compounded by the costs of textbooks and printing fees on campus. Financial holds and drops for non-payment affect a student's ability to register for classes, creating an additional obstacle to educational goal attainment. It would be worthwhile to examine these additional incidental costs to determine if the college could alleviate some of the financial burden, and at the same time, evaluate our campus policies related to these fees to determine if any student groups are disproportionately impacted by its current practices. The trend in community college education suggests a move toward a tuition free model as evidenced by the state legislature's \$42.6 million allocation to the community college system for the California College Promise Grant (formerly known as the Board of Governors Fee Waiver). Even though tuition-free education at Foothill is an aspirational goal, there may not be a better time than now to act on it. The Office of Equity so proposes the following goals.

As financial challenges continue to increase for our students, it will be important to consistently review our policies and procedures, and explore and expand opportunities for financial relief, especially for our low income and students of color.

- ✔ **Goal 1:** There are no tuition costs for all students across the CCC system. Increase administrative advocacy at the state level.
- ✔ **Goal 2:** Students are knowledgeable about the different financial aid programs and services available to them, and successfully apply for that assistance.
- ✔ **Goal 3:** There are few to no incidental costs associated with being a student, including but not limited to textbooks, printing, and parking costs.
- ✔ **Goal 4:** There is no demographically predictable disproportionate impact among students with financial holds and/or drops for non-payment.

## More recent focused outreach with a specific intent to increase access and enrollment of Latinx and African American students doesn't readily connect back to a larger strategy to support and retain these populations.

The 2015-16 Student Equity Plan highlighted the need to tailor marketing and outreach efforts so that they were inclusive of the diverse population Foothill serves. Activities aligned with these efforts included developing brochures and other advertisements highlighting college programs for underserved populations. The activities also included multilingual translation in printed marketing materials for students and families where English is a second language. Foothill should continue its efforts to diversify its marketing approach. Nevertheless, the college operating without a coordinated outreach program during an enrollment decline resulted in mostly indirect marketing efforts without a real end goal in mind. That end goal of where and how to focus outreach efforts is typically informed by a strategic enrollment plan, which is currently not documented. Particularly, the college missed an opportunity to address the declining trend in African-American student enrollment<sup>25</sup> observed after the 2013-14 academic year. Now with a more coordinated and properly staffed outreach department, the college can begin to address some long-overlooked challenges.

Dual enrollment (specifically, college classes taught at high schools) has been proposed as a strategy to address racial equity gaps. In the 2019-20 academic year, Foothill College's Equity and Education governance council discussed this topic at length across multiple meetings. It was recommended that the college should continue to build dual enrollment partnerships with area high schools, prioritizing those predominantly serving racially disproportionately impacted student groups<sup>26</sup>. This recommendation aligns with AB288 and CCAP provisions<sup>27</sup>. Both the college and the student benefit from translating high school work completed for college credit into future enrollment at Foothill, but the college needs to work to develop pipelines within these partnerships that seamlessly connect those students to degree, certificate and transfer opportunities at Foothill.

Current partnerships, not limited to dual enrollment, were created as a result of Foothill staff doing the work of moving beyond the Foothill campus and venturing out into surrounding communities and seeking innovative ways to offer a college education to those that may not be able to access the

opportunity otherwise. Foothill's Family Engagement Institute has long fostered successful partnerships in the community to service some of the most vulnerable populations of students in the community. It is worth exploring their approach to the work and their model of service in providing exceptional support to these populations.

Whether it is through a non-credit course, dual enrollment, adult education, summer academy, or career technical education pathways developed in concert with local non-profits, Foothill should work to not only understand the career and educational demands of those communities but demonstrate its ability to successfully meet those demands. With that, the Office of Equity proposes the following goals. Foothill has already begun to see the beneficial results of a well-coordinated outreach and marketing team who holds a lens of equity in their efforts. Communication, recruitment, and partnership building will only improve as the campus further collaborates in its efforts to serve and reach its diverse community.

- ✔ **Goal 1:** Foothill has a documented strategic enrollment plan that expands access to college programs for underrepresented student populations, outlining touch points from outreach through registration to provide support for potential and incoming students.
- ✔ **Goal 2:** Foothill's CCAP dual enrollment partnerships have established pipelines from high school to Foothill College programs. Dual enrollment partnerships focus on expanding college access in the high schools for underrepresented student populations.
- ✔ **Goal 3:** Foothill College has community-based partnerships in low-income and historically underrepresented communities, reflective of diverse and culturally relevant outreach models.
- ✔ **Goal 4:** Foothill College implement and operationalize credit for prior learning practices including but not limited to competency-based education, challenge exams, third-party evaluators, industry certification, etc.



## ENTRY

This phase represents the period from student enrollment to completion of their first college-level course. The objective here is to help students choose and enter a program of study as early as possible. Many students seeking degrees drop out after only one or two terms as evidenced by our most recent data. Similar to access data referenced above in the Connection phase, our course retention data also indicates African American, Latinx, Native American and Pacific Islander students are less likely than their peers to remain in their class(es)<sup>28</sup>. Between 11% to 14% of these students withdraw from our courses, representing nearly 4,000 enrollments our college loses each year. In fall 2019, among students whose educational goal is a degree or transfer, 66% were still enrolled at our college in winter 2020.<sup>29</sup>

*...Our course retention data also indicates African American, Latinx, Native American and Pacific Islander students are less likely than their peers to remain in their classes.*

Foothill, therefore, needs to understand how our students get from their initial enrollment at our college to the point of passing their first college-level courses in their chosen program of study. What are their experiences? What are some policies or processes we have put into practice that created hurdles in their educational journey? These reflection points help us better understand our students' lived experiences as well as shed light on why students stop out and leave our campus altogether.

In identifying challenges that affect enrollment and retention at Foothill, financing college, as well as possessing a living wage to meet basic needs like stable housing and food sources were included.



## The current lack of coordinated infrastructure for basic needs services at the college (psychological services, food pantry, transportation, homeless referrals) can make it prohibitive for students of color to access services.

A Foothill basic needs survey was administered spring 2018<sup>30</sup> to assess student experience with housing, food and transportation, and where applicable, compared Foothill results to other community colleges in the western region, as well nationwide. Nearly 800 Foothill students responded, and results indicated our students are more likely to report high/marginal affirmation with food insecurity (62%) than compared to their community college counterparts in the region (41%) or nation (44%). Our student respondents shared they could not afford to eat balanced meals (40%) and had to portion their meals or skip meals altogether because there was not enough money for food (33%). While it is not a majority, we have students who had to resort to staying in a vehicle or abandoned building not intended for housing and/or do not know where they were going to sleep even for one night. Over one-third (40%) of our students experience housing insecurity, i.e., frequent moves, crowded living space, poor housing quality or the inability to afford rent or bills, compared to a little over half of the region and nation. One in 10 of our students (11%) experience homelessness, compared to 14% to 15% of the region and nation. When it comes to transportation, our students shared they spend two more hours per day commuting to and from Foothill (23%), miss class because of an issue with public transportation (19%) and have to decide between using money for gas or public transportation to get to work or to class (16%). When disaggregated by ethnicity, Pacific Islander and African American students reported the highest rates of food insecurity, housing insecurity, and homelessness across the board.<sup>31</sup> It will be important to center race as the college explores solutions.

Research and efforts around food and housing insecurity have become more prominent in recent years, most notably through national organizations such as the Hope Center for College, Community, and Justice<sup>32</sup> and their #RealCollege movement. In line with this trend, more recent on-campus activities at our college are responding to meet the basic needs of our students. Foothill's food pantry was initially created by the African American Network (AAN) with non-perishable food items, eventually transitioning as a broader service to include fresh food items through the Office of Student Affairs and Activities. Support

for housing insecurity is not as far along institutionally, but Foothill has tried to address these challenges by incorporating leadership efforts into the revised EOPS Director position, with oversight of EOPS, CARE, Foster Youth, and Housing Student Programs. Additionally, a feasibility study for student housing was proposed in the Facilities Master Plan 2019-20.

Another element of a basic needs infrastructure includes mental health services. Student feedback indicates maintaining mental health to be a challenge, especially during the pandemic. A concerted effort made to address basic needs insecurities is one way the college can help mitigate the challenges some of our students experience where they are often forced to choose between paying for tuition and/or textbooks or paying for rent, childcare, or groceries. Or where students are compelled to take on additional hours at work, at expense to time that could be invested in coursework. As the college proceeds to think about the best way to organize and coordinate these efforts, the Office of Equity proposes the following goals to assist in that alignment.

- ✔ **Goal 1:** Foothill students seeking basic needs resources experience a streamlined referral process, providing coordinated assistance for all aid they are eligible for.
- ✔ **Goal 2:** Students' housing needs are met. Long-and short-term housing solutions will be explored, including (but not limited to) homelessness initiatives in the county, transitional housing programs and student housing. Students most impacted by housing concerns are empowered to lead conversations around potential solutions.
- ✔ **Goal 3:** Students' transportation needs are met. Uncover the specific concerns around transportation; determine what is actionable, what may need to be revisited, and what actions are out of the college's control.
- ✔ **Goal 4:** Students' psychological needs are met. Creative solutions on how to expand racial trauma-informed psychological services for students will be investigated and employed.

## Lack of a sense of belonging, safety, and space allocation for students of color.

This plan is being written at a time when our nation is in upheaval over police brutality tipped by the murder of George Floyd in Minneapolis, Minnesota. As a country, we are openly talking about our criminal justice systems and how they continue to disproportionately disadvantage people of color. Over time, Foothill students and employees have reported feeling threatened or profiled by campus police officers, propelling students to request additional resources for mental health and trauma support around police interactions. As our nation examines its policies and procedures for law enforcement officer training and relationship-building between law enforcement officers and their local communities, it's imperative for us to engage in this work on our campus as well. This includes a review of student conduct reporting and protocols, especially those that require involving campus police.

As the campus revisits and revises its Facilities Master Plan and looks to understand how space and environment influences the student experience, it will be vitally important to learn from and include students in the process. Sense of belonging and shared community have shown to positively impact the academic progress of community college students, particularly students of color. Research highlights multicultural spaces and student-centered places for students to gather are ways to build community and connection to campus. Foothill learning community students emphasized the need for a multicultural center distinct from The Village (a student space that is managed by Puente and Umoja students), but one that is similar in the aim of creating community.

With new California legislation in place in the form of AB1645, the state is requiring the designation of Dreamer Resource Liaisons and is encouraging the creation of Dream Resource Centers at all public institutions of higher education, with the intent to increase enrollment and graduation rates among Undocumented students. While initial legislation did not provide funding for this new requirement, with the passing of SB74, there will soon be local assistance funds available to campuses for Dream Resource Liaisons to support immigrant and Undocumented students. While funds cannot fully support all of the

campus' intended efforts, it is a timely opportunity to explore ways to meet the spirit and intent of the law. The creation of a Dream Resource Center will be important to consider as part of the Facilities Master Plan and in connection with Foothill's recent selection by the state Chancellor's Office to house a legal service provider on campus.

Student feedback also indicated a desire for clarity on the policy for the allocation of space, and engagement in decision-making and planning around student space and design. Testimonies of previous experience in requesting space mentioned delays and arduous processes, or creation of spaces/centers without student input or knowledge. As we move toward a better visualization of students' space needs, it will be critical to understand how our current spaces serve students of color, where students of color congregate on campus, and where services that the students need are primarily located.

Last but certainly not least, equity-minded curriculum and instruction are integral to student's sense of belonging and classroom community. Classroom environments should be welcoming and safe for students, particularly students of color, to foster learning and growth. And it is with those aspirations that the Office of Equity proposes the following goals.

There must be a greater effort to create safe and welcoming spaces for all at Foothill, but particularly our students. It is largely through connection and belonging that we all see ourselves as part of the campus community and as educators invested in the success of our students.

- ✔ **Goal 1:** Police interact with members and guests of the Foothill community students in a racially and culturally affirming manner.
- ✔ **Goal 2:** .There is no disproportionate impact in student conduct data such as reporting or sanctions.
- ✔ **Goal 3:** Students of color have broad access to diverse mental health professionals, especially around trauma related to police interactions.
- ✔ **Goal 4:** Existing classroom and campus (physical) spaces encourage student engagement and reflect an appreciation of multicultural and multi-ethnic backgrounds.
- ✔ **Goal 5:** Students have access to multicultural, LGBTQ, and Dream centers.
- ✔ **Goal 6:** Space allocation processes ensure that design and usage of space is student informed.
- ✔ **Goal 7:** Curriculum and instruction norm multi-cultural and multi-ethnic perspectives.



## PROGRESS

The progress phase follows the students from entry into their program of study through approximately 75% of requirements, or near completion. During this phase, the aim is to help students get to the point where the end is in sight. Pathways to complete program requirements are clear to students as well as the college community.

As this stage includes the bulk of the student's journey at the college, there are more issues and goals to explore, as well as a much larger focus around the classroom environment, curriculum, and pedagogy.

*Foothill needs to ensure that programs are focused, streamlined, and that options for more flexibility and accelerated programs are available for students as well.*



## Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines.

Racism exists in every field, career path, and industry, and all our students are and will be immersed in these racialized environments when they leave us. A survey of the curriculum at Foothill suggests that many disciplines are taught as if they are race-neutral, and they fail to identify the explicitly racist historical and societal context underlying the epistemology of their discipline, as well as ongoing implicit biases in their fields. While Foothill students recently called out the need to address topics of systemic racism inherent in STEM in their open letter to the college, the myth of objectivity can manifest in every discipline. Students typically only have siloed academic opportunities to openly explore and understand systemic racism, and typically only within particular disciplines that focus on social and human behavior. Choosing not to address issues of race in disciplines thought to be “objective” leaves students ill-prepared to understand how systemic racism is upheld in each discipline and be leaders in disrupting it, and could lead to cognitive dissonance and increased stress when students do experience racism in fields that they were taught are not affected by race.

In their most recent letter to the campus, students asked that diverse authors, curriculum and pedagogy be integrated into all courses, emphasizing that instructors must also address topics such as systemic racism, social activism, financial literacy, and service leadership in classrooms, regardless of the discipline. Students asserted that these discussions should be addressed not only in classes with a more obvious association to racial injustice but also in disciplines such as STEM, as students in these courses may eventually go into health and STEM careers and thus need to be prepared to uphold equity in their fields.

Departments in every division need to be consistent in their commitment to educate students in the history and ongoing racism implicit and explicit in their disciplines, and departments need to be supported consistently by the institution to carry out this commitment. Resistance to interrogating the myth of race-neutrality and discipline objectivity at an individual or departmental level is problematic. Systems (curriculum development and review policies, contractual agreements and practices for faculty

evaluation, etc.) that fail to prioritize equity in the classroom, and/or individual faculty or administrator resistance to prioritizing the work of diversity, equity and inclusion can further work to discourage faculty, especially untenured and/or part-time faculty, from explicitly or implicitly discussing and addressing racism in their fields.

Given that we exist in a system of education that contemporarily gives access to all who want it, but that was not foundationally created to serve minoritized students, faculty will need to reexamine and reimagine what a quality, equity-minded education looks like. If we desire to serve students of color well in our classrooms, we need to write the curriculum and design pedagogy with this in mind from the start. We also recognize that curriculum redesign and the effective implementation at an institutional level of culturally responsive pedagogy will require a reprioritization of resources and a review of institutional policy, such as classroom size, to support instructional faculty with the added workload these efforts require.

With the above reflection in mind, we have identified the following goals:

- ✔ **Goal 1:** Curriculum is explicitly race conscious.
  - D. Course outlines in every discipline include the epistemology of the field, highlighting the contributions of racially diverse scholars, and address the discipline's historical and contemporary racial equity issues.
  - E. Curriculum policies and processes prioritize equity outcomes. Where disproportionate impact is the outcome of policy implementation or compliance, the College Curriculum Committee and Administration take action to analyze the disproportional impact, and mitigate it and when necessary, and work to advocate for change at the board and/or state level where the policy or process is beyond local control.
- ✔ **Goal 2:** Pedagogy is race conscious.
  - A. Faculty are knowledgeable about the epistemology of their disciplines, especially about the contributions of racially diverse scholars, and they effectively educate students in these topics.
  - B. Faculty are knowledgeable about historical and contemporary racial equity issues in their disciplines, and they effectively educate students on these issues.
  - C. Faculty are aware of approaches for using their discipline to prepare students to be racially conscious, and community and global leaders through opportunities such as service leadership.
  - D. Faculty use culturally responsive pedagogy and engage in ongoing professional development around their teaching practices.
- ✔ **Goal 3:** Faculty are supported in their efforts to deepen their understanding of the racialized contexts of their discipline, including the contributions of diverse scholars in their field, update their curricula, and iteratively refine their teaching.
- ✔ **Goal 4:** Administration collaborates with Academic Senate and the Faculty Association to support instructional efforts to achieve goals 1 and 2, by removing structural barriers to pedagogical success which are embedded in tenure, reemployment preference and evaluation processes.
  - A. Tenure processes support tenure-track faculty, tenure review committee members, and mentors in normalizing the practice of being race conscious while being supportive of continuous learning around this issue.
  - B. Faculty evaluations are seen as an opportunity to continuously build on the quality of our teaching, and are viewed as an opportunity to recognize outstanding performance, improve satisfactory performance, and provide useful feedback to encourage the growth and improvement of faculty both contractually and in actual practice.
  - C. The processes by which part-time faculty attain and retain reemployment preference insure these faculty receive the institutional support, resources and mentoring they need to succeed and insure their students' success.
- ✔ **Goal 5:** The Administration, Academic Senate and the Faculty Association collaborate to support practitioner efforts to achieve Goal 2 by ensuring faculty workload, including class size policies, realistically position faculty to implement culturally responsive pedagogy effectively.

## Insufficient culturally responsive, relevant and sustaining pedagogy and other asset-based approaches in teaching and serving our students of color.

There are numerous benefits to hiring and retaining diverse faculty. Minoritized students experience higher rates of success<sup>33</sup>, diversity increases student and employee retention, the likelihood of implicit bias is reduced, and increasing faculty diversity helps all faculty better integrate multicultural and culturally responsive pedagogy.<sup>34</sup>

As important as who is teaching a course is how and what is taught. Gloria Ladson-Billings, a renowned scholar and pedagogical theorist, has done extensive work in the areas of culturally relevant pedagogy and critical race theory. She argues that by focusing on student learning and academic achievement versus classroom and behavior management and cultural competence versus cultural assimilation, students will take both a responsibility for and a deep interest in their education. She asserts that this is the key to culturally relevant pedagogy: the ability to link principles of learning with deep understanding of and appreciation for culture. This is the place, she says, where the concept of pedagogy “shifts, changes, adapts, recycles, and recreates” the classroom, shifting marginalized students into a place where they become subjects in the instructional process, not mere objects.<sup>35</sup> This places students and their lived experiences at the center of the learning, not the periphery.

Students have expressed a need for the establishment of an Ethnic Studies division, whose curriculum and pedagogy aligns with much of what Dr. Ladson-Billings advocates for in her scholarship. Students also desire a more diverse faculty. Similar to prior years, in fall 2019, the majority of Foothill faculty, both full- and part-time instructors, identified as White.<sup>36</sup> In their October 2020 letter, students explicitly stated their desire for Foothill to hire “full-time, tenure track faculty of color, with a priority given to Black and Indigenous applicants.” So with the alignment of student requests, data, and scholarship, the Office of Equity offers the following goals.

Representation, diversity, and cultural relevancy in education matters. For students of color, having diverse faculty teaching and centering their stories allows for a reflection of themselves not only in the learning, but in the leadership, and to highlight how

their communities have historically contributed to all fields of study.

- ✔ **Goal 1:** Foothill College faculty, staff, and administrators are racially diverse.
  - A. Racially diverse employees are retained
  - B. Policies or procedures around course assignments do not disproportionately impact faculty of color.
- ✔ **Goal 2:** Faculty are supported in their efforts to iteratively self-evaluate their proficiency with culturally responsive pedagogy.
- ✔ **Goal 3:** Content and pedagogy are inclusive of and created with communities of color in mind.
- ✔ **Goal 4:** The college creates an Ethnic Studies division, and hires demographically diverse faculty.



## Microaggressions and unconscious bias negatively affect experience and learning for students of color.

As we aim to improve the culture of Foothill College to a more welcoming and safe space for students, we must consider how students experience the racial climate of our college. Racial microaggressions are daily verbal, behavioral, or environmental messages that communicate harmful slights and insults about people of color. Whether intentional or unintentional, racial microaggressions shame racial/ethnic minorities and are ingrained in systems that perpetuate racism.<sup>37</sup> Making assumptions about a student's knowledge or interest in something based on their ethnicity is extremely problematic. Asking a student what sport they play because you assume they are an athlete, or asking their opinion about a certain dish, assuming they are familiar with or enjoy all traditional foods from their country of heritage, are both examples of racial microaggressions that can make for an unwelcoming space. Beyond slights and shaming, we as educators must also be mindful to not dismiss or ignore cultural behaviors in any campus space. In such spaces, walking into a room without greeting others, or dismissing someone who greets you, is a microaggression and can be considered disrespectful. Policing or surveilling ethnically minoritized students in community spaces can result in feelings of fear and lack of safety for our students.

As part of the open letter from student leaders in June 2020, students felt that the faculty and staff of Foothill should be adequately trained and educated in regards to implicit and unconscious bias, systemic racism, white supremacy, white privilege, and social activism, to help minimize the incidents of microaggressions that our students experience.<sup>38</sup> With that in mind the Office of Equity offers the following goals.

With these efforts we hope to shift the culture of Foothill to one that is more welcoming and aware of how racial climate impacts our students.

- ✔ **Goal 1:** Foothill will reduce or decrease the climate of racial microaggressions. welcome candid conversations about them.
- ✔ **Goal 2:** Campus culture supports explicit checking<sup>39</sup> of unconscious bias.
- ✔ **Goal 3:** Professional development opportunities informed by or in partnership with students will be available to employees.

## Lack of a college-wide retention plan for students of color to progress through their academic career at Foothill.

In our efforts to understand retention data and trends that are occurring, it is important to focus on who is not being retained, as well as why those students are leaving. Interrogating both of those things encompasses a wider scope of the story and provides a deeper understanding of our students' lived realities, which can only improve our efforts as we propose interventions and implement campus-wide retention strategies.

The 2019-2022 Foothill College Student Equity Plan identified a disproportionate gap in college retention for African-American and Latinx female students.<sup>40</sup> The CCCCO identifies retention as continued enrollment from fall to winter quarter. While Foothill's 2015-16 Student Equity Plan did not have a metric that directly identified college retention as an overarching issue, there were many activities such as development of mentoring, early alert and expansion of and support to learning communities, which suggested a desired focus on successfully retaining students through the end of a term. Furthermore, the same plan suggested the need for a Student Success and Retention Team to oversee the implementation and progress of the 36 activities listed within that plan. While the retention team was never formed due to competing demands and scheduling conflicts, the idea still holds value and should be revisited.

While the college currently has state funded retention programs for students (EOPS/CARE), resource centers (Disability Support Programs and Services/ Veterans Resource Center) and learning communities to help students successfully complete courses and remain enrolled, these programs are often limited by capacity, funding, and qualifications students must meet to access those services. There are still a significant number of students outside these programs who are not being served where the need still exists.

In an effort to coordinate and broaden our retention efforts, the Office of Equity suggests the following goals.

As we focus on outreach and access in order to diversify our student population, prioritizing

retention of these diverse communities must occur in conjunction with those efforts so that the work of diversity does not fall to merely a performative effort.

- ✔ **Goal 1:** The college has a coordinated plan with a set of successful, culturally relevant interventions in play that retains students through three important milestones in a term: 1) course registration through to census, 2) from census through the end of the quarter with successful course completion, and 3) successful enrollment in the subsequent term. Specifically, this plan would consist of strategies that not only are proven effective for Foothill's most vulnerable student populations (in this case, African-American and Latinx women), but can be inclusive and encompassing of other populations' needs.
- ✔ **Goal 2:** The promising practices of existing retention programs and learning communities are incorporated into the rest of the campus.
- ✔ **Goal 3:** The college addresses the retention challenges that arise when students, staff and faculty do not have access to the physical campus and cannot meet with students in a traditional face-to-face environment. Challenges include but are not limited to privacy for confidential conversations, dedicated studying spaces with easy access to academic materials, resources and employee support, and connection to a college community that counteracts student isolation in higher education.

## Lack, or underutilization of campus support resources (tutoring, career center, transfer center, etc.).

When discussing resources, conversations tend to center around the absence of resources available to students, often attributed either to budget concerns and restrictions, or the underutilization of existing resources which could be due to several reasons including lack of awareness or a perceived lack of need.

It will be important to continue to monitor the groups of students who take advantage of tutoring, what subjects are most requested, and the environment in which tutoring sessions take place. While tutoring has largely moved to a peer-to-peer model, the focus of tutoring content has also shifted more deliberately to align with AB705, increasing availability of support in math and English in particular. Given the equity lens that is implied with this new legislation, it will be important to disaggregate data by race and monitor how students of color are engaging in this service.

An established career center could provide students with the opportunity to connect careers and majors to their educational plan. Having done some exploration around interest in potential careers can help to inform what major a student may enter, and series of courses to take. This is also an area that can align with campus Guided Pathways efforts in order to ensure wider reach and support of students.

Student feedback indicates a certain level of comfort and encouragement is felt with peer-to-peer interactions. Programs like Pass the Torch, a tutoring program serving primarily students of color, employ this peer model and have seen academic success for their students.<sup>41</sup> Exploration of this model for services outside of tutoring, such as mentoring, technical assistance, and service leadership, could increase student engagement with available services. With the intent to increase that engagement, the Office of Equity offers the following goals.

As the needs of our students change over time, it will be important to continue to evaluate the services we as a college provide to keep up with contemporary issues. The absence or underutilization of services can speak to many things and reasons, but only through student inquiry can we best meet the needs of the community.

- ✔ **Goal 1:** Tutoring models lead with equity to enhance access and utilization of their services. Ample support is provided to ensure the success of AB705 implementation.
- ✔ **Goal 2:** Career exploration support is offered at the onset of students' educational journey with special focus on early intervention for Latinx and African-American students, careful to avoid implicit bias of channeling low-income and students of color into lower wage programs.
- ✔ **Goal 3:** Service leadership activities promote peer-to-peer connections, emphasize college navigation, social support, and the building of cultural capital.
- ✔ **Goal 4:** The college is able to identify and address the challenges in accessing resources and support that are unique to students who engage with our campus exclusively online.

## Students accessing our classes and services online are not receiving comparablespace, resources, and services as students who access them on campus.

Prior to COVID-19 forcing the college to become a virtual campus in March 2020, online share of enrollments grew from 35% in 2015-16 to nearly 50% in 2019-20<sup>42</sup>. Furthermore, while nearly half of all students continued to enroll in face-to-face and/or hybrid sections, the share of students who enroll exclusively online grew from about 25% to 36% over the same time period. As a college, we still have a long way to go in understanding the needs of students who do not come onto campus for instructional learning. As Foothill prepares to eventually return to campus, we cannot continue to define online students as if it is a student characteristic that does not change. Instead, online enrollment characterizes the learning modality at a given term. We need to learn more about the demographics and enrollment patterns of students who take online courses, and what resources they may need to successfully fulfill their educational goals. It will be important to look at the number of courses taken, and the purpose that online enrollment serves for students. Are they a concurrent four-year student taking only one course at our campus? Would students prefer to take some face-to-face classes but our scheduling does not permit? Are they a student who may not even reside in the Bay Area? Would strictly online resources and tools best suit the needs of these students or would they prefer a combination of in-person and online support services? Our college has an opportunity to explore the racial breakdown of different online-identified groups, whether they be fully online or hybrid, to reveal any nuanced experiences, trends, or gaps experienced in the online realm.

What became abundantly clear in our college's move toward becoming fully virtual in late winter 2020, is that many of the equity issues present on campus also surfaced in a fully virtual/online environment. Paramount to creating an equitable learning experience for our students are some core tenets around providing an ethic of care to our students; centering our actions from the perspective of our most vulnerable students—which necessitates that our students not only provide input on how they envision our campus functioning, but they are empowered to see their feedback to fruition; and with this, an acknowledgement of the variation of faculty, staff and student needs in a virtual environment. Our

ability to provide an ethic of care is not limited to the face-to-face interactions we have with our students. An ethic of care can be as simple as clear and direct communication with our students. That is, a commitment to follow up and follow through with our students to make sure they have their questions answered and they are getting what they need. It also means empathy from the institution for our students as they seek out answers to questions that, unbeknownst to us, could mean the difference between them remaining enrolled and withdrawing; particularly in a crisis in which we saw many of our students struggle to meet their basic needs of food and shelter. Explicit communication from the college that goes out to all students in all relevant ways, timely responsiveness, and following through to close the loop with our students demonstrates that ethic of care for our students.<sup>43</sup> As we focus on the challenges experienced by students when we moved to virtual campus, we also need to address the challenges experienced by faculty and staff. They must be supported if our college is to be student-ready and online teaching and learning-ready.

Having to transition fully online exposed several ways that our students were mitigating challenges inherent to their educational journey, and even some of the ways that our institution has helped alleviate those challenges, as well as exacerbated them. Technological knowledge and access to that resource became a profound issue for students, faculty, and staff alike. However, issues related to technology were not the only problems to surface during this time, as our college began to learn more about how place and space impacted our students' ability to remain present and engaged in their learning.

Our move to a fully online environment also highlighted how easy it is to slip back into a pattern of doing what is easiest or most efficient, or most comfortable in moments of instability and unease. Defaulting to what we know to help manage that stability may only serve to protect our status quo way of operating. This includes focusing our efforts and attention on how to best serve our most vulnerable students and making sure that ideas on how to do this are generated from the students, themselves.

Processes developed to assist our students changed from their initial iteration as our student workers provided insight that countered some of the college's assumptions about the best way to serve them. For example, the assumption that Zoom would be the best platform to engage students in the virtual hub<sup>44</sup>, and the reality that the space could be intimidating for those new to the online realm, and how a chat function could serve the needs of students better. Bringing students in on the ground floor to help create and design some of our processes is another way of engaging equity. As a college we were able to offer services we never thought could be online.

What was specifically uncovered is that many of our students struggled with some major necessities for online learning including strong and reliable internet connection. Additionally, our college did not have a way to assist our students with their more complex needs around updating operating systems, installing software, and other technology related troubleshooting. The formation of the Student Technology Support Hub was a step in the correct direction, but the fact that it did not exist prior to our campus being fully online says something about the college's assumptions about its online students. Similarly, trying to meet the technology needs of our students without a clear understanding of what those needs are can present some equity challenges. One of those most basic needs is training on how to use some of these tools, including things like laptops. For example, our operating assumption that students understand how to turn on these tools and navigate them meant we were not fully prepared to adequately answer questions or provide assistance to our students.

All the while, there were a number of challenges to the fully online environment that were not related to technology. Concerns of students having an adequate learning environment arose as students navigated things like 24-7 caregiving for dependents, not having a desk/table for workspace so they sat on floors, not having access to quiet or distraction-free spaces so they hid in closets, sharing internet bandwidth with others in the household, and the tasking impact (on all, really) of being on a computer for the better part of the day. It also raised debate around synchronous and asynchronous online classes in trying to understand the best way to meet the needs of our most vulnerable students. These issues did not just arise for students. Faculty and staff experienced them as well. What will be important to remember,

though, is that once the college is able to offer on-campus instruction again, these issues will continue to remain for those students that will only have online as an option and students who may have face-to-face/hybrid instruction but need student support services online. It will be important to remain cognizant that these challenges remain for some, as they become sorted for others. With that in mind, the Office of Equity proposes the following goals.

- ✔ **Goal 1:** The college understands the challenges students who access Foothill exclusively online face.
- ✔ **Goal 2:** Assessment of online services is sustained by the college because there will always be online students. The college will maintain capacity of services comparable to level of enrollment.
- ✔ **Goal 3:** All online classes are using the Online Equity Affirmation as a foundational lens for online course design.<sup>45</sup>
- ✔ **Goal 4:** Technology and resources offered, at minimum, provide a comparable student experience as face-to-face.
- ✔ **Goal 5:** Faculty are fully equipped and prepared to teach effectively in the online/virtual environment.



## COMPLETION

In this phase, we monitor students' rates of completion by program, and determine whether our students are able to move successfully to the next level of education: a higher level degree program for certificate recipients, or transferring with junior standing in the desired major field for associate recipients, and advance in the labor market. This information is critical to ensure that our college's programs are aligned with the requirements for success in further education and careers. Additionally, as a college, Foothill is committed to reviewing completion for disproportionate impact in order to address disparities among student populations, especially along racial lines.

*...[It] is critical to ensure that our college's programs are aligned with the requirements for success in further education and careers.*



## Program and Service Area assessments did not invoke meaningful discussion and action around equity efforts.

Equity prompts in previous program review templates fell short in walking reviewers through how to assess for disproportionate impact, encourage investigation into why disproportionate impact existed, and did not help people produce effective interventions to disrupt disproportionate impact. In its previous form, the college was not set up to have thoughtful discussions about the answers and outcomes to these equity questions. Additionally, software systems within Student Service areas do not always have the reporting functionality necessary to allow them to assess for disproportionate impact. Data may be localized, coming from multiple systems, or not synced to Banner, thus making it a difficult and time-consuming process.

- ✔ **Goal 1:** Equity is central to the program review process. Practitioners are well supported with quantitative and qualitative information (data) and resources to analyze their equity trends and efforts.
- ✔ **Goal 2:** The college identifies equity trends in programs and service areas and seeks to meaningfully engage others in college-wide discussions about what to do.

## Across the California Community College system, all students are not succeeding in comparable rates at reaching their educational goals.

Very recently, the CCCCCO has outlined bold goals to improve student outcomes, including closing achievement gaps, increasing degree and certificate attainment and transfers to four-year institutions, reducing excess unit accumulation by students, and securing gainful employment. As highlighted on their Vision for Success site, the Chancellor's Office is guided by the core belief that colleges should simplify paths to educational goals and help students stay on those paths until completion. As such, in 2019, the statewide Chancellor's office required that all colleges set local Vision Goals in an attempt to improve student outcomes. Although the Vision for Success goals are formulated differently than the goals in this document, the Office of Equity felt it was

important to highlight and incorporate them as part of our overall equity plan, to align college efforts with statewide mandates. Below are the Vision for Success goals that Foothill College set to reach for all students by 2021-2022, with subset equity goals in areas that identified disproportionate impact.

The Chancellor's Vision for Success goals are no doubt ambitious. Setting metrics locally gave the Foothill an opportunity to think about how individual colleges can enact change that will have statewide impact. Similarly, setting evidence-based, achievable, and tangible individual and department goals can help us collectively achieve equity as a college.

### ✔ Goal 1: Completion

- A. Increase all students who earned an associate degree (including ADTs) by 25%
- B. Increase all students who earned a Chancellor's Office approved certificate by 50%
- C. Increase all students who attained one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, by 25%

### ✔ Goal 2: Transfer

- A. Increase all students who earned an associate degree for transfer by 25%
- B. Increase all students who transferred to a CSU or UC institution by 25%
  - 1. Increase transfer of African American students to a CSU or UC by 25%
  - 2. Increase transfer of Latinx students to a CSU or UC by 35%
  - 3. Increase transfer of LGBT to CSU or UC by 75%
  - 4. Increase transfer of Veterans to CSU or UC by 75%

### ✔ Goal 3: Unit Accumulation

- A. Decrease average number of units accumulated by all associate degree earners by 10%

### ✔ Goal 4: Workforce

- A. Increase median annual earnings of all students by 9%
- B. Increase all students who attained the living wage by +5 percentage points
  - 1. Reduce the living wage gap for females by -3 percentage points
  - 2. Reduce the living wage gap for African Americans by -5 percentage points
  - 3. Reduce the living wage gap for Latinx by -5 percentage points
  - 4. Reduce the living wage gap for Pacific Islanders by -5 percentage points
- C. Increase the number of students employed in their field of study by +2 percentage

## GLOSSARY

- **Centering Race:** keeping a focus on race in equity discussions, and bringing race into conversations where it is not being addressed. This is not to the detriment of other marginalized communities or groups. For example, if we are discussing the transfer rates of low-income students, we want to make sure we also disaggregate those rates further by race to determine disparities among an already marginalized group.
- **Critical Race Theory:** Critical race theory (CRT) is an intellectual movement that seeks to understand how white supremacy as a legal, cultural, and political condition is reproduced and maintained, primarily in the US context. While CRT is part of a much longer research tradition investigating race and racism, CRT distinguishes itself as an approach that originated within legal studies (in part building from and responding to critical legal studies) but aims to be a vehicle for social and political change. It has been adopted interdisciplinary across many fields, including perhaps most notably education; and, in certain contexts, has come to be the umbrella term for studies of race and racism generally. It has been connected to such key figures as W. E. B. DuBois, Frantz Fanon, Angela Davis, Audre Lorde, Gloria Anzaldúa, Cherríe Moraga, and many more. De La Garza, Antonio & Ono, Kent. (2016). Critical Race Theory. 10.1002/9781118766804.wbiect260.
- **Deficit Lens:** Viewing a student as lacking skills, abilities, capacity, or labeling them unprepared for college. This is in contrast to the asset-based view that centers what the student brings to the experience, what capital they possess, and how the campus needs to meet the students where they are. It flips the idea of a student being college-ready, to one that makes the college responsible for being student-ready.
- **Disproportionate Impact:** practices that adversely affect one group of people of a protected characteristic more than another
- **Equity Gap:** Equity gap means any disparity in a metric, like graduation rate or retention, along racial, socioeconomic, gender, or other major demographic groupings.
- **Implicit Bias:** refers to unconscious attitudes, reactions, stereotypes, and categories that affect behavior and understanding. In higher education, implicit bias often refers to unconscious racial or socioeconomic bias towards students.
- **Intersectionality:** the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.
- **Marginalized:** (of a person, group, or concept) treated as insignificant or peripheral.
- **Racial Disparities:** Refers to a difference in results or data among different racial groups, for example, a gap in success rates between two different racial groups.
- **Scope of Equity:** Believing a well-educated population is essential to sustaining a democratic and just society, we commit to the work of equity, which is to dismantle oppressive systems (structural, cultural, and individual) and create a college community where success is not predictable by race.
- **Stereotype Threat:** a situation or action that puts students at risk of conforming to stereotypes about their culture or social group,
- **Systemic Barriers:** policies, practices or procedures that result in some people receiving unequal access or being excluded.
- **Systemic Oppression:** the intentional disadvantaging of groups of people based on their identity while advantaging members of the dominant group (gender, race, class, sexual orientation, language, etc.)
- **Validation Theory:** Dr. Laura Rendon developed her theory of validation in 1994, referring to the “intentional, proactive affirmation of students using both in- and out-of-class agents with the intent to: 1) validate students as creators of knowledge and as valuable members of the college learning community and 2) foster personal development and social adjustment.”

## ENDNOTES

- 1 Systemic barriers are policies, practices or procedures that result in some people receiving unequal access or being excluded.
- 2 2015-16 Student Equity Plan: [https://foothill.edu/president/Foothill\\_Student\\_Equity\\_Plan\\_Final.pdf](https://foothill.edu/president/Foothill_Student_Equity_Plan_Final.pdf)
- 3 California Education Code: <https://codes.findlaw.com/ca/education-code/edc-sect-66010-2.html>
- 4 The 2019-2022 Student Equity Plan was presented to Academic Senate, Classified Senate, and President's Cabinet, as well as all governance councils (College Advisory Council, Community & Communication, and Revenue & Resources, with specific endorsement from Equity & Education), resulting in submission to the state with signatures from the College President, VP of Finance, EVP of Instruction and Student Services, and Academic Senate President.
- 5 Implicit bias refers to unconscious attitudes, reactions, stereotypes, and categories that affect behavior and understanding. In higher education, implicit bias often refers to unconscious racial or socioeconomic bias towards students.
- 6 Eight tactics to identify and reduce your implicit biases. [https://www.aafp.org/journals/fpm/blogs/inpractice/entry/implicit\\_bias.html](https://www.aafp.org/journals/fpm/blogs/inpractice/entry/implicit_bias.html)
- 7 Open Letter to Foothill College's Academic Senate. June 12, 2020. <https://foothill.edu/gov/academic-senate/2019-20/jun15/OpenLetterToFoothillCollegeAcademicSenate.pdf>. Open Letter to Foothill College's Governance Councils and Senates. October 8, 2020. <https://foothill.edu/gov/equity-and-education/2020-21/oct16/Open-Student-Letter-to-FC-Governance-Oct2020.pdf>.
- 8 Dr. Laura Rendon developed her theory of validation in 1994, referring to the "intentional, proactive affirmation of students using both in- and out-of-class agents with the intent to: 1) validate students as creators of knowledge and as valuable members of the college learning community and 2) foster personal development and social adjustment." Dr. Rendon's lecture to the Foothill campus in April 2018 included strategies and recommendations for promoting an ethic of care, or *cariño*, for our students. Dr. Rendon's visit to FHDA: <https://www.youtube.com/watch?v=OGmklyKFzqY>
- 9 Dr. Claude Steele's visit to Foothill, known for his work on stereotype threat, prompted great energy and excitement, resulting in the work of many faculty examining their classroom practices to mitigate this threat.
- 10 Critical race theory (CRT) is an intellectual movement that seeks to understand how white supremacy as a legal, cultural, and political condition is reproduced and maintained, primarily in the US context. While CRT is part of a much longer research tradition investigating race and racism, which includes such key figures as W. E. B. DuBois, Frantz Fanon, Angela Davis, Audre Lorde, Gloria Anzaldúa, Cherríe Moraga, and many more, CRT distinguishes itself as an approach that originated within legal studies (in part building from and responding to critical legal studies); aims to be a vehicle for social and political change; has been adopted interdisciplinary across many fields, including perhaps most notably education; and, in certain contexts, has come to be the umbrella term for studies of race and racism generally." De La Garza, Antonio & Ono, Kent. (2016). Critical Race Theory. 10.1002/9781118766804.wbiect260.
- 11 Engagement began in January 2019 and has continued through all iterations of the plan.
- 12 Based on student focus groups, Homelessness Summit, student-led public town halls, Board meeting presentations. Hope Center Report: [https://foothill.edu/housing-insecurity/pdf/RealCollege\\_Survey2018.pdf](https://foothill.edu/housing-insecurity/pdf/RealCollege_Survey2018.pdf)
- 13 What We Know About the Death of George Floyd in Minneapolis. <https://www.nytimes.com/article/george-floyd.html>
- 14 Open Letter to Foothill College's Academic Senate. June 12, 2020. <https://foothill.edu/gov/academic-senate/2019-20/jun15/OpenLetterToFoothillCollegeAcademicSenate.pdf>. Open Letter to Foothill College's Governance Councils and Senates. October 8, 2020. <https://foothill.edu/gov/equity-and-education/2020-21/oct16/Open-Student-Letter-to-FC-Governance-Oct2020.pdf>.

- 15 Gazmuri, S., Petty, S., Porter, E. (2010, December). The Equity-Driven Systems Change (ESC) Model: A Toolkit for Improving Institutional Practice and Student Outcomes. Retrieved from <https://skylinecollege.edu/seed/assets/resources/ESC-Toolkit.pdf>
- 16 <https://cainclusion.org/camap>
- 17 Pacific Educational Group (PEG): <https://courageousconversation.com/>
- 18 Stay engaged, speak your truth, experience discomfort, and expect/accept non-closure
- 19 Focus on personal, local, and immediate; isolate race; ensure multiple perspectives; use CCAR protocol with intentionality; establish a working definition of race; surface the presence and role of Whiteness
- 20 Loss/Momentum Framework: <https://www.completionbydesign.org/s/cbd-lmf>
- 21 Source: FH IRP. 2017-18 to 2019-20 all applicants tracked to each term in which they applied to, excluding summer term. Enrollments are end of term and include credit and non-credit. Percentage point gap with margin of error was used to determine disproportionate impact. Three-year applicant counts and enrollment rates: African American = 5,438 (47%); Filipinx = 5,237 (50%); Native American = 550 (49%); Pacific Islander = 1,218 (48%); All Students = 101,851 (52%).
- 22 <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>
- 23 Metropolitan Transportation Commission: Vital Signs. "Home Prices". <https://www.vitalsigns.mtc.ca.gov/home-prices>. Accessed November 13, 2020.
- 24 Foothill IRP. "FH College Promise; Virtual Hub; Psychological Services; Learning Communities (Cabinet)," August 24, 2020, <https://foothill.edu/irp/2021/FH-2021-Q1-Presentation-CPHubPsychServLCCabinet.pdf>. PowerPoint Presentation.
- 25 Foothill-De Anza Community College District IRP. "Fall End-of-Term Headcount by Ethnicity." [http://research.fhda.edu/\\_downloads/Ethnicity\\_FH.pdf](http://research.fhda.edu/_downloads/Ethnicity_FH.pdf).
- 26 Draft Memo from E&E to President re: Dual Enrollment. <https://foothill.edu/gov/equity-and-education/2019-20/jun12/DualEnrollment%20Recommendation.pdf>
- 27 [https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/General-Counsel/-/media/CCCCO-Website/Files/General-Counsel/x\\_legal-opinion-1602-dual-enrollment-and-ab-288-ccapada.ashx](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/General-Counsel/-/media/CCCCO-Website/Files/General-Counsel/x_legal-opinion-1602-dual-enrollment-and-ab-288-ccapada.ashx)
- 28 Foothill IRP. 2017-18 to 2019-20 end-of-term credit enrollments. Retention reflect grades A, B, C, D, F, FW, I, P, NP and RD. Enrollments reflect all letter grades, including EW, MW and W. Percentage point gap with margin of error was used to determine disproportionate impact. Three-year enrollment counts and course retention rates: African American = 15,444 (86%); Latinx = 82,062 (89%); Native American = 1,504 (88%); Pacific Islander = 3,707 (87%); All Students = 320,305 (91%).
- 29 CCCCO Student Success Metrics Data Dashboard. Fall to winter retention reflect degree/transfer students who enrolled in a credit course in 2018-19 and did not earn a degree nor transfer to a four-year institution. <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>.
- 30 Foothill IRP Memo to Dean of Student Services & Activities, "Food, Housing and Transportation Security Survey, Spring 2018," August 29, 2018.
- 31 #RealCollege Survey Foothill College Report, 2019. [https://foothill.edu/housing-insecurity/pdf/RealCollege\\_Survey2018.pdf](https://foothill.edu/housing-insecurity/pdf/RealCollege_Survey2018.pdf). Page 8.
- 32 <https://hope4college.com/>
- 33 Fairlie, R.W., Hoffmann, F., & Oreopoulos, P. (2011). A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom. NBER Working Paper No. 17381. National Bureau of Economic Research.
- 34 Vision for Success Diversity, Equity and Inclusion Task Force 2020 Report: <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/cccoco-dei-report.pdf>
- 35 Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. Harvard Educational Review, 84(1), 74-84.).
- 36 Foothill-De Anza Community College District IRP. Foothill-De Anza Community College District: Employees by Campus, Employee Group and Ethnicity, Fall 2019. [http://research.fhda.edu/\\_downloads/Fall%202019%20Employees%20by%20Profession%20and%20Ethnicity.pdf](http://research.fhda.edu/_downloads/Fall%202019%20Employees%20by%20Profession%20and%20Ethnicity.pdf)

- 37 <https://www.kickboardforschools.com/blog/post/diversity-equity/what-are-racial-microaggressions-in-schools/>
- 38 Open Letter to Foothill College's Academic Senate, student presented June 12, 2020.
- 39 Feeling supported in identifying when bias occurs and willingness to have the difficult conversation that may result.
- 40 2019-22 State Equity Plan: [https://foothill.edu/equity/documents/FH%20Equity%20Plan%20and%20Executive%20Summary%202019\\_publish.pdf](https://foothill.edu/equity/documents/FH%20Equity%20Plan%20and%20Executive%20Summary%202019_publish.pdf)
- 41 Pass the Torch Program: <https://foothill.edu/torch/>
- 42 Foothill IRP. 2015-16 to 2019-20 credit enrollments. Omits spring 2020. Non-credit enrollments, prior to spring 2020, were 100% face-to-face.
- 43 Ethic of care: Umoja Practices are used in an effort to support our students of color in a way that is authentic and respects their culture. Learn more here: <https://umojacommunity.org/umoja-practices>. Angela Valenzuela is known for her concept of carino, or authentic care, and the subtractive schooling process. <https://rethinkingschools.org/articles/subtractive-schooling/>
- 44 Student Technology Support Hub provides and assist students in finding support for technology questions related to online learning. <https://foothill.edu/virtualcampus/tech-hub>
- 45 Online Equity Affirmation: <https://foothill.edu/onlinelearning>

## Academic Senate Equity Action Plan 2021-2022 in Support of the [Strategic Vision for Equity](#) (Consolidated Plan: Executive Committee, CCC and COOL)

Issues/Goals that fall squarely within spheres of influence which are part of academic senate “primary reliance” and/or are referenced in this plan:

1. **Issue 2: There are large numbers of students of color who are not accessing, are ineligible for, or fall out of eligibility for available financial aid programming.**
  - a. Goal 3: There are few to no incidental costs associated with being a student, including but not limited to textbooks, printing, and parking costs.
2. **Issue 4: The current lack of coordinated infrastructure for basic needs services at the college (psychological services, food pantry, transportation, homeless referrals) can make it prohibitive for students of color to access services.**
  - a. Goal 4: Students’ psychological needs are met. Creative solutions on how to expand racial trauma-informed psychological services for students will be investigated and employed.
3. **Issue 5: Lack of a sense of belonging, safety, and space allocation for students of color.**
  - a. Goal 7: Curriculum and instruction norm multi-cultural and multi-ethnic perspectives.
4. **Issue 6: Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines.**
  - a. Goal 1: Curriculum is explicitly race conscious.
    - i. Course outlines in every discipline include the epistemology of the field, highlighting the contributions of racially diverse scholars, and address the discipline’s historical and contemporary racial equity issues.
    - ii. Curriculum policies and processes prioritize equity outcomes. Where disproportionate impact is the outcome of policy implementation or compliance, the College Curriculum Committee and Administration take action to analyze the disproportional impact, and mitigate it and when necessary, and work to advocate for change at the board and/or state level where the policy or process is beyond local control.
  - b. Goal 2: Pedagogy is race conscious.
    - i. Faculty are knowledgeable about the epistemology of their disciplines, especially about the contributions of racially diverse scholars, and they effectively educate students in these topics.
    - ii. Faculty are knowledgeable about historical and contemporary racial equity issues in their disciplines, and they effectively educate students on these issues.

- iii. Faculty are aware of approaches for using their discipline to prepare students to be racially conscious, and community and global leaders through opportunities such as service leadership.
    - iv. Faculty use culturally responsive pedagogy and engage in ongoing professional development around their teaching practices.
  - c. Goal 3: Faculty are supported in their efforts to deepen their understanding of the racialized contexts of their discipline, including the contributions of diverse scholars in their field, update their curricula, and iteratively refine their teaching.
  - d. Goal 4: Administration collaborates with Academic Senate and the Faculty Association to support instructional efforts to achieve goals 1 and 2, by removing structural barriers to pedagogical success which are embedded in tenure, reemployment preference and evaluation processes.
    - i. Tenure processes support tenure-track faculty, tenure review committee members, and mentors in normalizing the practice of being race conscious while being supportive of continuous learning around this issue.
    - ii. Faculty evaluations are seen as an opportunity to continuously build on the quality of our teaching, and are viewed as an opportunity to recognize outstanding performance, improve satisfactory performance, and provide useful feedback to encourage the growth and improvement of faculty both contractually and in actual practice.
    - iii. The processes by which part-time faculty attain and retain reemployment preference insure these faculty receive the institutional support, resources and mentoring they need to succeed and insure their students' success.
  - e. Goal 5: The Administration, Academic Senate and the Faculty Association collaborate to support practitioner efforts to achieve Goal 2 by ensuring faculty workload, including class size policies, realistically position faculty to implement culturally responsive pedagogy effectively.
- 5. **Issue 7: Insufficient culturally responsive, relevant and sustaining pedagogy and other asset-based approaches in teaching and serving our students of color.**
  - a. Goal 2: Faculty are supported in their efforts to iteratively self-evaluate their proficiency with culturally responsive pedagogy.
  - b. Goal 3: Content and pedagogy are inclusive of and created with communities of color in mind.
  - c. Goal 4: The college creates an Ethnic Studies division, and hires demographically diverse faculty.

- 6. **Issue 8: Microaggressions and unconscious bias negatively affect experience and learning for students of color.**
  - a. Goal 3: Professional development opportunities informed by or in partnership with students will be available to employees.
- 7. **Issue 10: Lack, or underutilization of campus support resources (tutoring, career center, transfer center, etc.).**
  - a. Goal 4: The college is able to identify and address the challenges in accessing resources and support that are unique to students who engage with our campus exclusively online.
- 8. **Issue 11: Students accessing our classes and services online are not receiving comparable spaces, resources, and services as students who access them on campus.**
  - a. Goal 3: All online classes are using the Online Equity Affirmation as a foundational lens for online course design.
  - b. Goal 4: Technology and resources offered at minimum provide a comparable student experience as fact-to-face.
  - c. Goal 5: Faculty are fully equipped and prepared to teach effectively in the online/ virtual environment.

#	Issue	Goal	Proposed Action	By When?	Lead	Measure of Success	
	2	3	Draft OER Resolutions to support faculty in exploration & adoption of OER	December 2021	Exec (Kathryn & Carolyn)	AS Resolutions	Complete
	2	3	Create a pilot OER faculty award (stipend) program to incentivize faculty to explore and adopt OER	Summer 2021	Exec (Carolyn)	Pilot created, funded and successfully run	Complete
	2	3	Establish a permanent OER faculty award (stipend) program to incentivize faculty to explore and adopt OER, responding to workload demands	Winter 2022	Exec (Kathryn & Carolyn)	Program created, funded and available to all faculty	Proposal nearly complete; moving towards funding
	2	3	Add a section to the COR in CourseLeaf where faculty can acknowledge OER during new	Fall 2022	CCC (Eric)	CourseLeaf COR has OER component	Not started (CourseLeaf implementation is

			course development & Title 5 update				currently behind schedule)
4	4		Draft and pass an equity-minded mental health resolution	Winter 2021	Exec (Kathryn)	AS Resolution	Complete
4	4		Ensure faculty are provided with resources and are offered professional development opportunities that promote the role of faculty in supporting mental health	Winter 2021 and Ongoing	Exec (Kathryn & Carolyn)	AS Resolution PD offering(s) available to faculty on a regular schedule	Complete ?
5 & 6	multiple		Produce a vision of inclusive classrooms and anti-racism curriculum and pedagogy	TBD	CCC (Eric)	AS & CCC Resolution introducing paper (vision) and resources	Not started
5 & 6	multiple		Create a forum for faculty (& students?) to talk about effective pedagogy, learning outcomes & equity-minded practices	End of Winter 2022	Exec (Paul)	Effective Pedagogy/Teaching & Learning Committee (name TBD) charter approved by Exec	Proposal shared with Exec at 1/10 meeting
6	5		Partner with FA in a Class Size Task Force	June 2022	Exec (Kathryn)	Updated policies & practices on class size and load in new Contract	Task Force was formed in fall 2021 but has not yet met – waiting on FA for leadership
7	2		COOL designates a portion of each meeting to discuss equitable practices	Ongoing	COOL (Kerri)		Instituted in Spring 21
7	2		Integrating equity into PO CR process and developing long-term PO CR programs	Ongoing	COOL (Kerri)	PO CR program integrates culturally responsive teaching	

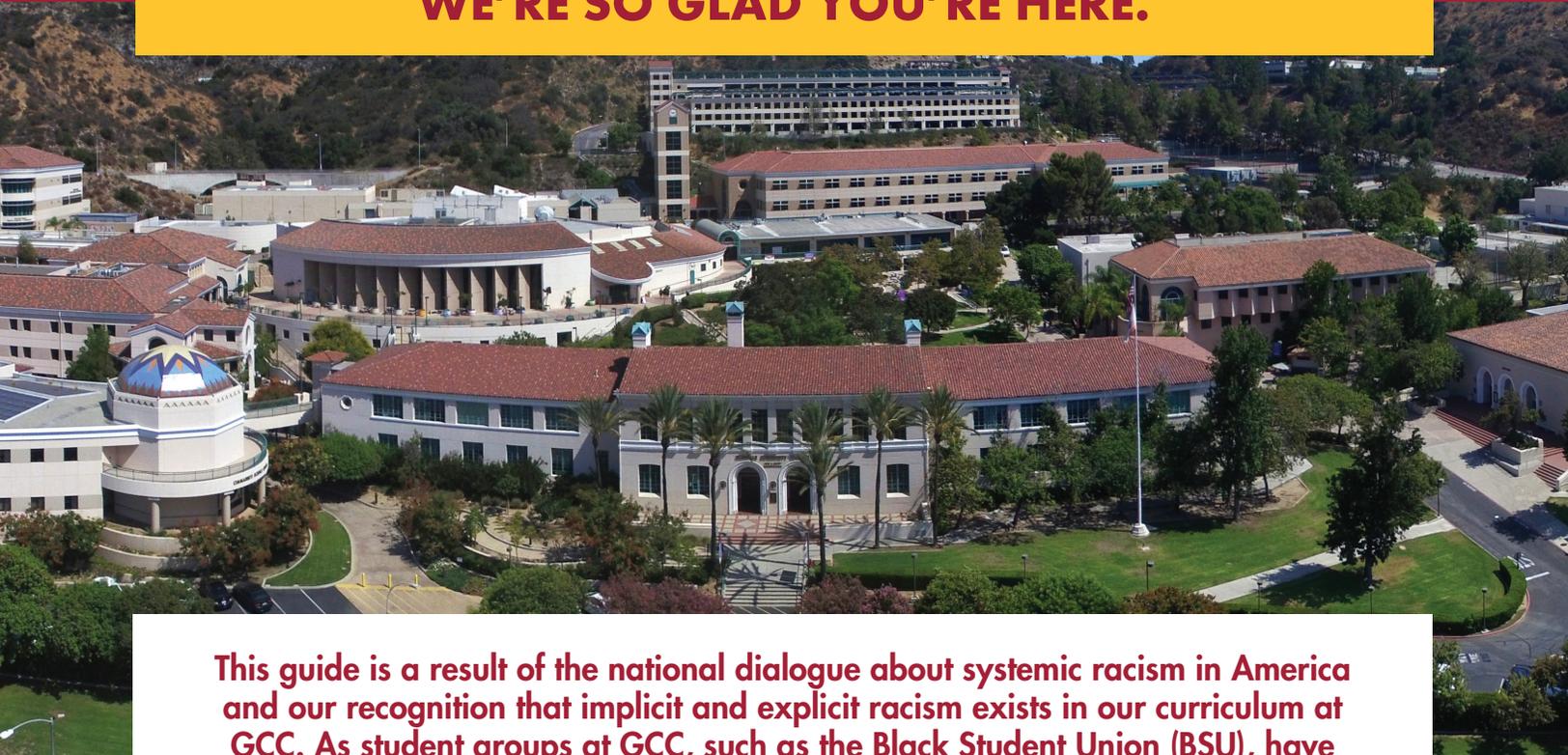
	7	2	Re-doing Online Teacher Training to incorporate more explicit focus on equity	Not started	COOL (Kerri)	Updated Online Teacher Training Canvas Course	Currently Canvas focused – in discussions about how to include equity, pedagogy
	7	4	Create an Ethnic Studies Department with 5 new Ethnic Studies Courses	Fall 2021	CCC (Eric)	New Courses created, in the catalogue and available to students in schedule	Complete
	7	4	Support prioritization of hiring Ethnic Studies diverse faculty	Fall 2021 & Ongoing	Exec (Kathryn)	Successful hire of diverse Ethnic Studies Faculty	One FT position approved and successfully hired; AS reps to Prioritization Committee supported prioritization of two more positions, subject to student demand for courses
	8	3	Partner with Student Affairs Office and LGBTQIA+ student leaders in developing & identifying PD for faculty in support of Trans students	May 2022	Exec (Carolyn)	PD offering(s) available to faculty on a regular schedule	Waiting for Dean of Student Affairs to return to senate with proposed next steps
	8	3	Ensure annual PD opportunities for faculty include trainings in the topics of implicit bias, systemic racism, White supremacy, White privilege and social activism	Ongoing	Exec (Carolyn)	PD offering(s) available to faculty on a regular schedule	Complete

	8	3	Work with FA and Admin to ensure faculty are supported (i.e. compensated) to attend above trainings	Ongoing	Exec (Carolyn)	Funding, policies & procedures for PGA and/or stipends clearly communicated to faculty	In progress?
	8	3	Create a forum (e.g. Professional Development Committee) for campus community to contribute to PD programming and evaluation	End of Winter 2022	Exec (Kathryn and Carolyn)	Committee charter approved by Exec	Proposal shared with Exec at 1/10 meeting
	10	4	Support the voluntary adoption of Simple Syllabus Tool	End of Winter 2022	COOL (Kerri)	AS Resolution Widespread (define by %?) adoption among faculty	Pilot ran; 2 <sup>nd</sup> round of pilot adoptions in progress
	11	3	Support the adoption of the Equity Affirmation	End of Winter 2022	COOL (Kerri)	AS Resolution in support of the adoption of the Equity Affirmation, & integration into POOR	Equity Affirmation draft conversation started at COOL 21/22, COOL first formal read set for 1/21
	11	4	Create data collection regarding use of Lottery funds by modality, track use of funds to ensure equitable allocation	End of Spring 2023	COOL (Kerri)	Annual review of lottery distribution by modality	Presentation at COOL Spring 22-convo moved to R&R. COOL looking to partner with R&R to continue work
	11	5	Technology tools are adopted in an equitable process	End of Winter 2022	COOL (Kerri)	Technology tools adoption rubric & procedure adopted by the College.	Rubric was adopted winter 21, COOL working to propose process.

DRAFT

# WELCOME TO C&I'S GUIDE FOR CREATING EQUITABLE CURRICULUM

WE'RE SO GLAD YOU'RE HERE.



This guide is a result of the national dialogue about systemic racism in America and our recognition that implicit and explicit racism exists in our curriculum at GCC. As student groups at GCC, such as the Black Student Union (BSU), have demonstrated, many students feel alienated in the classroom. This guide is part of an ongoing effort to ensure students feel welcome, seen, heard, and respected in the classroom and that we create an antiracist\* campus culture.

## \*WHAT IS ANTIRACISM?

**No one is born racist or antiracist; these result from the choices we make.** Being antiracist results from a conscious decision to make frequent, consistent, equitable choices daily. These choices require ongoing self-awareness and self-reflection as we move through life. In the absence of making antiracist choices, we (un)consciously uphold aspects of white supremacy, white-dominant culture, and unequal institutions and society. Being racist or antiracist is not about who you *are*; it is about what you *do*.

-Ibram X. Kendi

Learn more:

<https://www.bu.edu/antiracism-center/>

<https://www.ibramxkendi.com/>

## WHAT IS DIVERSITY/EQUITY/INCLUSION/ACCESSIBILITY (DEIA)?

**DEIA** is an adopted acronym for the concepts of diversity, equity, inclusion, and accessibility. There may be an additional letter presented for accessibility (DEIA) depending on usage.

**Diversity** is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, neurodiversity\*, age, religious commitment, or political perspective. (Source: [eXtension](#))

**Equity** refers to fair and just practices and policies that ensure all campus community members can thrive. Equity is different than equality in that equality implies treating everyone as if their experiences are exactly the same. Being equitable means acknowledging and addressing structural inequalities — historic and current — that advantage some and disadvantage others and providing access to resources for success. (Source: [Ulowa](#))

**Inclusion** is an outcome to ensure that students of diverse backgrounds are treated fairly and respectfully. Inclusion outcomes are met when you, your institution, and your program are truly inviting to all and to where diverse individuals are able to participate fully in the decision-making and development opportunities within an organization or group. (Source: [eXtension](#))

**Accessibility** is the practice of allowing everyone equal access to education, employment, healthcare, and other resources. Accessibility empowers individuals by helping them understand their rights and advocate for themselves so they can live with independence and dignity. Accessible curriculum recognizes and reduces barriers to student success and designs syllabi, activities, and assignments that acknowledge neurodiversity\* and integrate support for students and are guided by scientific principles about how students learn (often referred to as Universal Design for Learning, or [UDL](#) ). (Sources: [DSPS](#) and [CAST](#))

Learn more:

\*Coined in the early 1990s by journalist Harvey Blume and Australian autism activist Judy Singer, the term *neurodiversity* can be defined as an understanding that neurological differences are to be honored and respected just like any other human variation, including diversity in race, ethnicity, gender identity, religion, sexual orientation, and so on.

[ASCD.org: Neurodiversity: The Future of Special Education](#) by Thomas Armstrong, April 2017

[Neurodiversity: The Next Frontier in Social Justice](#) by Nikki Elliot, May 17, 2018

[ACPA: Disabilities in Higher Education](#)

## WHY DOES GLENDALE COMMUNITY COLLEGE (GCC) CARE ABOUT DEIA? WHY SHOULD I?

Diversity, equity, Inclusion, and Accessibility (DEIA) are powerful pedagogical frameworks that have empirically shown to **improve student success rates**. Providing diverse points of view allows marginalized students to see themselves in course content and allows all students to integrate new perspectives as they gain a much deeper understanding of the material. This equity-minded approach recognizes that knowledge in our disciplines has been created by all types of people, not just those who have traditionally had the power to promote themselves. As our disciplines evolve with new discoveries and the recognition of marginalized voices, incorporating DEIA allows us to remain at the forefront of our fields, create a welcoming environment for our diverse GCC student body, and support student success. One way of doing this is ensuring that our curriculum is antiracist.

### **These concepts support the GCC Mission statement and the values of the Academic Senate**

As reflected in the [GCC Mission Statement](#), our College Values include a *primary focus* in meeting our student's needs through a commitment to diversity, inclusion and equity. Our work in revising our CORs and Programs, to include DEIA, reflects those Values directly and helps advance the College's Mission of student success.

Learn More:

[San Diego Mesa College Equity Page](#)

[Beloit College: Decolonizing Pedagogies](#)

[Rachel Cargle: Decolonizing Authority](#)

[Reneeka Massey-Jones: Why Decolonizing Education is Important](#)

## HOW DO DECOLONIZATION AND CULTURALLY RESPONSIVE TEACHING (CRT) CONTRIBUTE TO DEIA?

**Decolonization** encourages the representation of multiple perspectives in the curriculum. It makes space for all voices and experiences and doesn't privilege one point of view. Decolonization isn't just a matter of including "other" material within a dominant white, European framework. Instead, it provides a way for a variety of experiences, traditions, theories, and ideas to inform each other and critique the way we construct knowledge and ideologies. Decolonization also enables us to examine the way we teach so we can identify and eliminate biases in our curriculum. Ultimately, decolonizing the curriculum promotes student [validation, engagement, and a sense of belonging](#) in our classrooms and across our campus.

Learn More:

[Keele University Manifesto](#)

[Elizabeth Charles: Decolonizing the Curricula](#)

**Culturally Responsive Teaching (CRT)** recognizes and celebrates that our students come from a variety of backgrounds and experiences and traditions, including (dis)ability cultures such as Deaf culture. CRT curriculum connects activities, assignments, readings, and projects to students' home cultures and experiences. CRT classrooms are communities where knowledge is created within the context of students' cultural, traditional, and social experiences. CRT instructors are facilitators and guides in these communities.

Learn More:

[Education Leadership: A Framework for Culturally Responsive Teaching](#)

[Teach for America: How to Practice Culturally Relevant Pedagogy](#)

[Cultural Competence in the Biology Classroom](#)

[Gallaudet University: Laurent Clerc Nation Deaf Education Center](#)



## HOW CAN WE AT GCC CREATE MORE EQUITABLE CURRICULUM?

### Course Outlines of Record (CORs) and Programs

By building and revising courses and programs through an equity lens, we can construct curriculum that meets the needs of all students and promotes student success.

### Start with the Catalog Statement

- Does it demonstrate a welcoming approach?
- Does it have inclusive language [e.g. use “the student” as much as possible, rather than he/she, or his/her; use active versus passive voice, minimize jargon (or define discipline-specific terminology)]?
- And/or does it include DEIA content that will be covered in the course?

Example:

Before (2012): HIST 117 is a survey course that looks in depth at United States history from the colonial period to Reconstruction. The English colonies, the Revolutionary War, the Constitution, the New Nation, Jeffersonian and Jacksonian democracy, slavery, Civil War, and Reconstruction will all be examined. This course meets the California State requirements in United States history

After (2020): HIST 117 is a survey course that looks in depth at United States history from the Colonial Period to Reconstruction. In this course, students are invited to explore the English colonies, the Revolutionary War, the Constitution, the New Nation, Jeffersonian and Jacksonian democracy, slavery and the antebellum South, Civil War, and Reconstruction. We will examine these events from the perspectives of Native Americans, enslaved people, and women, and connect these events to current social and political issues.

Math/Science (Maria C.)

Examples from your division?



## Let's Look at the Course Content

- Is it timely?
- Is it relevant to the lived experience of the students?
- Is the language inclusive? Does it show a commitment to help students succeed/accomplish SLOs & Exit Standards?
- Does it acknowledge the reality of racism and/or include topics related to DEIA? Is the language inclusive (i.e. use "the student" as much as possible, rather than he/she, or his/her or humankind rather than mankind etc.)?
- Does it explore a broad range of diverse contributions to the discipline?
- Does the content communicate a philosophy that values diverse knowledge and abilities?
- Are students empowered to attain an ownership of their knowledge, instead of having it bestowed upon them?

Example from HIST 117 (United States History 1550-1877):

Before (2015): The American Revolution, 1750-1780

- Defining the Revolution
- Causes
  - Long term
  - Short term
  - Immediate events
- The war itself
  - Advantages and disadvantages of the British and colonists
  - Military actions
  - Results – immediate and general

After (2020): The American Revolution, 1750-1780

- Defining the Revolution
- The Great Awakening
- Resistance, Stono Rebellion and the influence of slavery
- Causes
  - Long term
  - Short term
  - Immediate events
- The war itself
  - Advantages and disadvantages of the British and colonists
  - Participation of Black people and women
  - Military actions
  - Result
    - Impact on Native Americans
    - Immediate results of independence
    - The shortcomings of "liberty"

## What about our Out of Class Assignments and Methods of Evaluation?

- Are course activities aligned with core principles of universal learning design--i.e., are there multiple means of representation, action and expression, and/or engagement?
- Does assessment/evaluation take into account the multiple ways that student learn and use authentic assessment principles?
- Do class assignments encourage students to connect course content to their sociocultural backgrounds and eclectic experiences and/or the socio-cultural backgrounds and experiences of others?
- Are you including prompts that encourage reflection to specific resources?
- Are activities designed to encourage students to construct their knowledge through contextualized experiences/activities?
- Can students engage with course material and respond to assignments in a variety of meaningful ways that includes real-world examples?
- Are we as instructors considering our own biases when constructing and evaluating assessments?
- Are assignments assigned in stages so that subsequent assessments incorporate the students' previous work and instructor feedback.

Example: Ask students to reflect on how their diverse knowledge and unique life experience impact their learning or semester-long e-portfolio that synthesizes academic, professional, and personal growth through weekly reflection/journaling.

Examples from your division?

## Do SLOs/Exit Standards Reflect Equitable Outcomes?

- Do SLOs/Exit standards reflect universal learning design?
- Do SLOs/Exit standards specifically relate to DEIA topics included in the course content?
- Do SLOs/Exit standards demonstrate a commitment to help students succeed in their connection to course content?
- Is the language inclusive by communicating openness to diverse perspectives and abilities?
- Is the language biased in any way (regarding race, ethnicity, gender, class, ability, or experience)?
- Do SLOs/Exit standards acknowledge other ways of knowing and create space for a variety of ways for students to demonstrate their knowledge?
- Does the course use authentic assessment strategies to evaluate student performance?

Example: Demonstrate communication skills that enable intercultural communication, including effective listening skills (ILO Communication), recognize and critically reflect upon one's own cultural biases (ILO Personal Responsibility), evaluate diverse perspectives, and navigate the ambiguity and complexity that comes with multiple perspectives (ILO Critical Thinking), interact respectfully and appropriately in a variety of cultural contexts (ILO Global Awareness and Appreciation)

Examples from your division?

## Have You Considered ALL Textbook Options?

- Do the reading materials amplify the struggles, advancements, achievements, and experiences of authors from a variety of racial, gender, cultural, (dis)ability, and experiential backgrounds?
- Are diverse authors represented?
- Are the texts current – do they address current issues that are relevant and meaningful to students?
- Do they encourage students to connect course content to their sociocultural backgrounds and/or the sociocultural backgrounds of others?
- Do the textbooks engage in respectful discussion of history and contemporary experiences of discrimination, racism, exclusion, and marginalization?
- Are the language and content accessible to students from a variety of backgrounds and abilities?
- Are the texts appropriate for the prerequisites and course level?
- Are there free texts available? Check with the OER librarian. (Accessibility and affordability issues in education disproportionately affect marginalized groups)

Example: [EDUCAUSE](#)

## How Can We Create More Equitable Programs?

By building and revising courses and programs through an equity lens, we can construct curriculum that meets the needs of all students and promotes student success.

## Start with the Program Description

- Does it demonstrate a welcoming approach?
- Does it have inclusive language (e.g. use “the student” as much as possible, rather than he/she, or his/her)? Are the verbs inclusive (e.g. “This program explores” rather than “This program requires”)? Are you using active versus passive voice?
- Does it include DEIA content that will be covered in the program?

Example: Mass Communications AA Degree Program Description

Before: This program prepares students to recognize and replicate the methods by which the Mass Media inform and persuade, with language or pictures, and the cognitive and emotional impact mass media messages have on the audience. Students are prepared to transfer to baccalaureate degree programs in mass communications and communications, including public relations. Students must complete all required core courses and choose other courses from the additional courses listed to total 18 units.

After: This program prepares students to recognize, replicate, and critique the methods by which the mass media inform and persuade, with language or pictures, and the cognitive and emotional impact mass media messages have on the audience. Additionally, students are encouraged to incorporate their own sociocultural background and experiences to explain and analyze the influence of mass media on diverse communities. By completing this program, students will be prepared to transfer to baccalaureate degree programs in mass communications and other types of communication. Students will complete a total of 18 units.

Examples from your division?

## Let's Look at the Program Outline

- Is it current? Have you consulted with industry advisors, faculty at transfer universities, attended conferences or professional development that informs you of current terminology, trends and topics in your field?
  - **Enhancing the Employability of Marginalized and Disenfranchised Populations:**
    - Integration of transferable skills within the program's course content.
    - Leveraging campus resources for work-based learning opportunities.
    - Maximizing Industry Advisory Committee partnerships.
  - **Maintaining Currency with Industry Trends Which Can Disproportionality Impact Marginalized Groups.**
    - [Center for a Competitive Workforce \(CCW\)](#)
    - [Centers of Excellence \(COE\)](#)
    - [Verdugo Workforce Development Board \(VWDB\)](#)
    - [Joint Special Populations Advisory Committee \(JSPAC\)](#)
    - [National Alliance for Partnerships in Equity \(NAPE\)](#)
    - [Employer Assistance & Resource Network on Disability Inclusion \(EARN\)](#)
- Does it include a variety of electives for students to choose from, or does it include courses specifically covering DEIA topics or themes?
- Are there contextualized versions of general education courses that students may benefit from selecting (e.g. ENGL 101 contextualized to nursing). Is the pathway to completing this program clear and easy to complete in 1-2 years, or 3-4 years for a part-time student?
- Are there hidden prerequisites that need to be outlined more clearly?
- Are courses offered (semesters, days/times) that provides opportunities for students with different schedules (full-time, part-time, non-traditional) to complete the program?
- Are there opportunities to reach non-traditional student populations with specific courses, course offerings, stackable programs, or education-industry partnerships?
- How can you leverage Division funding, special grants or Career Education funding [for CE and Short Term Vocational (STV) programs] to increase diversity, equity and inclusion in this program?
- Are you promoting your programs to a diverse array of students?

## Are You Being Transparent with the Program Requirements?

Many course requirements have prerequisites or other restrictions that students may not be aware of. It's good practice to make these requirements/restrictions as transparent as possible so students have a realistic idea of how long it might take them to complete a program. You might also want to consider adding a contact email or phone number for the department chair or expert faculty member as a reference for students who might have questions about the program.

Example: Mass Communications AA Degree Program Requirements:

Required Core:

ENGL 101—Introduction to College Composition and Reading (has a prerequisite of ENGL 100 or ESL 151) *many ENGL 101 courses have a focus, theme, or context, that relates to this area of study. Check course notes in the schedule of classes.*

JOURN 102—Reporting the News (has a recommended prep of ENGL 101)

JOURN 103—Student Publications Staff (has a recommended prep of JOURN 102 and ENGL 100)

JOURN 104—Student Publications Editor (has a prerequisite of JOURN 103)  
MCOMM 101—Introduction to Mass Communications (has a prerequisite of ENGL 101)

A minimum of three units from the following:

JOURN 106—Introduction to Broadcast Journalism I (no prerequisite)

JOURN 107—Magazine Writing (has a recommended prep of ENGL 100)

MCOMM 49\*—Independent Study (requires concurrent registration in six or more units) *this is a chance for you to pursue a topic that is of interest to you and create a project with an instructor as your mentor.*

JOURN 49\*—Independent Study (requires concurrent registration in six or more units) *this is a chance for you to pursue a topic that is of interest to you and create a project with an instructor as your mentor.*

MCOMM 120—Introduction to Public Relations (has a recommended prep of ENGL 100 or ESL 151)

\*A maximum of six units from MCOMM/JOURN 49 may be counted toward the 18 required units

### Program Learning Outcomes

- Do PLOs reflect universal learning design?
- Do PLOs specifically relate to DEIA topics included in the course content?
- Do PLOs demonstrate a commitment to help students succeed in their connection to course content?
- Is the language inclusive (e.g. are you using “the student” as much as possible, rather than he/she, or his/her, or using active voice and inclusive verbs? Are you defining jargon?)?

Examples:

Sports Coaching Certificate/AS Degree

-Evaluate, compare and examine skill development, different types of tactics and strategies, coaching philosophies, leadership styles, and practice organization to enhance the growth of student-athletes.

-Develop and examine the value of effective communication with administration, parents, officials and student athletes to facilitate positive social growth.

-Recognize ethical and social responsibilities in the area of coaching and how to work through ethical dilemmas in sport.

## Marketing and Outreach Strategies:

- Does this program attract a diverse group of students including (dis)ability, and is diversity represented in program marketing (print, media, etc.)? Does the program marketing imagery represent the community?
- Are genders and (disabilities equitably represented based on industry trends?
  - Resources from Career Education
    - [Make a Difference for Special Population Students](#)
    - Find out if your program's industry sector is over/underrepresented in terms of the workforce's gender:
      - [2020 Nontraditional Occupations Crosswalk](#)
      - [Make a Difference for Nontraditional Students](#)
      - [How to Attract Women to STEM Careers](#)
  - Support for students with disabilities: [Transition Guide](#)

## ABOUT US & CONTACT US

### Final Thoughts

Thank you for your interest in GCC's Equity Guide! We hope you will continue to find it helpful in reimagining your curriculum. Please share this guide with your colleagues and students. Check back often for updated content and ideas.

### Acknowledgments

This Equity Guide was created through collaboration by GCC's Equity Guide Taskforce in summer and fall 2020 with contributions from many individuals across the campus. It is a living document that will be updated as we continue to learn and grow in our efforts to create a true antiracist inclusive curriculum.

### Share Your Feedback

Please reach out to Francien Rohrbacher, GCC's Curriculum Coordinator, at froh@glendale.edu with any Equity Guide feedback, suggestions, comments, or content additions. Thank you for your commitment to making GCC an equitable and inclusive campus community!



**TO:** Chief Executive Officers  
Chief Instructional Officers  
Chief Student Services Officers  
Academic Senate Presidents  
Curriculum Committee Chairs

**FROM:** Aisha Lowe, Vice Chancellor, Educational Services and Support  
Dolores Davison, President, Academic Senate for California Community Colleges  
Angelica Campos, President, Student Senate for California Community Colleges  
Don Miller, President, California Community Colleges Chief Instructional Officers

**RE:** Diversity, Equity, and Inclusion in Curriculum: Model Principles and Practices

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Effective implementation of diversity, equity and inclusion (DEI) into curriculum supports the systemwide goals of closing equity gaps and increasing student outcomes. As we continue to work towards the fulfillment of the *Vision for Success* and the *DEI Call to Action*, cultural awareness and support for every student in the California Community Colleges is essential. It is important that colleges continue to develop and build upon innovative approaches to curricular design and program creation with a focus on diversifying curriculum and eliminating pedagogical equity gaps. Ensuring that our disproportionately impacted students see themselves reflected in curriculum increases their sense of belonging and positively impacts their ability to complete their degree, credential, or certificate.

The purpose of this memorandum is to provide background information and guidance to the California Community Colleges about how to implement diversity, equity, and inclusion into curriculum, teaching, and learning practices. The *DEI in Curriculum: Model Principles and Practices* framework enclosed provides detailed descriptions about how to effectively interpret and apply DEI principles at both systemwide and local levels. The chart is not exhaustive and is not intended to be a mandate, but rather a model and tool of transformative principles to frame curriculum development and classroom practices at local levels. This memo also includes a timeline to show the anticipated process of professional learning and support for local colleges.

### **California Community Colleges Curriculum Committee DEI Framework**

The California Community Colleges Curriculum Committee (5C) in 2020 created a set of recommended priorities that focused on championing equity-minded curriculum and practices for credit and noncredit instruction. In fall 2021, the committee created a workgroup charged with developing guidance for the field and recommendations on how to support the implementation of culturally relevant and responsive curriculum at local levels. This workgroup, called DEI in Curriculum, created a framework (see attachment) with principles and promising practices for both discipline/teaching faculty, curriculum committees, and local academic senates. The intention of the *DEI in Curriculum: Model Principles and Practices* framework is to focus on

## DEI in Curriculum: Model Principles and Practices

June 6, 2022

acknowledging the inequities of historically marginalized racial and ethnic groups (Black, Indigenous, Latinx/a/o, and Asian Pacific Islander).

As colleges design curricula to meet the needs of our diverse student populations, it is recommended that colleges address innovative ways to approach curricular design and the curricular impacts on student success as an opportunity to eliminate equity gaps. The California Community Colleges Curriculum Committee recommends framing dialogue and decision-making for reimagining curriculum through an equity lens using the following three principles:

- Principle 1: Commitment to curricular diversity, culturally responsive content, and anti-racism.
- Principle 2: Commitment to change policies to remove systemic barriers to student success and equity.
- Principle 3: Commitment to building system resiliency.

College faculty, administrators, and staff supporting curriculum development and processes can use the *DEI in Curriculum: Model Principles and Practices* framework to further demonstrate their commitment to DEI by:

- Reviewing local processes involving curriculum to ensure consideration of these DEI principles frame local practices.
- Preparing leaders to facilitate conversations in curriculum committees and local academic senates on implementing DEI practices.
- Providing professional learning opportunities to faculty, staff, administrators, and students on terminology and scholarship noted in the *DEI in Curriculum: Model Principles and Practices* chart and beyond.
- Discussing the intentionality of DEI work as a journey and recursive process.

### Implementation Timeline

In fall 2021, the 5C workgroup dedicated to DEI in Curriculum was commissioned to make recommendations for model equity principles in curriculum practices and processes for state and local levels. We would like to thank Michelle Bean, 5C DEI in Curriculum Workgroup Chair, and Stephanie Curry and Kelly Fowler, 5C Co-Chairs, for their work on and support of this framework.

The timeline below delineates the workgroup's progress and anticipated plans for DEI in curriculum work for the upcoming academic year.

Fall 2021	5C DEI in Curriculum workgroup established with cross-constituency group representation (chief instructional officers, faculty, articulation officer, and Chancellor's Office representatives) and created the <i>DEI in Curriculum: Model Principles and Practices</i> framework.
Spring 2022	The following organizations approved the DEI in Curriculum: Model Principles and Practices: <ul style="list-style-type: none"><li>- Academic Senate for California Community Colleges (ASCCC) Executive Board</li></ul>

	<ul style="list-style-type: none"> <li>- ASCCC faculty body at spring 2022 plenary</li> <li>- California Community Colleges Chief Instructional Officers (CCCCIO) Executive Board</li> <li>- Student Senate for California Community Colleges Executive Board</li> <li>- California Community Colleges Chancellor’s Office (CCCCO)</li> </ul> <p>The chart was presented at the ASCCC spring Curriculum Regionals and spring plenary general session, as well as at the CCCCIO pre-conference professional learning day.</p> <p>The framework with this memo was disseminated to systemwide listservs.</p>
Summer 2022	The chart will be presented at the ASCCC Curriculum Institute.
Fall 2022	<p>The CCCCCO will offer systemwide webinars and professional learning sessions.</p> <p>All stakeholder groups are asked to incorporate the framework into their communications, webinars, trainings and convenings.</p>

**Future Considerations**

The CCC Curriculum Committee is currently working on updates to title 5 §55002 to provide direction on how to integrate DEI into curriculum through the course outline of record (COR). The Chancellor’s Office looks forward to supporting the community college system in implementing DEI principles and practices throughout curriculum and classrooms.

If you have any questions, please contact Dean Dr. Candice E. Brooks via email at [cbrooks@CCCCO.edu](mailto:cbrooks@CCCCO.edu).

**Attachment**

1. DEI in Curriculum: Model Practices and Principles Framework

cc: Eloy Ortiz Oakley, Chancellor  
 Daisy Gonzales, Deputy Chancellor  
 Marty Alvarado, Executive Vice Chancellor, Educational Services and Support  
 Rebecca Ruan-O’Shaughnessy, Vice Chancellor, Educational Services and Support  
 Candice Brooks, Dean, Educational Services and Support  
 CCCCCO Staff

June 2022



Image: Peralta  
Community College

# DEI in Curriculum: Model Principles and Practices

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# DEI in Curriculum: Model Principles and Practices

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## Background and Groundwork

The California Community College Curriculum Committee (5C) in 2020 created a set of recommended priorities that focuses on championing equity-minded curriculum and practices for credit and noncredit instruction. The committee created a workgroup in fall of 2021, charged with developing guidance for the field and recommendations on how to support the implementation of culturally relevant and responsive curriculum at local levels. This workgroup, called DEI (diversity, equity, and inclusion) in Curriculum, created the chart below with promising practices for both discipline/teaching faculty and for curriculum committees and local academic senates.

The traditional educational practices listed below, and juxtaposed with the equity principles and culturally responsive practices provided, include traditional western/Eurocentric ideologies and practices upon which North American educational systems and institutions were built. This DEI framework recognizes and acknowledges the historic omission and hindrance of students of color from education by law throughout U.S. history. Even after many forms of overt racial discrimination were outlawed, the legacy of that history is still present in seemingly race-neutral, “universal” values and practices. This framework acknowledges and challenges the structures, policies, and practices inherent in systems of higher education that maintain inequality and hinder the education and progress of marginalized students. A focus on equity principles and culturally responsive policy and practices directly counters institutionalized racism, inviting CCC educators to actively engage in dismantling that harmful legacy. This framework was created to help you actualize that work.

DEI IN CURRICULUM: MODEL PRINCIPLES AND PRACTICES

## Who Is the Audience for These Recommendations?

Discipline/instructional faculty, curriculum committees, and local academic senates have the shared responsibility to ensure that curriculum review committee members and discipline experts work together to provide DEI frameworks and principles in curriculum review and approval processes for credit and noncredit. Administrators and classified professionals who support the curriculum process at local levels also contribute to supporting equity-minded practices.

## How Do I Use This Chart?

The chart below provides promising practices that can be used by faculty, deans, curriculum chairs and committees, Chief Instructional Officers (CIO)/Vice Presidents of Instruction, and local academic senates to begin conversations on how to redesign practices from working within a traditional Eurocentric model to working within an equity-minded framework. Although there may be challenging conversations in beginning transformative work, addressing the fear and leaning into the dissonance has the opportunity to become a cacophony of discord that can create rhapsody and beautiful new sounds and thoughts. In other words, the emotion and push back may be uncomfortable, but it may also yield new ideas and ways to support our diverse student population in more innovative and representative ways, which is the charge of the California Community Colleges.

The first column provides some of the traditional ways of thinking of the curriculum elements and is juxtaposed by the second column that shows equity-minded principles.

The third column provides promising practices that faculty can begin implementing at the classroom level. The fourth column shows ways in which local curriculum committees and academic senates may support equity work in reviewing credit and noncredit curriculum, course outlines of record, and curriculum documents and processes in the classroom and beyond in culturally responsive ways.

The chart is not exhaustive and is not intended to be a mandate, but rather a model and tool of transformative principles to frame curriculum development and classroom practices at local levels. The document concludes with a brief glossary of terms and a list of culturally responsive theorists and scholars referenced in the development of this tool

<b>Traditional Educational Practice</b> Supporting research may be found at the end of this document.	<b>Equity Principle</b> Supporting research may be found at the end of this document.	<b>Culturally Responsive Classroom Practices</b> All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	<b>Culturally Responsive Practices for Curriculum Committees and Local Senates</b> Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
<ul style="list-style-type: none"> <li>• One dominant culture represented in textbooks and course materials.</li> <li>• High cost of course textbooks and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Represent multiple cultures in textbooks and course materials.</li> <li>• Use low-cost and zero-cost textbooks/materials.</li> <li>• Use open educational resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Select textbooks and course materials that include multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, socioeconomic status, religion, age, and abilities perspectives.</li> <li>• Explore and select open educational resources and low-cost textbooks and materials for a reduction of costs when feasible.</li> <li>• Ensure textbooks and materials are accessible.</li> <li>• Enhance textbook selections with additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed.</li> <li>• For additional resources for effective inclusion, diversity, equity, antiracism textbook and resource audits—see <a href="#">ASCCC OERI Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Framework</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Review textbook and course material selections for inclusion of multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, socioeconomic status, religion, age, and abilities perspectives; and provide feedback and guidance.</li> <li>• Encourage and incentivize reduction of textbook and material costs (via reviews of units, textbook costs, and other materials).</li> <li>• Ensure textbooks and materials are accessible.</li> <li>• Model, encourage and incentivize inclusion of additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed.</li> </ul>
<ul style="list-style-type: none"> <li>• Student-facing documents and descriptions focused on deficit-minded language.</li> </ul>	<ul style="list-style-type: none"> <li>• Use asset-minded and decolonized language.</li> </ul>	<ul style="list-style-type: none"> <li>• Shift language from impersonal verbiage and descriptions to warm, culturally responsive content.</li> <li>• Reword language from a colonized mindset to an equity mindset (e.g., colonized vs colonial; enslaved instead of slaves).</li> <li>• Collaborate with student services faculty and classified professionals to prioritize student needs in a more hands-on, holistic approach that addresses the whole student.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine equity-minded language continuity in documents that are front-facing to ensure culturally responsive practices such as in course descriptions, catalogues, course outlines of record, websites, and policies.</li> <li>• Review documents for language and descriptions that may be impersonal and shift descriptions to be warm and culturally responsive.</li> <li>• Recommend and model rewording language from a colonized mindset to equity mindset.</li> </ul>

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<ul style="list-style-type: none"> <li>• Institutional culture of deference to discipline faculty as the only experts on curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Interrogate systemic and institutional barriers.</li> <li>• Dismantle institutional deference to hierarchies that perpetuate barriers.</li> <li>• Move as a faculty collective toward antiracist critical consciousness.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete training and professional development on cultural curriculum audits.</li> <li>• Embrace DEI discussions, value cross-functional input, and solicit interdisciplinary feedback.</li> <li>• Take care not to “weaponize” academic freedom and academic integrity as tools to impede equity in an academic discipline or inflict curricular trauma on our students, especially historically marginalized students.</li> </ul>	<ul style="list-style-type: none"> <li>• Assert the voice of and embrace the power and authority granted in educational code and title 5 to make curriculum decisions, as is the responsibility of curriculum committees.</li> <li>• Intentionally include culturally responsive experts on curriculum committees and for review of course outlines of record (CORs).</li> <li>• Agendize and normalize DEI discussions and intentionally alter practices that perpetuate barriers.</li> <li>• Create a curriculum committee handbook that requires a diversity, equity, inclusion, and antiracist lens for the COR.</li> <li>• Make time for critical conversations, empowering faculty to hold each other accountable for embedding cultural humility in faculty self-reflection and cultural competency into lessons and activities.</li> <li>• For more information on embedding DEI into the COR—see Rostrum article “<a href="#">Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record</a>”.</li> </ul>

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<ul style="list-style-type: none"> <li>• Course syllabus is approached from a compliance and/or teacher-centered perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Reframe practices and policies to serve as a co-learner and engage in a partnership.</li> <li>• Actively care for the whole human being in syllabi/classroom policies.</li> <li>• Democratize the student/teacher relationship and empower students' agency over their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Use warm handoffs and intentional basic needs office/resource contact names, websites, phone numbers.</li> <li>• Understand and be sensitive to students' lived experiences.</li> <li>• Use flexible due dates and make room for students' needs.</li> <li>• Coach and “water up” - meaning to create learning environments where students become active agents in their own learning (see Hammond’s definition in the Glossary of Terms below).</li> <li>• Communicate in the syllabus:             <ul style="list-style-type: none"> <li>• intention to create a classroom where students are cared for and valued as learners,</li> <li>• desire for and ability of all students to succeed at a high level and outline how faculty work with students for their success,</li> <li>• belief that all students are expected to succeed,</li> <li>• actively promote awareness and critical examination dominant norms and broader social inequalities ,</li> <li>• the value of students’ racial/ethnic backgrounds as sources of learning and knowledge, and,</li> <li>• actively promote awareness and critical examination of students’ assumptions, beliefs, and privilege.</li> </ul>           (Source: Equity-Minded Inquiry Series Syllabus Review.)         </li> <li>• For additional resources and models of effective culturally responsive practices—see <a href="#">Center for Urban Education’s Equity-minded Inquiry Series Syllabus</a>.</li> <li>• For resources on creating social belonging and supporting the whole student — see the <a href="#">College Transition Collaborative</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate with collective bargaining units to include culturally responsive practices in performance evaluations and/or peer reviews.</li> <li>• Provide professional development to support culturally responsive practices.</li> </ul>

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<ul style="list-style-type: none"> <li>Classroom experiences, assignments, and assessments are built from an individualist perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Shift to a collectivism perspective to engage authentic lived experiences and relate to students' cultural norms.</li> </ul>	<ul style="list-style-type: none"> <li>Build on diverse backgrounds to engage as a familia, tribe, or village through collaborative classroom activities.</li> <li>Be a warm demander and co-learner with students.</li> <li>Intentionally create collaborative engagement opportunities (e.g., group work, peer-to-peer work, pair shares, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Encourage assignments, practices, and assessments that are formative in addition to summative.</li> <li>Review for a variety of methods of evaluations, assignments, and assessments.</li> <li>Encourage and provide professional development for the creation of authentic assessments.</li> </ul>
<ul style="list-style-type: none"> <li>Assumption that only certain disciplines can address antiracism, diversity, and equity.</li> <li>Not recognizing ethnic studies as a well-established discipline.</li> </ul>	<ul style="list-style-type: none"> <li>Weave DEI and culturally responsive practice into every course.</li> <li>Intentionally design ethnic studies courses with discipline experts.</li> </ul>	<ul style="list-style-type: none"> <li>Use culturally responsive practices and a social justice lens in all disciplines.</li> <li>Create ethnic studies courses that rely on ethnic studies discipline experts to maintain the integrity of the ethnic studies disciplines.</li> <li>Honor and respect the ethnic studies disciplines by focusing on African American/Africana/Black Studies, American Indian/Native American Studies, Asian American Studies, and Chicano/a/Latino/Mexican American Studies.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that all classes and curriculum engage in equity work and culturally responsive content and practices.</li> <li>Maintain the fidelity of ethnic studies as a well-established discipline.</li> </ul>
<ul style="list-style-type: none"> <li>Siloed programs and service</li> </ul>	<ul style="list-style-type: none"> <li>Use Guided Pathways frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>Rethink mapping and milestones within a student-centered focus.</li> <li>Utilize the resources available to do the work: Student Equity and Achievement (SEA), Flex, division/deans, &amp; Guided Pathways funds; and Academic Senate for CA Community Colleges (ASCCC) local senate visits.</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly include DEI practices in program review, curriculum committee, senate, and shared governance meetings to discuss DEI in curriculum and program needs.</li> <li>Involve students in the Guided Pathways decision-making process.</li> </ul>

# Glossary

**Collectivism** — an individual’s sense of connection to and responsibility for members of their group/community (Hofstede, 1984; Triandis, 1995).

**Critical race theory** — a way of seeing, attending to, accounting for, tracing and analyzing the ways that race is produced; the ways that racial inequality is facilitated, and the ways that our history has created these inequalities that now can be almost effortlessly reproduced unless we attend to the existence of these inequalities (Crenshaw, 2021 as cited in Fortin).

**Culturally responsive teaching** — an educator’s ability to 1) recognize students’ cultural displays of learning and meaning making, 2) respond positively and constructively with teaching actions, 3) use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing, and 4) to create a safe space for learning (Hammond, 2015).

**Equity-minded** — a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race-conscious, (2) institutionally-focused, (3) evidence-based, (4) systemically-aware, and (5) action-oriented (California Community Colleges Chancellor’s Office Diversity, Equity, and Inclusion Glossary of Terms).

**Euro-centric** — privileging European or Westernized values and ways of knowing as the norm or “default” while marginalizing alternative perspectives, histories, and knowledge.

**Individualism** — the valuing of the individual over the value of groups or society as a whole (Griffiths, 2015).

**Student-centered** — refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

**Warm demander** — a teacher who communicates personal warmth toward students while at the same time demands they work toward high standards. The teacher provides concrete guidance and support for meeting the standards, particularly corrective feedback, opportunities for information processing, and culturally relevant meaning making (Hammond, 2015).

**Warm handoffs** — directly connecting students to campus resources and services; a transfer of care between two members of a care team; teachers providing direct contact names and information to connect students with service representatives such as in syllabi and course materials or directly introducing students to student service representatives with an intentional introduction.

**Watering up** — instructional practices with the science of learning that we can apprentice students to be active agents in their own learning, instead of watering them down with compliance-oriented deficit views. This process requires students to build and braid together multiple neural, relational, and experiential processes to produce their own unique learning acceleration process (Hammond, 2021).

# References

California Community Colleges Chancellor’s Office. (2020). Diversity, Equity, and Inclusion Glossary of Terms. <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf>

Fortin, J. (2021). What is critical race theory? *New York Times*. <https://www.nytimes.com/article/what-is-critical-race-theory.html>.

Griffiths, H. et. al (2015). Theoretical perspectives on education. *Introduction to Sociology*. (2nd edition). Openstax. <https://openstax.org/books/introduction-sociology-2e/pages/16-2-theoretical-perspectives-on-education?query=individualism&target=%7B%22type%22%3A%22search%22%2C%22index%22%3A0%7D#import-auto-id1425924>.

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Triandis, H. (1995) *Individualism and Collectivism*. Routledge.