

## College Curriculum Committee Meeting Agenda

Tuesday, February 17, 2026

2:00 p.m. – 3:30 p.m.

Administrative Conference Room 1901; virtual option via Zoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: February 3, 2026	2:00	Action	#2/17/26-1	Kaupp
2. Report Out from CCC Members	2:02	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:12	Information		
4. Announcements a. New Course Proposals b. Notification of Proposed Requisites c. Academic Senate Elections	2:17	Information	#2/17/26-2–9 #2/17/26-10	CCC Team
5. Division Curriculum Committees	2:22	Action	#2/17/26-11	Kaupp
6. Stand Alone Application: APPT 121A	2:25	2nd Read/ Action	#2/17/26-12	Kaupp
7. Stand Alone Application: APPT 128I	2:28	2nd Read/ Action	#2/17/26-13	Kaupp
8. Stand Alone Applications: CWE 60A, 65A, 65B, 65C, 65D	2:31	2nd Read/ Action	#2/17/26-14– 18	Kaupp
9. Stand Alone Application: JRYM 100	2:34	2nd Read/ Action	#2/17/26-19	Kaupp
10. Stand Alone Application: R T 473	2:37	2nd Read/ Action	#2/17/26-20	Kaupp
11. New Certificate Proposal: Graphic and Interactive Design (noncredit)	2:40	Action	#2/17/26-21	Kaupp
12. New Certificate Proposal: Graphic Design (noncredit)	2:43	Action	#2/17/26-22	Kaupp
13. New Certificate Proposal: Illustration (noncredit)	2:46	Action	#2/17/26-23	Kaupp
14. New Certificate Proposal: Visual Storytelling and Comic Arts (noncredit)	2:49	Action	#2/17/26-24	Kaupp
15. New Certificate Application: Spanish for Health Care Workers	2:52	1st Read	#2/17/26-25	Kaupp
16. Foothill GE Application Criteria: Area 6	2:57	Discussion	#2/17/26-26	Kaupp
17. Foothill GE Application Breadth Criteria & Breadth Mapping	3:10	2nd Read	#2/17/26-27– 28	Kaupp
18. Good of the Order	3:27			Kaupp
19. Adjournment	3:30			Kaupp

\*Times listed are approximate

### Attachments:

#2/17/26-1

Draft Minutes: February 3, 2026

#2/17/26-2–9

New Course Proposals: [C S 31B](#), [C S 47A](#), [GID 444A](#), [GID 461](#), [GID 471](#),  
[MATH 210C](#), [NCBS 410C](#), [PSYC 27](#)

#2/17/26-10

CCC Notification of Proposed Requisites

#2/17/26-11

Division Curriculum Committees 2.17.26

- #2/17/26-12 Stand Alone Application: [APPT 121A](#)
- #2/17/26-13 Stand Alone Application: [APPT 128I](#)
- #2/17/26-14–18 Stand Alone Applications: [CWE 60A](#), [CWE 65A](#), [CWE 65B](#), [CWE 65C](#), [CWE 65D](#)
- #2/17/26-19 Stand Alone Application: [JRYM 100](#)
- #2/17/26-20 Stand Alone Application: [R T 473](#)
- #2/17/26-21 New Certificate Proposal: [Graphic and Interactive Design \(noncredit\)](#)
- #2/17/26-22 New Certificate Proposal: [Graphic Design \(noncredit\)](#)
- #2/17/26-23 New Certificate Proposal: [Illustration \(noncredit\)](#)
- #2/17/26-24 New Certificate Proposal: [Visual Storytelling and Comic Arts \(noncredit\)](#)
- #2/17/26-25 New Certificate Application: [Spanish for Health Care Workers](#)
- #2/17/26-26 Foothill GE Application for Area 6
- #2/17/26-27 Foothill GE Breadth Criteria & Breadth Mapping draft updates
- #2/17/26-28 Foothill College Institutional Learning Outcomes

**2025-2026 Curriculum Committee Meetings:**

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

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

**2025-2026 Curriculum Deadlines:**

- ~~10/15/25~~ Deadline to submit [exception requests](#) for winter/spring 2026 (Faculty/Divisions).
- ~~12/1/25~~ Deadline to submit courses for Cal-GETC approval (Articulation Office).
- 3/16/26 Deadline to submit [exception requests](#) for summer/fall 2026 (Faculty/Divisions).
- 4/17/26 Deadline to submit curriculum sheet updates for 2026-27 catalog (Faculty/Divisions).
- 6/1/26 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- TBD Deadline to submit course updates and local GE applications for 2027-28 catalog (Faculty/Divisions).
- Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Micaela Agyare (LRC), Chris Allen (Dean, APPR), Jeff Bissell (KA), Sam Bliss (De Anza AVP Instruction), Cynthia Brannvall (FAC), Rachelle Campbell (HSH), Zach Cembellin (Dean, STEM), Anthony Cervantes (Dean, Enrollment Services), Stephanie Crosby (Dean, SRC), Cathy Draper (HSH), Angie Dupree (BSS), Rachael Dworsky (LA), Kelly Edwards (KA), John Fox (BSS), Patricia Gibbs Stayte (BSS), Evan Gilstrap (Articulation Officer), Stacy Gleixner (VP Instruction), Ron Herman (Dean, FAC), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Ben Kaupp (Faculty Co-Chair), Anaya Kendall (ASFC), Glenn Kurisu (HSH), Natalie Latteri (BSS), Andy Lee (CNSL), Laurence Lew (BSS), Tim Myres (APPR), Teresa Ong (VP Workforce), Richard Saroyan (SRC), Amy Sarver (LA), Jennifer Sinclair (STEM), Bob Singh (De Anza CCC Faculty Co-Chair), Paul Starer (APPR), Shae St. Onge-Cole (HSH), Kyle Taylor (STEM), Mary Vanatta (Curriculum Coordinator), Kristina Vennarucci (APPR), Nate Vennarucci (APPR), Voltaire Villanueva (AS President), Judy Walgren (FAC), Sam White (LA), Erik Woodbury (De Anza AS President)

## COLLEGE CURRICULUM COMMITTEE

Committee Members – 2025-26

Meeting Date: 2/17/26Co-Chairs (2)

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

Voting Membership (1 vote per division)

<u>✓*</u>	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
_____	Jeff Bissell	7663	KA	bisselljeff@fhda.edu
<u>✓*</u>	Cynthia Brannvall	7477	FAC	brannvallcynthia@fhda.edu
<u>✓</u>	Rachelle Campbell	7469	HSH	campbellrachelle@fhda.edu
<u>✓</u>	Zach Cembellin	7383	Dean—STEM	cembellinzachary@fhda.edu
<u>✓*</u>	Cathy Draper	7249	HSH	drapercatherine@fhda.edu
<u>✓*</u>	Angie Dupree		BSS	dupreeangelica@fhda.edu
<u>✓</u>	Rachael Dworsky	7458	LA	dworskyrachael@fhda.edu
<u>✓</u>	Kelly Edwards	7327	KA	edwardskelly@fhda.edu
<u>✓*</u>	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
<u>✓</u>	Ron Herman	7156	Dean—FAC	hermanron@fhda.edu
<u>✓</u>	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
<u>✓*</u>	Glenn Kurisu		HSH	kurisuglenn@fhda.edu
<u>✓</u>	Andy Lee	7783	CNSL	leeandrew@fhda.edu
_____	Laurence Lew	6138	BSS	lewlaurence@fhda.edu
_____	Tim Myres		APPR	timm@smw104jatc.org
_____	Richard Saroyan	7232	SRC	saroyanrichard@fhda.edu
<u>✓*</u>	Jennifer Sinclair	7132	STEM	sinclairjennifer@fhda.edu
_____	Shae St. Onge-Cole	7818	HSH	stonge-coleshaelyn@fhda.edu
<u>✓*</u>	Kyle Taylor	7126	STEM	taylorkyle@fhda.edu
<u>✓</u>	Kristina Vennarucci		APPR	kvennarucci@sfjatc.com
<u>✓*</u>	Judy Walgren	7555	FAC	walgrenjudith@fhda.edu
<u>✓*</u>	Sam White	7449	LA	whitesamuel@fhda.edu

Non-Voting Membership (4)

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

Visitors


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 Chris Allen\*, Ben Armerding, John Fox, Catrin Haberfield
 

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\* Indicates in-person attendance

**College Curriculum Committee  
Meeting Minutes  
Tuesday, February 3, 2026  
2:00 p.m. – 3:30 p.m.  
Administrative Conference Room 1901; virtual option via Zoom**

Item	Discussion
1. Minutes: January 20, 2026	Motion to approve <b>M/S</b> (Gilstrap, Draper). <b>Approved.</b>
2. Report Out from CCC Members	<p><b>Speaker: All</b> Apprenticeship: Kaupp noted reps unavailable due to travel/scheduling conflicts.</p> <p>BSS: Lew shared that due to interest in Certified Wellness Coaching cert. being developed, division has been gathering more info about details (especially courses included) to bring back to CCC.</p> <p>Counseling: Jackson-Sandoval shared working on Courses not Taught in Four Years list.</p> <p>Fine Arts &amp; Comm.: Walgren shared Photography dept. working on new certs.; working on Courses not Taught in Four Years list.</p> <p>HSH: No updates to report.</p> <p>Kinesiology: No updates to report.</p> <p>Language Arts: No updates to report.</p> <p>LRC: No updates to report.</p> <p>SRC: No updates to report.</p> <p>STEM: No updates to report.</p> <p>Gilstrap shared news of new ADTs in Biology 2.0 and Music Industry Studies, plus update to Chemistry ADT. Noted currently Foothill is out of compliance by not offering Chemistry ADT because we can't get our courses to fit the units required by current TMC, but this new TMC will allow us to create it! Waiting on state Chancellor's Office to release submission forms, which he will work on w/ faculty. Next, shared big Common Course Numbering (CCN) news released yesterday: the state has decided to put a pause on CCN Phase 3, citing need for willingness by UC &amp; CSU to approve CCN templates. Current process of still requiring individual course submissions for transfer approval is resulting in inequities for students. Brief discussion re: different types of articulation. Later this month, Foothill will meet w/ state Chancellor's Office and other quarter schools to discuss CCN for quarter schools. Next, shared he will be attending Credit for Prior Learning convening at Cabrillo on Friday. Lastly, shared he's continuing work re: catalog rights and continuous enrollment; has met with a few deans to discuss new language for CCC to review and discuss, and has reached out to ASFC President to ensure student input.</p> <p>Hueg noted will also be attending CPL convening. Mentioned upcoming transition from TOP Codes to CIP Codes; Vanatta mentioned webinar tomorrow should provide details so we can begin process. Hueg noted</p>

	<p>required to transition by fall 2027 but we've already started some work behind the scenes. Brief discussion re: what TOP Codes are used for.</p> <p>Vanatta shared deadline for curriculum sheets for next year's catalog will be April 17. Expects catalog system to be open for edits no later than March 9, and noted this is similar to last year's timeline.</p> <p>Kaupp shared this quarter he's been involved in more curriculum discussions between Foothill and De Anza than usual and encouraged folks to continue to reach out to him for advice and support if interested in discussing new curriculum w/ De Anza. Also shared details about discussion at yesterday's FHDA Board meeting re: updated language related to minimum units for certificates of achievement on a Board Policy; he is working w/ colleagues to ensure language is accurate.</p>
3. Public Comment on Items Not on Agenda	No comments.
4. Announcements a. New Course Proposal	<b>Speakers: CCC Team</b> The following proposal was presented: APPT 147C.
5. Division Curriculum Committees	<b>Speaker: Ben Kaupp</b> Document includes details about each division CC. Kaupp noted no updates since previous version.  Motion to approve <b>M/S</b> (Taylor, Agyare). <b>Approved.</b>
6. GE Application: Area 1B: COMM 54A	<b>Speaker: Ben Kaupp</b> Second read of GE application for Area 1B, Oral Communication & Critical Thinking, for COMM 54A.  <i>See item 12 for comments and motion/approval details.</i>
7. GE Application: Area 1B: COMM 54B	<b>Speaker: Ben Kaupp</b> Second read of GE application for Area 1B, Oral Communication & Critical Thinking, for COMM 54B.  <i>See item 12 for comments and motion/approval details.</i>
8. GE Application: Area 1B: COMM 54C	<b>Speaker: Ben Kaupp</b> Second read of GE application for Area 1B, Oral Communication & Critical Thinking, for COMM 54C.  <i>See item 12 for comments and motion/approval details.</i>
9. GE Application: Area 3: HUMN 17	<b>Speaker: Ben Kaupp</b> Second read of GE application for Area 3, Arts & Humanities, for HUMN 17.  <i>See item 12 for comments and motion/approval details.</i>
10. GE Application: Area 4: PSYC 45	<b>Speaker: Ben Kaupp</b> Second read of GE application for Area 4, Social & Behavioral Sciences, for PSYC 45.  <i>See item 12 for comments and motion/approval details.</i>
11. GE Application: Area 7: PHDA 15B	<b>Speaker: Ben Kaupp</b> Second read of GE application for Area 7, Lifelong Learning, for PHDA 15B.  <i>See item 12 for comments and motion/approval details.</i>
12. GE Application: Area 7: PSYC 53	<b>Speaker: Ben Kaupp</b> Second read of GE application for Area 7, Lifelong Learning, for PSYC 53.

	<p>General comment made that some GE apps were filled out in such a way that made it seem like the faculty felt they must complete all Breadth Mapping questions, even if some did not apply; this supports updating Breadth Mapping instructions to add clarity.</p> <p>Group agreed to vote on items 6-12 together.</p> <p>Motion to approve items 6-12 <b>M/S</b> (Sinclair, Lew). <b>Approved.</b></p>
<p>13. Stand Alone Application: APPT 121A</p>	<p><b>Speaker: Ben Kaupp</b>          First read of Stand Alone application for APPT 121A. Will be temporarily Stand Alone and included in a new degree.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>14. Stand Alone Application: APPT 128I</p>	<p><b>Speaker: Ben Kaupp</b>          First read of Stand Alone application for APPT 128I. Will be temporarily Stand Alone and included in a new degree.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>15. Stand Alone Applications: CWE 60A, 65A, 65B, 65C, 65D</p>	<p><b>Speaker: Ben Kaupp</b>          First read of Stand Alone application for CWE 60A, 65A, 65B, 65C &amp; 65D. All five will be permanently Stand Alone. Vanatta noted courses were previously included on Plumbing Technology AS degree but have been removed, so Stand Alone approval is needed.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>16. Stand Alone Application: JRYM 100</p>	<p><b>Speaker: Ben Kaupp</b>          First read of Stand Alone application for JRYM 100. Will be permanently Stand Alone. Kaupp shared info from division, this course helps Apprenticeship instructors with teaching strategies and professional development.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>17. Stand Alone Application: R T 473</p>	<p><b>Speaker: Ben Kaupp</b>          First read of Stand Alone application for R T 473. Will be permanently Stand Alone. Vanatta noted app. previously had first read during fall quarter, but faculty given approval to make some major updates to the course, so CCC Team decided to start approval process over. Draper noted Advisory Board for discipline in support of the course.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>18. Courses not Taught in Four Years</p>	<p><b>Speaker: Mary Vanatta</b>          Vanatta distributed list to reps and deans with instructions/deadline on Jan. 27; deadline for Course Deactivation Exemption Request forms is March 6, which will be voted on at March 17 CCC meeting. Vanatta explained history behind this process, and outlined steps to request a course remain active. Kaupp noted this process is a helpful opportunity for depts. to think about whether or not a course which has not been offered in many years should remain on the books.</p>
<p>19. Foothill GE Application Criteria: Area 5</p>	<p><b>Speaker: Ben Kaupp</b>          Today's discussion is about Depth Criteria/Mapping for Area 5: Natural Sciences (with Lab). Kaupp noted this particular form received a lot of attention when it was updated last year.</p> <p>Kaupp noted suggestion received from Sinclair, re: Mandatory Lab Outcome 2: per STEM constituent feedback, replace "research laboratories" with "scientific research," with the reason being some sciences don't take place in traditional lab setting. Taylor noted he gave a lot of thought to how questions are formatted (i.e., separate outcomes</p>

	<p>for lecture and lab portions) but wasn't able to come up with a better solution. Kaupp believes it makes sense to keep questions separate, considering lecture and lab are distinct portions of course. Sinclair added that in some cases the lab is actually a different course, so it makes sense to have separate questions. Gilstrap asked how GE app would be handled in unlikely situation that faculty creating separate new courses for lecture and lab—Vanatta suggested could enter “N/A” on questions which don't pertain (e.g., on lecture outcomes for lab course), or fully complete form on both courses, using same answers.</p> <p>Kaupp mentioned standard across all forms to include 5 Mandatory Outcomes + 5 Optional Outcomes (requiring 2 of the latter), noting Area 5 form is doubled due to separate lecture/lab sections. Believes this strikes a good balance of rigor without unnecessary busywork, but is open to suggestions from the group. Sinclair believes mandatory outcomes solidify the focus of the course, with optional outcomes acknowledging additional aspects that merit attention. Agyare noted on some forms the optional outcomes seem to be a subset of the mandatory. Sinclair commented that optional outcomes on Area 5 app are more related to a specific focus of the course, but agreed she's felt similarly when looking some of the other forms. Agyare noted the use of discipline-focused wording could be the cause of some uncertainty when reviewing these forms.</p> <p>Kaupp noted if the group decides to stick with 5+5 we are responsible for making sure the mandatory outcomes reflect what we want to be absolutely present in a course meeting a specific GE area. Noted that this is probably easier for Area 5 than it is for a broader GE area, such as Area 7.</p> <p>Kaupp hopes to have time soon to create shared OneDrive folder with updated forms, for folks to review and provide additional feedback.</p>
<p>20. Foothill GE Application Breadth Criteria and Breadth Mapping</p>	<p><b>Speaker: Ben Kaupp</b> First read of updated Foothill GE Breadth Criteria and Breadth Mapping, which will be included on all Foothill GE application forms. Draft is based on feedback that the current format of Breadth Mapping is confusing and suggestion to prompt for one short essay-style response. Was briefly discussed at previous meeting; no edits have been made.</p> <p>Kaupp is open to any and all feedback and encouraged the group to share their thoughts. Agyare noted Information and Digital Literacy wasn't actually ever an Institutional Learning Outcome (ILO) but was added by CCC during earlier revision of GE app forms. Kaupp asked the group for thoughts on prompting for one essay-style response instead of using multiple questions. Walgren mentioned she's recently been moving away from essays in favor of research portfolios. Sinclair mentioned recent review of GE apps for CCC, noticing some faculty included large volume of info in their responses. Brannvall asked what CCC is hoping to see in responses to such a prompt—Kaupp responded, goal is for CCC to not have to ask any follow-up questions when reviewing a GE app. Brannvall agreed, and suggested adding to the instructions prompts for faculty to demonstrate connections to specific COR sections/content. Likes the idea of having an essay-style question but wants to ensure responses include specifics.</p> <p>Gilstrap in general likes the essay-style question, which should provide an open look into how the faculty member believes their course fulfills GE. Noted process currently involves simply copying/pasting from</p>

	<p>COR, and believes including both essay-style response and copy/paste from COR is better. Believes format would help faculty think about how courses align to ILOs and be intentional about that aspect of course development.</p> <p>Agyare wonders if Breadth Mapping responses could eventually be used to evaluate which courses address each ILO, and noted might be harder to do this using single essay-style question. Sinclair suggested including check-box (or similar) for each ILO, for faculty to indicate which ILOs the course aligns with. Kaupp suggested updating instructions to better clarify course not required to meet all ILOs, and brainstormed requiring an “artifact” from COR (or program data) plus short response explaining how that artifact relates to course/program meeting each applicable ILO. Wonders if draft is currently too vague. Sinclair asked for clarification re: “artifact” and wonders if faculty will have this in mind when developing a new course. Also noted that historically we’ve looked for ways to document that students are satisfying ILOs, and it sounds like we’re intending to say that by completing Foothill GE students are satisfying them; noted check-box method suggested earlier would help gather data to determine if/how courses align to ILOs. Kaupp believes there’s been an assumption that if student takes enough courses they’re likely to satisfy all ILOs, but believes there is a push to formalize this. Kaupp explained had nothing specific in mind for “artifact” and is open to interpretation on how the group would define that, including how broadly.</p> <p>Kaupp acknowledged edits are needed and asked the group if essay-style prompt preferred over current multi-question format. Sinclair believes it would be helpful to ask which specific ILOs the course aligns with (e.g., check-boxes), and include the essay-style prompt. Walgren suggested using one question per ILO—Kaupp noted this is the current format. Kaupp agrees it’s a good idea to require faculty specify which ILOs the course aligns with, and will edit draft accordingly. Again asked the group to decide which format is preferred. Brannvall suggested one question per ILO or using Sinclair’s check-box suggestion, plus additional general question. Draper believes using separate ILO questions + general essay-style question will likely result in more useful responses (for CCC review) than using single essay-style question. Kaupp asked the group to continue to share feedback, so he can thoughtfully update draft for second read at next meeting.</p>
21. Good of the Order	
22. Adjournment	<b>3:28 PM</b>

**Attendees:** Micaela Agyare\* (LRC), Jeff Bissell (KA), Cynthia Brannvall\* (FAC), Zach Cembellin\* (Dean, STEM), Cathy Draper\* (HSH), Angie Dupree (BSS), Rachael Dworsky (LA), John Fox (BSS), Evan Gilstrap\* (Articulation Officer), Ron Herman\* (Dean, FAC), Kurt Hueg\* (Administrator Co-Chair), Maritza Jackson Sandoval\* (CNSL), Ben Kaupp\* (Faculty Co-Chair), Andy Lee (CNSL), Laurence Lew\* (BSS), Richard Saroyan (SRC), Jennifer Sinclair\* (STEM), Kyle Taylor\* (STEM), Mary Vanatta\* (Curriculum Coordinator), Judy Walgren\* (FAC), Sam White\* (LA)

\* Indicates in-person attendance

**Minutes Recorded by:** M. Vanatta

# Course Change Request

## New Course Proposal

Date Submitted: 02/04/26 4:37 pm

Viewing: **C S F031B : INTRODUCTION TO DATA ENGINEERING**

Last edit: 02/11/26 8:16 am

Changes proposed by: Daniel Kauffman (20681320)

### In Workflow

- 1PS Curriculum Rep
- Curriculum Coordinator
- Activation

### Approval Path

- 02/10/26 3:09 pm  
Jennifer Sinclair  
(sinclairjennifer):  
Approved for 1PS  
Curriculum Rep

#### Course Proposal Form

Faculty Author Daniel Kauffman

Effective Term Fall 2027

Common Course Numbering? No

Subject Computer Science (C S) Course Number F031B

Department Computer Science (C S)

Division Science Technology Engineering and Mathematics (1PS)

Units 4.5

Lecture Units 4 Lab Units 0.5

Hours 4 hours lecture, 2 hours laboratory

Course Title INTRODUCTION TO DATA ENGINEERING

Short Title

Proposed Transferability UC/CSU

Proposed Description and Requisites: Introduction to the design and implementation of scalable data infrastructure. Topics include data ingestion techniques, storage architectures, horizontal and vertical scaling strategies, ETL pipeline development, and model deployment (MLOps). Explores workflow orchestration, data modeling for analytics, and containerization. Students will gain practical experience building automated data workflows using Python, SQL, and open-source tools, with less emphasis on complex distributed systems theory.

Prerequisite: C S 31A.

Proposed Discipline Computer Science

To which Degree(s) or Certificate(s) would this course potentially be added?  
AS in Computer Science

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:  
Approved by CS Department

Reviewer  
Comments

# Course Change Request

## New Course Proposal

Date Submitted: 02/04/26 4:33 pm

Viewing: **C S F047A : ARTIFICIAL INTELLIGENCE FOR ALL**

Last edit: 02/11/26 8:17 am

Changes proposed by: Daniel Kauffman (20681320)

### In Workflow

- 1PS Curriculum Rep
- Curriculum Coordinator
- Activation

### Approval Path

- 02/10/26 2:59 pm  
Jennifer Sinclair  
(sinclairjennifer):  
Approved for 1PS  
Curriculum Rep

### Course Proposal Form

Faculty Author Daniel Kauffman

Effective Term Fall 2027

Common Course Numbering? No

Subject Computer Science (C S) Course Number F047A

Department Computer Science (C S)

Division Science Technology Engineering and Mathematics (1PS)

Units 4.5

Lecture Units 4 Lab Units 0.5

Hours 4 hours lecture, 2 hours laboratory

Course Title ARTIFICIAL INTELLIGENCE FOR ALL

Short Title

Proposed Transferability UC/CSU

Proposed Description and Requisites: A survey of artificial intelligence (AI) and its applications across society. Includes the history of AI, and coverage of both traditional and modern models. Explores ethical and societal implications, including bias, data privacy, and public policy. Students will gain a foundational understanding of AI principles, with less emphasis on math and programming.

Proposed Discipline Computer Science

To which Degree(s) or Certificate(s) would this course potentially be added?  
AS in Computer Science

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:  
Approved by CS Department

Reviewer  
Comments

# Course Change Request

## New Course Proposal

Date Submitted: 02/05/26 4:45 pm

Viewing: **GID F444A : FUNDAMENTALS OF 3-D ANIMATION**

**NONCREDIT**

Last edit: 02/11/26 8:42 am

Changes proposed by: Jordan Fong (10380831)

### In Workflow

- 1FA Curriculum Rep
- Curriculum Coordinator
- Activation

### Approval Path

- 02/10/26 2:14 pm  
Cynthia Brannvall (brannvallcynthia):  
Approved for 1FA Curriculum Rep

#### Course Proposal Form

Faculty Author Jordan C. Fong

Effective Term Fall 2027

Common Course Numbering? No

Subject Graphics & Interactive Design (GID) Course Number F444A

Department Graphics & Interactive Design (GID)

Division Fine Arts and Communication (1FA)

Units 0

Lecture Units Lab Units

Hours 3 hours lecture, 3 hours lab

Course Title FUNDAMENTALS OF 3-D ANIMATION NONCREDIT

Short Title

Proposed Transferability None

Proposed Description and Requisites: Introduction on how to create believable movement by applying the traditional principles of animation to the 3-D digital environment, and using the computer as a tool to animate characters, creatures, and simple props related to live-action and animation film. A wide variety of current industry standard software and traditional principles of animation will be used to animate simple 3-D animation art assets and characters. Topics include an overview of the traditional principles of animation and how to apply them to basic 3-D digital animation. Emphasis on body mechanics, with attention on the building blocks of an animated scene, and the workflow from planning phase to final animation for live-action and animation film will also be explored.

Proposed Discipline Graphic Arts

To which Degree(s) or Certificate(s) would this course potentially be added?  
Non-credit Certificate in Graphic and Interactive Design and Non-credit Certificate of Achievement in Visual Storytelling and Comic Arts.

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

This course will be included in a noncredit certificate in Graphic & Interactive Design and Non-credit Certificate of Achievement in Visual Storytelling and Comic Arts currently in development.

Reviewer  
Comments

# Course Change Request

## New Course Proposal

Date Submitted: 02/05/26 4:17 pm

Viewing: **GID F461. : PORTFOLIO NONCREDIT**

Last edit: 02/11/26 8:44 am

Changes proposed by: Jordan Fong (10380831)

### In Workflow

- 1FA Curriculum Rep
- Curriculum Coordinator
- Activation

### Course Proposal Form

Faculty Author Jordan C. Fong

Effective Term Fall 2027

Common Course Numbering? No

Subject Graphics & Interactive Design (GID) Course Number F461.

Department Graphics & Interactive Design (GID)

Division Fine Arts and Communication (1FA)

Units 0

Lecture Units Lab Units

Hours 2 hours lecture

Course Title PORTFOLIO NONCREDIT

Short Title

Proposed Transferability None

Proposed Description and Requisites: Design and creation of portfolios for designers, illustrators, and photographers. Planning and implementation of individual professional portfolios.

Proposed Discipline Graphic Arts

To which Degree(s) or Certificate(s) would this course potentially be added? Non-credit Certificate in Graphic and Interactive Design.

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

This course will be included in a noncredit certificate in Graphic & Interactive Design, currently in development.

Reviewer Comments

### Approval Path

- 02/10/26 2:14 pm  
Cynthia Brannvall (brannvallcynthia):  
Approved for 1FA Curriculum Rep

# Course Change Request

## New Course Proposal

Date Submitted: 02/05/26 4:42 pm

Viewing: **GID F471. : STORYBOARDING NONCREDIT**

Last edit: 02/11/26 8:45 am

Changes proposed by: Jordan Fong (10380831)

### In Workflow

1. **1FA Curriculum Rep**
2. **Curriculum Coordinator**
3. Activation

### Course Proposal Form

Faculty Author Jordan C. Fong

Effective Term Fall 2027

Common Course Numbering? No

Subject Graphics & Interactive Design (GID) Course Number F471.

Department Graphics & Interactive Design (GID)

Division Fine Arts and Communication (1FA)

Units 0

Lecture Units Lab Units

Hours 3 hour lecture, 3 hour lab

Course Title STORYBOARDING NONCREDIT

Short Title

Proposed None

Transferability

Proposed Description and Requisites: Fundamentals of creating storyboards and flowcharts for media projects. Emphasis on technique, concept development and design of storyboards. Exploration of storyboard applications for new media content.

Proposed Discipline Graphic Arts

To which Degree(s) or Certificate(s) would this course potentially be added?

Non-credit Certificate in Graphic and Interactive Design and Non-credit Certificate of Achievement in Visual Storytelling and Comic Arts.

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

This course will be included in a noncredit certificate in Graphic & Interactive Design and Non-credit Certificate of Achievement in Visual Storytelling and Comic Arts currently in development.

Reviewer **Judy Walgren (walgrenjudith) (02/05/26 4:39 pm):** Rollback: Here you go.  
Comments

### Approval Path

1. 02/05/26 4:39 pm  
Judy Walgren (walgrenjudith):  
Rollback to Initiator
2. 02/10/26 2:14 pm  
Cynthia Brannvall (brannvallcynthia):  
Approved for 1FA Curriculum Rep

# Course Change Request

## New Course Proposal

Date Submitted: 02/10/26 3:06 pm

Viewing: **MATH F210C : JUST-IN-TIME SUPPORT FOR STAT C1000**

Last edit: 02/11/26 8:23 am

Changes proposed by: Jennifer Sinclair (10896469)

### In Workflow

1. **1PS Curriculum Rep**
2. **Curriculum Coordinator**
3. Activation

### Course Proposal Form

Faculty Author Jennifer Sinclair

Effective Term Fall 2027

Common Course Numbering? No

Subject Mathematics (MATH) Course Number F210C

Department Mathematics (MATH)

Division Science Technology Engineering and Mathematics (1PS)

Units 2.5

Lecture Units Lab Units

Hours 2.5 hours lecture

Course Title JUST-IN-TIME SUPPORT FOR STAT C1000

Short Title

Proposed None

Transferability

Proposed Description and Requisites: Core prerequisite skills, competencies, and concepts needed in Statistics. Intended for students who are concurrently enrolled in STAT C1000 at Foothill College and want extra support. Topics include a review of skills including developing a knowledge of linear functions, complex mathematical expressions, quantitative reasoning and interpretation of graphs.

Corequisite: STAT C1000.

Proposed Mathematics

Discipline

To which Degree(s) or Certificate(s) would this course potentially be added?

None

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

This course is being created in response to AB 1705.

Reviewer **Jennifer Sinclair (sinclairjennifer) (02/10/26 3:05 pm):** Rollback: Typo

Comments

### Approval Path

1. 02/10/26 3:05 pm  
Jennifer Sinclair (sinclairjennifer): Rollback to Initiator
2. 02/10/26 3:07 pm  
Jennifer Sinclair (sinclairjennifer): Approved for 1PS Curriculum Rep

# Course Change Request

## New Course Proposal

Date Submitted: 02/07/26 6:21 pm

Viewing: **NCBS F410C : JUST-IN-TIME SUPPORT FOR STAT C1000**

Last edit: 02/11/26 8:25 am

Changes proposed by: Jennifer Sinclair (10896469)

### In Workflow

1. **1PS Curriculum Rep**
2. **Curriculum Coordinator**
3. Activation

### Course Proposal Form

Faculty Author Jennifer Sinclair

Effective Term Fall 2027

Common Course Numbering? No

Subject Non-Credit: Basic Skills (NCBS) Course Number F410C

Department Mathematics (MATH)

Division Science Technology Engineering and Mathematics (1PS)

Units 0

Lecture Units Lab Units

Hours 2.5 hours lecture

Course Title JUST-IN-TIME SUPPORT FOR STAT C1000

Short Title

Proposed Transferability None

Proposed Description and Requisites: Core prerequisite skills, competencies, and concepts needed in Statistics. Intended for students who are concurrently enrolled in STAT C1000 at Foothill College and who want extra support. Topics include a review of skills including developing a knowledge of linear functions, complex mathematical expressions, quantitative reasoning and interpretation of graphs.

Corequisite: STAT C1000.

Proposed Discipline Mathematics

To which Degree(s) or Certificate(s) would this course potentially be added? None

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

Comments & Other Relevant Information for Discussion: This course is being created in response to AB 1705.

Reviewer **Jennifer Sinclair (sinclairjennifer) (02/07/26 6:19 pm)**: Rollback: Hours meant to be 2.5, not 5.

### Approval Path

1. 02/07/26 6:19 pm Jennifer Sinclair (sinclairjennifer): Rollback to Initiator
2. 02/10/26 3:09 pm Jennifer Sinclair (sinclairjennifer): Approved for 1PS Curriculum Rep

# Course Change Request

## New Course Proposal

Date Submitted: 02/04/26 2:20 pm

Viewing: **PSYC F027. : INTRODUCTION TO COUNSELING: THEORIES, RESEARCH & SKILLS**

Last edit: 02/10/26 8:23 am

Changes proposed by: Florina Petcu (20308855)

### In Workflow

1. 1SS Curriculum Rep
2. Curriculum Coordinator
3. Activation

### Approval Path

1. 02/09/26 1:32 pm  
Angelica Dupree (dupreeangelica):  
Approved for 1SS Curriculum Rep

#### Course Proposal Form

Faculty Author Florina Petcu and Tiffany Rideaux

Effective Term Fall 2027

Common Course Numbering? No

Subject Psychology (PSYC) Course Number F027.

Department Psychology (PSYC)

Division Business and Social Sciences (1SS)

Units 5

Lecture Units Lab Units

Hours 5 lecture per week

Course Title INTRODUCTION TO COUNSELING: THEORIES, RESEARCH & SKILLS

Short Title

Proposed Transferability UC/CSU

Proposed Description and Requisites: This course introduces major counseling and psychotherapy theories, research methodologies, and evidence-based approaches. Students will apply perspectives including psychodynamic, humanistic, cognitive-behavioral, systems, and multicultural to therapeutic techniques, foundational counseling skills, and professional practice, across diverse cultural groups and professional settings. Topics will include individual, child/adolescent, couples/family, group, career, disability, crisis, and other contemporary counseling approaches. The course also addresses basic educational, ethical, legal, and professional responsibilities in counseling practice. This introductory course emphasizes scholarly examination and foundational skill development to support students exploring psychology, counseling, and related fields of study.

Proposed Discipline Psychology

To which Degree(s) or Certificate(s) would this course potentially be added?

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

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

This course addresses a curricular gap by providing a lower-division, transferable introduction to counseling theories, research, and foundational skills that is not currently offered in the Psychology Department. It supports student interest in counseling and related fields while strengthening preparation for CSU and UC transfer pathways. Foundational skills are taught for purposes of conceptual understanding and scholarly examination.

Reviewer  
Comments

### CCC Notification of Proposed Prerequisites and Corequisites

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

Target Course Number & Title	COR Editor	Requisite Course Number & Title	New/Update
V T 83A PHARMACOLOGY FOR VETERINARY NURSES I	S. St. Onge-Cole	Prereq: V T 61 (PATHOPHYSIOLOGY OF ANIMAL DISEASE)	New course for summer 2026
V T 83B PHARMACOLOGY FOR VETERINARY NURSES II	S. St. Onge-Cole	Prereq: V T 83A (PHARMACOLOGY FOR VETERINARY NURSES I)	New course for summer 2026

## Foothill College Curriculum Committee Consent Calendar

2/17/26

### Division Curriculum Committees

#### Apprenticeship (APPR) Division Curriculum Committee

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

#### Business & Social Sciences (BSS) Division Curriculum Committee

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

#### Counseling (CNSL) Division Curriculum Committee

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

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

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

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

#### **Fine Arts & Communication (FAC) Division Curriculum Committee**

- **Chair(s):** Cynthia Brannvall & Judy Walgren
- **Voting Members:** Any current, active faculty members in the division
- **Quorum Requirements:** 3 voting members
- **Meeting Schedule:**
  - **Location:** Room 1801
  - **Tuesdays from 2-3 pm**
  - **1/27/26, 2/10/26, 2/24/26, 3/10/26**
- **Agenda Posting:** Posted on the front window of the FAC Division office, Building 1700

#### **Health Sciences & Horticulture (HSH) Division Curriculum Committee**

- **Chair(s):** Rachelle Campbell, Cathy Draper, Glenn Kurisu, Shaelyn St. Onge-Cole
- **Voting Members:** All HSH faculty members have voting privileges
- **Quorum Requirements:** Representation from 50% of programs
- **Meeting Schedule:**
  - **Location:** HSH Division Conference Room (5212)
  - **Time and Date:** 2/20 from 12pm-1pm
  - **Frequency:** Monthly
- **Agenda Posting:** Agendas are posted on the HSH Division Office window, 5200 building

#### **Kinesiology & Athletics (KA/ATHL) Division Curriculum Committee**

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

#### **Language Arts (LA) Division Curriculum Committee**

- **Chair(s):** Ben Armerding
- **Voting Members:** Ben Armerding, Ulysses Acevedo, Julio Rivera-Montanez, David McCormick
- **Quorum Requirements:** 2 members
- **Meeting Schedule:**
  - **Location:** 6044
  - **Time and Date:** TBD
  - **Frequency:** once quarterly

- **Agenda Posting:** 6000 wing of the bulletin board

#### **Learning Resource Center (LRC) Division Curriculum Committee**

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

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

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

Cyan highlights = changes made since previous meeting

# **APPT F121A : SP-101 BASIC PLUMBING SERVICE SKILLS**

**Proposal Type**

New Course

**Effective Term**

Fall 2026

**Subject**

Apprenticeship: Pipe Trades (APPT)

**Course Number**

F121A

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

7.5

**Course Title**

SP-101 BASIC PLUMBING SERVICE SKILLS

**Former ID**

**Cross Listed**

**Related Courses**

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

No

**Total Lecture Hours per quarter**

82

**Total Lab Hours per quarter**

36

**Total Out of Class Hours per quarter**

164

**Special Hourly Notation**

**Total Contact Hours**

118

**Total Student Learning Hours**

282

**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**

**Temporary**

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

**Plumbing Service AS degree**

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?)

Fall 2026

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

---

#### **Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### **Criteria B. Need**

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

#### **Evidence**

This course is temporarily Stand Alone while we finalize the Plumbing Service AS degree development.

#### **Attach evidence**

#### **Need/Justification**

This course supports the development of essential plumbing skills for apprentices in the service and repair track. There is a clear need to advance the skills of our local workforce through targeted training offered at the Pipe Trades Training Center, serving Santa Clara and San Benito counties. The techniques taught in this course will be applied and reinforced through on-the-job training at the employer's work site, ensuring students gain both classroom knowledge and hands-on experience.

## **Course Description**

This course provides an introduction to the plumbing service and repair apprenticeship program, including an overview of JATC policies, procedures, and expectations. Apprentices will learn about the history and heritage of the United Association (UA) to build awareness of the trade's legacy and values. Foundational safety training is introduced, with a focus on general construction safety practices relevant to plumbing service and repair. Instruction then progresses to essential trade skills, including the proper use and care of hand and power tools, basic pipe and tubing installation methods, and techniques such as soldering and brazing. This course lays the groundwork for success in both classroom instruction and on-the-job training.

## **Course Prerequisites**

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Plumbing Technology Apprenticeship Program.

## **Course Corequisites**

## **Course Advisories**

Advisory: Not open to students with credit in APPR 110 or APPT 131.

## **Course Objectives**

The student will be able to:

1. Describe the apprenticeship process
2. Describe Union Heritage
3. Work safely on the job
4. Demonstrate proficiency in the use of common tools
5. Demonstrate proficiency in pipe joining and installation skills
6. Perform soldering and brazing

## **Course Content**

1. Describe the apprenticeship process
  1. Training Center facility and staff
  2. JATC policies and procedures
2. Describe Union Heritage (UA)
  1. History of the UA
  2. Identify partners in an apprenticeship
  3. The collective voice
  4. Role and responsibilities of contractors
  5. Characteristics and goals of outstanding journeymen
3. Work safely on the job
  1. Purpose and responsibilities of OSHA
  2. Workplace hazards
  3. Fall protection
  4. Personal protective equipment (PPE)

5. Electrical safety, tool safety, stairway and ladder safety
6. Proper methods for lifting and carrying objects
7. Safety issues related to excavation
8. Confined spaces
9. Fire safety
4. Demonstrate proficiency in the use of common tools
  1. Identify types of and use of various tools
  2. Measuring tools
  3. Properly use pipe cutting tools
  4. Properly use pipe reaming tools
  5. Properly use drilling tools
  6. Properly use pipe boring tools
  7. Recognize and use digging and lifting tools
5. Demonstrate proficiency in pipe joining and installation skills
  1. Describe common terms associated with steel pipe
  2. Identify the various types of steel pipe and fittings
  3. Steel pipe threading and joining
  4. Flanged method of joining steel pipe
  5. Use the grooved coupling method of joining steel pipe
  6. Identify and properly use plastic pipe fittings
  7. Identify cast iron pipe and nomenclature
  8. Cut and join cast iron pipe
  9. Identify the types and uses of fittings
  10. Components and functions of hangers
  11. Tube bending procedures
  12. Pressure testing
6. Perform soldering and brazing
  1. Identify the common types of fittings used with copper tubing
  2. Describe the manufacture and materials of copper pipe
  3. Types of solder used for joining copper tube
  4. Types of brazing filler metal used for joining copper tube
  5. Types of flux used for soldering and brazing copper tube
  6. Prepare and assemble copper joints
  7. Perform soldering process
  8. Make a brazed joint

### **Lab Content**

Students will engage in both individual and team-based activities focused on the safe installation and joining of components in waste and water piping systems. Emphasis will be placed on tool safety and proper construction site practices, including hazard recognition, personal protective equipment (PPE), and safe material handling.

Lab work will include hands-on training in the use and maintenance of plumbing tools, as well as practical exercises in assembling and repairing various types of piping systems.

Students will also participate in live demonstrations by industry vendors, who will present specialized tools and equipment, discuss best practices, and reinforce safe operation techniques. These demonstrations will enhance students' understanding of real-world applications and prepare them for job site expectations.

**Special Facilities and/or Equipment**

1. Laboratory with plumbing tools.
2. Personal protective equipment.
3. When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

**Methods of Evaluation**

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

Results of written exercises and final examination  
 Satisfactory completion of hands-on projects  
 Maintenance of a student's workbook with questions drawn from text  
 Group and classroom participation

**Methods of Instruction**

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

Lecture  
 Lab assignment  
 Group discussion  
 Demonstration

**Representative Text(s)**

Author(s)	Title	Publication Date
International Pipe Trades Joint Training Committee	Standard for Excellence (updated)	2017
Ripka, L.V.	Plumbing Design and Installation, 4th ed.	2012
International Pipe Trades Joint Training Committee, Inc.	Soldering and Brazing	2015
International Association of Plumbing and Mechanical Officials	Uniform Plumbing Code	2022

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

Although some of these texts are older than the recommended five-year guideline, they align with current training standards and are widely recognized as foundational works in the plumbing discipline. We will adopt the most recent edition of each text as soon as it becomes available.

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

1. Readings from assigned textbooks:
  1. Articles and lessons on Union Heritage, chapters 1-3
  2. Laws and manuals containing safety rules and regulations for various pertinent agencies
2. Writing assignments given in the laboratory:
  1. Essays on the development, impact, and importance of unions in the United States
  2. Essay and exams on the importance of safety rules and regulations governing construction

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

Plumbing

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

INDUSTRIAL TECH

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

\*0952.30 - Plumbing, Pipefitting, and Steamfitting

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

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

May 2025: We incorporate principles of equity by ensuring all apprentices have equal access to training, support, and opportunities for success. Our program offers a structured learning environment designed to accommodate a wide range of backgrounds, learning styles, and life experiences. We actively recruit and support individuals from underrepresented groups in the trades, fostering an inclusive culture through mentorship, workplace readiness programs, and hands-on instruction. Equity is further reflected in our commitment to fair and consistent evaluations, job placements, and access to resources; ensuring every apprentice is positioned to succeed both in the classroom and on the job site.

### **Articulation Office Only**

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#### **Transferability**

None

### **Division Dean Only**

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#### **Seat Count**

50

#### **Load**

.177

# APPT F128I : BEGINNING DRAWING & DESIGN

**Proposal Type**

New Course

**Effective Term**

Fall 2026

**Subject**

Apprenticeship: Pipe Trades (APPT)

**Course Number**

F128I

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

5

**Course Title**

BEGINNING DRAWING & DESIGN

**Former ID****Cross Listed****Related Courses****Does this course meet on a weekly basis?**

No

**Total Lecture Hours per quarter**

36

**Total Lab Hours per quarter**

72

**Total Out of Class Hours per quarter**

72

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

108

**Total Student Learning Hours**

180

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

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

No

**Grading**

Letter Grade (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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**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:**

Plumbing Service AS degree

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?)

Fall 2026

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

---

#### **Criteria A. Appropriateness to Mission**

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Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### **Criteria B. Need**

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

#### **Evidence**

This course is temporarily Stand Alone while we finalize the Plumbing Service AS degree development.

#### **Attach evidence**

#### **Need/Justification**

This course supports the development of essential plumbing skills for apprentices in the service and repair track. There is a clear need to advance the skills of our local workforce through targeted training offered at the Pipe Trades Training Center, serving Santa Clara and San Benito counties. The techniques taught in this course will be applied and reinforced through on-the-job training at the employer's work site, ensuring students gain both classroom knowledge and hands-on experience.

## **Course Description**

This course introduces students in the Plumbing Service and Repair Apprenticeship to drawing fundamentals, with a focus on isometric drawing techniques used in the field. Students learn to properly design and size basic waste, water, and gas systems, with an in-depth study of residential water supply systems. The course also develops skills in reading and interpreting simple residential building plans, with an emphasis on designing and coordinating plumbing systems commonly encountered in service and repair work.

## **Course Prerequisites**

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Plumbing Technology Apprenticeship Program.

## **Course Corequisites**

## **Course Advisories**

Advisory: Not open to students with credit in APPR 112 or APPT 133.

## **Course Objectives**

The student will be able to:

1. List the design criteria for drainage and domestic water supply systems, both outside and within the building.
2. Properly design and size waste/vent, water, and gas systems for a typical residential or small commercial building.
3. Identify and demonstrate the use of common drawing tools used in plumbing design.
4. Interpret various residential building plans related to plumbing system layout and installation.
5. Produce accurate isometric drawings of waste, water, and gas systems for residential or small commercial applications.

## **Course Content**

1. Plumbing system design principles
  1. List the design criteria of drainage and domestic water supply systems, both outside and within the building
  2. Principles of drainage system venting and various venting methods
  3. Components of building drainage systems
  4. Characteristics of water and potable water systems
  5. Principles of water distribution systems
  6. Water main and water service piping systems
  7. Drain, waste, and vent (DWV) system design requirements
  8. Water service and building water distribution system design requirements
  9. Natural gas building distribution piping design
  10. Discuss UPC Code requirements related to:
    1. Drain, waste, and vent systems
    2. Cross-connection control

3. Water heaters
  4. ADA requirements for fixture installation
2. System sizing and calculations
  1. Properly design and size waste/vent, water, and gas systems for typical residential or small commercial buildings
  2. Calculate fixture units for water and drainage systems
  3. Perform building water distribution pipe sizing
  4. Size sanitary drainage and vent piping systems
  5. Size natural gas piping systems
  6. Describe and draw a water sizing diagram
  7. Create storm drain system drawings
  8. Create interceptor design for commercial applications
3. Drafting tools and techniques
  1. Identify and demonstrate the use of typical drawing tools
  2. Identify and use common drafting tools
    1. Pencil and lead types
    2. Architect's scale
    3. 30/60 and 45-degree drawing triangles
  3. Comply with proper drafting protocols for lines and lettering
4. Reading and creating technical drawings
  1. Interpret various residential building plans
  2. Identify the importance of location when creating a three-view drawing
  3. Demonstrate the correct method for arranging plan and elevation views
  4. Identify and describe various plumbing symbols
  5. Describe graphic symbols for pipe fittings and valves
  6. Interpret technical drawings for proper installation of piping systems
  7. Describe riser diagrams and their uses
5. Isometric and shop drawings
  1. Introduction to isometric drawings
  2. Rules for creating isometric drawings
  3. Create isometric drawings of waste, water, and gas systems
  4. Produce working isometric drawings for residential or small commercial applications
  5. Describe the purpose and features of shop drawings
  6. Describe the creation and detailing of shop drawings
6. Architectural specifications
  1. Describe building plans and specifications
  2. Interpret architectural and building specifications
7. ADA compliance
  1. Interpret ADA requirements related to plumbing fixture installation
  2. Create an ADA-compliant drawing for a water closet installation

### Lab Content

Students will work individually and/or in groups on the design and drawing of a residential/commercial plumbing system.

### Special Facilities and/or Equipment

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

### Methods of Evaluation

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

Results of written exercises and final examination  
Satisfactory completion of hands-on projects  
Maintenance of a student's workbook with questions drawn from text

### Methods of Instruction

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

Lecture  
Drawing/hands-on assignments  
Group discussions  
Demonstrations

### Representative Text(s)

Author(s)	Title	Publication Date
International Pipe Trades Joint Training Committee, Inc.	Drawing Interpretation and Plan Reading	2015
International Association of Plumbing and Mechanical Officials	Uniform Plumbing Code	2022

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

Although one of these textbooks is older than 5 years, it conforms to national training standards and is considered a seminal work in the discipline. We will adopt the next edition, as it is published.

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

1. Blueprints: reading and interpretation assignments
2. Manufacturers' catalogs and websites: research and reference reading
3. Handouts given in the laboratory: practical application exercises and written work
4. Create isometric drawings

### Authorized Discipline(s):

Plumbing

**Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

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

\*0952.30 - Plumbing, Pipefitting, and Steamfitting

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

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

June 2025: Our program incorporates principles of equity by ensuring all apprentices have equal access to training, support, and opportunities for success. We provide a structured learning environment that respects and accommodates diverse backgrounds, learning styles, and experiences. We actively recruit and support individuals from underrepresented groups in the trades, fostering an inclusive culture through mentorship, workplace readiness programs, and hands-on training. Fairness is emphasized in all evaluations and job placements, and we are committed to providing the resources each apprentice needs to succeed both in the classroom and on the job.

**Articulation Office Only**

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**Transferability**

None

**Division Dean Only**

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**Seat Count**

50

**Load**

.162

# **CWE F060A : OCCUPATIONAL WORK EXPERIENCE: APPRENTICE**

**Proposal Type**

Course Revision

**Effective Term**

Fall 2026

**Subject**

Cooperative Work Experience Education (CWE)

**Course Number**

F060A

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

10.5

**Course Title**

OCCUPATIONAL WORK EXPERIENCE: APPRENTICE

**Former ID**

**Cross Listed**

**Related Courses**

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

350 hours of paid employment.

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**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:**

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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 course offers work experience credit for apprentices and journeypersons in five-year apprenticeship programs to fulfill the 90-unit requirement for their associate degrees.

#### Attach evidence

#### Need/Justification

The CWE program promotes on-the-job learning experiences for an apprentice/student employed in a job-related vocational or occupational major. The program reinforces the apprentice/student to apply occupational knowledge and theory gained from building trade courses to the workplace.

#### Course Description

The CWE program promotes on-the-job learning experiences for an apprentice/student employed in a job-related vocational or occupational major. The program reinforces students to apply occupational knowledge and theory gained from building trade courses to the workplace. The work experience will build communication, problem-solving, interpersonal, and transferable skills, in addition to increasing the apprentice's/student's awareness of cultural, global, and generational diversity in the work environment. A proactive approach towards a student's/apprentice's career decision-making process will be implemented by the development of concrete and measurable learning objectives.

#### Course Prerequisites

Prerequisite: Must be enrolled in Building Trade Union Apprenticeship Program; 350 hours of paid employment per quarter is required.

## **Course Corequisites**

### **Course Advisories**

Advisory: Students may earn up to 21 units of work experience education per quarter.

### **Course Objectives**

The student will be able to:

1. Secure an in-depth knowledge of the building trades process by observing and working with journey person(s) at the worksite.
2. Develop, create and implement learning objective(s) that develop workplace readiness skills, building trade skills, and specifications.
3. Demonstrate job readiness and workplace behaviors skills, in addition to job search products such as resume and project portfolio.
4. Enhance and strengthen employee/supervisor/coworker communication and working relationship through on-going feedback loop and/or evaluation.
5. Demonstrate critical thinking skills in the workplace through conflict resolution, troubleshooting, and team building activities.
6. Implement the relationship between building trade classroom theory and practical application through concrete and measurable learning objectives.
7. Complete all required program paperwork, course assignments, and instructor meetings on a timely basis.
8. Demonstrate safety procedures and practices.

### **Course Content**

1. Apprentice/student will learn and enhance technology skills that are pertinent to their building trade choice.
2. Apprentice/student will utilize problem solving skills at the workplace through development of verbal communication, listening skills, oral, process analysis, business writing skills, and job bidding process.

### **Lab Content**

Apprentice will be working at different worksite projects and have exposure to a variety of real life environments in which building techniques will be proven. Labs and related activities are designed to enhance apprentices'/students' understanding of workplace dynamics, development of workplace readiness, technology, and to think critically on real life construction projects and utilize equipment and tools particular to the trade.

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

Building Trade Union Apprenticeship site classrooms/labs. Equipment and tools will be provided by the Apprenticeship site.

## Methods of Evaluation

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

Performance rating from employer via Performance Agreement

Accuracy, timeliness of all assignments/deadlines

Time cards/Blue Book entries verifying employment hours

Trade evaluations conducted by Training Director

Overall job performance and adherence to building trade policies and procedures

## Methods of Instruction

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

Lecture

Discussion

Cooperative learning exercises

Field work

Oral presentations

Laboratory

Demonstration

## Other Materials

Materials to be determined by instructor.

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

1. Lab assignments
2. Peer and/or supervisor evaluations
3. Classroom reading and writing assignments

## Authorized Discipline(s):

Construction Technology

## Faculty Service Area (FSA Code)

INDUSTRIAL TECH

## Taxonomy of Program Code (TOP Code)

\*0952.00 - Construction Crafts Technology

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

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

April 2025: We incorporate principles of equity by ensuring all apprentices have equal access to training, support, and opportunities for success. Our program provides a structured learning environment that accommodates diverse backgrounds, learning styles, and

experiences. We actively recruit and support underrepresented groups in the trades, fostering an inclusive culture through mentorship, workplace readiness programs, and hands-on training. Additionally, we emphasize fairness in evaluations and job placements, ensuring that every apprentice has the resources needed to thrive in both classroom and on-the-job training.

#### Articulation Office Only

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##### **Transferability**

CSU

#### Division Dean Only

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##### **Seat Count**

999

##### **Load**

.000

# **CWE F065A : OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-SHEET METAL**

**Proposal Type**

Course Revision

**Effective Term**

Fall 2026

**Subject**

Cooperative Work Experience Education (CWE)

**Course Number**

F065A

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

10.5

**Course Title**

OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-SHEET METAL

**Former ID**

**Cross Listed**

**Related Courses**

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

350 hours of paid employment.

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**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:**

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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 course offers work experience credit for apprentices and journeypersons in five-year apprenticeship programs to fulfill the 90-unit requirement for their associate degrees.**

#### **Attach evidence**

##### **Need/Justification**

The program reinforces the apprentice/student to apply occupational knowledge and theory gained from Sheet Metal trade courses to the workplace. The CWE program promotes on-the-job learning experiences for an apprentice/student employed in a job-related vocational or occupational major.

##### **Course Description**

The CWE program promotes on-the-job learning experiences for an apprentice/student employed in a job-related vocational or occupational major. The program reinforces the apprentice/student to apply occupational knowledge and theory gained from Sheet Metal trade courses to the workplace. The work experience will build communication, problem-solving, interpersonal, and transferable skills, in addition to increasing the apprentice's/student's awareness of cultural, global, and generational diversity in the work environment. A proactive approach towards a student's/apprentice's career decision-making process will be implemented by the development of concrete and measurable learning objectives.

**Course Prerequisites**

Prerequisite: Student must be working in a trade-related job and be attending a Building Trade Apprenticeship Program; 350 hours of paid employment per quarter is required.

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

Advisory: Students may earn up to 21 units of work experience education per quarter.

**Course Objectives**

The student will be able to:

1. Secure an in-depth knowledge of the Sheet Metal trade process by observing and working with journeyperson(s) at the worksite.
2. Develop, create, and implement learning objective(s) that develop workplace readiness skills, Sheet Metal trade skills, and specifications.
3. Demonstrate job readiness and workplace behaviors skills, in addition to job search products such as resume and project portfolio.
4. Enhance and strengthen employee/supervisor/coworker communication and working relationship through on-going feedback loop and/or evaluation.
5. Demonstrate critical thinking skills in the workplace through conflict resolution, troubleshooting, and team building activities.
6. Implement the relationship between Sheet Metal building trade classroom theory and practical application through concrete and measurable learning objectives.
7. Complete all required program paperwork, course assignments, and instructor meetings on a timely basis.
8. Demonstrate safety procedures and practices.

**Course Content**

1. Apprentice/student will learn and enhance technology skills that are pertinent to their Sheet Metal trade choice.
2. Apprentice/student will utilize problem solving skills at the workplace through development of verbal communication, listening skills, oral, process analysis, business writing skills, and job bidding process.

**Lab Content**

Labs and related activities are designed to enhance apprentices'/students' understanding of workplace dynamics, development of workplace readiness, technology, and to think critically on real life building trade projects and utilize equipment and tools particular to the trade.

**Special Facilities and/or Equipment**

Trade Union Apprenticeship site classrooms and labs will provide tools and equipment needed, specific to the trade, and laptops for any distance learning needs.

## Methods of Evaluation

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

Performance rating from employer via Performance Agreement

Accuracy, timeliness of all assignments deadlines

Time cards/Blue Book entries verifying employment hours

Trade evaluations conducted by Training Director

Overall job performance and adherence to building trade policies and procedures

## Methods of Instruction

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

Lecture

Discussion

Cooperative learning exercises

Oral presentations

Laboratory

Demonstration

## Other Materials

Materials to be determined by instructor.

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

1. Lab assignments
2. Peer and/or supervisor evaluations
3. Classroom reading and writing assignments

## Authorized Discipline(s):

Sheet Metal

## Faculty Service Area (FSA Code)

INDUSTRIAL TECH

## Taxonomy of Program Code (TOP Code)

\*0952.00 - Construction Crafts Technology

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

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

June 2025: This course incorporates the principles of equity by ensuring all apprentices have equal access to training, support, and opportunities to succeed.

Articulation Office Only

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**Transferability**

CSU

Division Dean Only

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**Seat Count**

999

**Load**

.000

# **CWE F065B : OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-SOUND & COMMUNICATIONS**

**Proposal Type**

Course Revision

**Effective Term**

Fall 2026

**Subject**

Cooperative Work Experience Education (CWE)

**Course Number**

F065B

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

10.5

**Course Title**

OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-SOUND & COMMUNICATIONS

**Former ID**

**Cross Listed**

**Related Courses**

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

350 hours of paid employment.

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**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:

Workforce/CTE

#### Criteria B. Need

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

#### Evidence

This course offers work experience credit for apprentices and journeypersons in five-year apprenticeship programs to fulfill the 90-unit requirement for their associate degrees.

#### Attach evidence

#### Need/Justification

The CWE program reinforces the apprentice/student to apply occupational knowledge and theory gained from Sound and Communications trade courses to the workplace.

#### Course Description

The CWE program promotes on-the-job learning experiences for an apprentice/student employed in a job-related vocational or occupational major. The program reinforces the apprentice/student to apply occupational knowledge and theory gained from Sound and Communications trade courses to the workplace. The work experience will build communication, problem-solving, interpersonal, and transferable skills, in addition to increasing the apprentice's/student's awareness of cultural, global, and generational diversity in the work environment. A proactive approach towards a student's/apprentice's career decision-making process will be implemented by the development of concrete and measurable learning objectives.

#### Course Prerequisites

Prerequisite: Student must be working in a trade-related job and be attending a Building Trade Apprenticeship Program; 350 hours of paid employment per quarter is required.

#### Course Corequisites

### **Course Advisories**

Advisory: Students may earn up to 21 units of work experience education per quarter.

### **Course Objectives**

The student will be able to:

1. Secure an in-depth knowledge of the Sound and Communications trade process by observing and working with journey person(s) at the worksite.
2. Develop, create, and implement learning objective(s) that develop workplace readiness skills, Sound and Communications trade skills, and specifications.
3. Demonstrate job readiness and workplace behaviors skills, in addition to job search products such as resume and project portfolio.
4. Enhance and strengthen employee/supervisor/coworker communication and working relationship through on-going feedback loop and/or evaluation.
5. Demonstrate critical thinking skills in the workplace through conflict resolution, troubleshooting, and team building activities.
6. Implement the relationship between Sound and Communications trade classroom theory and practical application through concrete and measurable learning objectives.
7. Complete all required program paperwork, course assignments, and instructor meetings on a timely basis.
8. Demonstrate safety procedures and practices.

### **Course Content**

1. Apprentice/student will learn and enhance technology skills that are pertinent to their Sound and Communications trade choice.
2. Apprentice/student will utilize problem solving skills at the workplace through development of verbal communication, listening skills, oral, process analysis, business writing skills, and job bidding process.

### **Lab Content**

Labs and related activities are designed to enhance apprentices'/students' understanding of workplace dynamics, development of workplace readiness, technology, and to think critically on real life building trades projects and utilize equipment and tools particular to the trade.

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

Trade Union Apprenticeship site classrooms and labs will provide tools and equipment needed, specific to the trade, and laptops for any distance learning needs.

### **Methods of Evaluation**

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

Performance rating from employer via Performance Agreement  
Accuracy, timeliness of all assignments deadlines

Time cards/Blue Book entries verifying employment hours  
Trade evaluations conducted by Training Director  
Overall job performance and adherence to building trade policies and procedures

### **Methods of Instruction**

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

Lecture  
Discussion  
Cooperative learning exercises  
Oral presentations  
Laboratory  
Demonstration

### **Other Materials**

Materials to be determined by instructor.

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

1. Lab assignments
2. Peer and/or supervisor evaluations
3. Classroom reading and writing assignments

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

Telecommunication Technology

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

INDUSTRIAL TECH

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

\*0952.00 - Construction Crafts Technology

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

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

June 2025: This course incorporates the principles of equity by ensuring all apprentices have equal access to training, support, and opportunities to succeed.

### **Articulation Office Only**

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### **Transferability**

CSU

Division Dean Only

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**Seat Count**

999

**Load**

.000

# **CWE F065C : OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-PLUMBING**

**Proposal Type**

Course Revision

**Effective Term**

Fall 2026

**Subject**

Cooperative Work Experience Education (CWE)

**Course Number**

F065C

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

10.5

**Course Title**

OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-PLUMBING

**Former ID**

**Cross Listed**

**Related Courses**

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

350 hours of paid employment.

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**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:**

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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 course offers work experience credit for apprentices and journeypersons in five-year apprenticeship programs to fulfill the 90-unit requirement for their associate degrees.**

#### **Attach evidence**

#### **Need/Justification**

The CWE program promotes on-the-job learning experiences for an apprentice/student employed in a job-related vocational or occupational major. The program reinforces the apprentice/student to apply occupational knowledge and theory gained from Plumbing trade courses to the workplace.

#### **Course Description**

The CWE program promotes on-the-job learning experiences for an apprentice/student employed in a job-related vocational or occupational major. The program reinforces the apprentice/student to apply occupational knowledge and theory gained from Plumbing trade courses to the workplace. The work experience will build communication, problem-solving, interpersonal, and transferable skills, in addition to increasing the apprentice's/student's awareness of cultural, global, and generational diversity in the work environment. A proactive approach towards a student's/apprentice's career decision-making process will be implemented by the development of concrete and measurable learning objectives.

**Course Prerequisites**

Prerequisite: Student must be working in a trade-related job and be attending a Building Trade Apprenticeship Program; 350 hours of paid employment per quarter is required.

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

Advisory: Students may earn up to 21 units of work experience education per quarter.

**Course Objectives**

The student will be able to:

1. Secure an in-depth knowledge of the Plumbing trade process by observing and working with journeyperson(s) at the worksite.
2. Develop, create and implement learning objective(s) that develop workplace readiness skills, Plumbing trade skills, and specifications.
3. Demonstrate job readiness and workplace behaviors skills, in addition to job search products such as resume and project portfolio.
4. Enhance and strengthen employee/supervisor/coworker communication and working relationship through on-going feedback loop and/or evaluation.
5. Demonstrate critical thinking skills in the workplace through conflict resolution, troubleshooting, and team building activities.
6. Implement the relationship between Plumbing building trade classroom theory and practical application through concrete and measurable learning objectives.
7. Complete all required program paperwork, course assignments, and instructor meetings on a timely basis.
8. Demonstrate safety procedures and practices.

**Course Content**

1. Apprentice/student will learn and enhance technology skills that are pertinent to their Plumbing trade choice.
2. Apprentice/student will utilize problem solving skills at the workplace through development of verbal communication, listening skills, oral, process analysis, business writing skills, and job bidding process.

**Lab Content**

Labs and related activities are designed to enhance apprentices'/students' understanding of workplace dynamics, development of workplace readiness, technology, and to think critically on real life building trades projects and utilize equipment and tools particular to the trade.

**Special Facilities and/or Equipment**

Trade Union Apprenticeship site classrooms and labs will provide tools and equipment needed, specific to the trade, and laptops for any distance learning needs.

## Methods of Evaluation

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

Performance rating from employer via Performance Agreement  
Accuracy, timeliness of all assignments deadlines  
Time cards/Blue Book entries verifying employment hours  
Trade evaluations conducted by Training Director  
Overall job performance and adherence to building trade policies

## Methods of Instruction

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

Lecture  
Discussion  
Cooperative learning exercises  
Oral presentations  
Laboratory

## Other Materials

Materials to be determined by instructor.

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

1. Lab assignments
2. Peer and/or supervisor evaluations
3. Classroom reading and writing assignments

## Authorized Discipline(s):

Plumbing

## Faculty Service Area (FSA Code)

INDUSTRIAL TECH

## Taxonomy of Program Code (TOP Code)

\*0952.00 - Construction Crafts Technology

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

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

April 2025: We incorporate principles of equity by ensuring all apprentices have equal access to training, support, and opportunities for success. Our program provides a structured learning environment that accommodates diverse backgrounds, learning styles, and experiences. We actively recruit and support underrepresented groups in the trades, fostering an inclusive culture through mentorship, workplace readiness programs, and

hands-on training. Additionally, we emphasize fairness in evaluations and job placements, ensuring that every apprentice has the resources needed to thrive in both classroom and on-the-job training.

#### Articulation Office Only

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##### **Transferability**

CSU

#### Division Dean Only

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##### **Seat Count**

999

##### **Load**

.000

# **CWE F065D : OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-ELECTRICAL**

**Proposal Type**

Course Revision

**Effective Term**

Fall 2026

**Subject**

Cooperative Work Experience Education (CWE)

**Course Number**

F065D

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

10.5

**Course Title**

OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-ELECTRICAL

**Former ID**

**Cross Listed**

**Related Courses**

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

350 hours of paid employment.

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**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:**

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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 course offers work experience credit for apprentices and journeypersons in five-year apprenticeship programs to fulfill the 90-unit requirement for their associate degrees.

#### Attach evidence

#### Need/Justification

The CWE program promotes on-the-job learning experiences for an apprentice/student employed in a job-related vocational or occupational major. The program reinforces the apprentice/student to apply occupational knowledge and theory gained from Electrical trade courses to the workplace.

#### Course Description

The CWE program promotes on-the-job learning experiences for an apprentice/student employed in a job-related vocational or occupational major. The program reinforces the apprentice/student to apply occupational knowledge and theory gained from Electrical trade courses to the workplace. The work experience will build communication, problem-solving, interpersonal, and transferable skills, in addition to increasing the apprentice's/student's awareness of cultural, global, and generational diversity in the work environment. A proactive approach towards a student's/apprentice's career decision-making process will be implemented by the development of concrete and measurable learning objectives.

#### Course Prerequisites

Prerequisite: Student must be working in a trade-related job and be attending a Building Trade Apprenticeship Program; 350 hours of paid employment per quarter is required.

## **Course Corequisites**

### **Course Advisories**

Advisory: Students may earn up to 21 units of work experience education per quarter.

### **Course Objectives**

The student will be able to:

1. Secure an in-depth knowledge of the Electrical trade process by observing and working with journey person(s) at the worksite.
2. Develop, create and implement learning objective(s) that develop workplace readiness skills, Electrical trade skills, and specifications.
3. Demonstrate job readiness and workplace behaviors skills, in addition to job search products such as resume and project portfolio.
4. Enhance and strengthen employee/supervisor/coworker communication and working relationship through on-going feedback loop and/or evaluation.
5. Demonstrate critical thinking skills in the workplace through conflict resolution, troubleshooting, and team building activities.
6. Implement the relationship between Electrical building trade classroom theory and practical application through concrete and measurable learning objectives.
7. Complete all required program paperwork, course assignments, and instructor meetings on a timely basis.
8. Demonstrate safety procedures and practices.

### **Course Content**

1. Apprentice/student will learn and enhance technology skills that are pertinent to their Electrical trade choice.
2. Apprentice/student will utilize problem solving skills at the workplace through development of verbal communication, listening skills, oral, process analysis, business writing skills, and job bidding process.

### **Lab Content**

Labs and related activities are designed to enhance apprentices'/students' understanding of workplace dynamics, development of workplace readiness, technology, and to think critically on real life building trades projects and utilize equipment and tools particular to the trade.

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

Trade Union Apprenticeship site classrooms and labs will provide tools and equipment needed, specific to the trade, and laptops for any distance learning needs.

### **Methods of Evaluation**

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

Performance rating from employer via Performance Agreement

Accuracy, timeliness of all assignments deadlines

Time cards/Blue Book entries verifying employment hours  
Trade evaluations conducted by Training Director  
Overall job performance and adherence to building trade policies and procedures

### **Methods of Instruction**

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

Lecture  
Discussion  
Cooperative learning exercises  
Oral presentations  
Laboratory  
Demonstration

### **Other Materials**

Materials to be determined by instructor.

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

1. Lab assignments
2. Peer and/or supervisor evaluations
3. Classroom reading and writing assignments

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

Electricity

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

INDUSTRIAL TECH

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

\*0952.00 - Construction Crafts Technology

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

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

June 2025: This course incorporates the principles of equity by ensuring all apprentices have equal access to training, support, and opportunities to succeed.

### **Articulation Office Only**

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### **Transferability**

CSU

Division Dean Only

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**Seat Count**

999

**Load**

.000

# **JRYM F100. : BUILDING TRADES TEACHER DEVELOPMENT**

**Proposal Type**

Course Revision

**Effective Term**

Fall 2026

**Subject**

Journeypersons (JRYM)

**Course Number**

F100.

**Department**

Apprenticeship (A P)

**Division**

Apprenticeship (1ED)

**Units**

5

**Course Title**

BUILDING TRADES TEACHER DEVELOPMENT

**Former ID**

**Cross Listed**

**Related Courses**

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

No

**Total Lecture Hours per quarter**

60

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

120

**Special Hourly Notation**

**Total Contact Hours**

60

**Total Student Learning Hours**

180

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

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

No

**Grading**

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

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

**Please select**

**Permanent**

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

---

**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

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

#### Evidence

The seven building trades apprenticeship programs, which the Apprenticeship Curriculum Committee represents, requested a course for instructor training for their building trades instructors. This course will provide new instructors with opportunities to learn teaching strategies and support the growth of all instructors in their programs.

#### Attach evidence

##### Need/Justification

Students acquire the basic skills in order to teach apprenticeship courses in their respective trade. These skills will be applied and mastered through practice and delivery. This course meets Title 5, Section 53413 for minimum qualifications for teaching credit apprenticeship courses.

##### Course Description

Basic principles and techniques of how to become a teacher in the local labor union trade. Actively develop communication, leadership, and presentation skills. The community learning environment will foster individuals to work individually, in partners, and groups, to comprehensively design and facilitate lecture instruction. Instruction provided to create a course syllabus, lesson plan, evaluation tools, and integrate multi-mode learning methods. Develop and demonstrate public speaking skills in an individual and group environment.

##### Course Prerequisites

##### Course Corequisites

## **Course Advisories**

### **Course Objectives**

The student will be able to:

1. Define and facilitate the role of a trade's instructor.
2. Create a diverse learning community.
3. Design and facilitate lesson plans, learning objectives, and educational exercises.
4. Develop and demonstrate proficient presentation skills and communication skills.
5. Instruct and evaluate online class management exercises.
6. Assess and grow individual learning methods.

### **Course Content**

1. Define the role of a trades instructor
  1. Define learning objectives
  2. Create a classroom learning environment
  3. Design and facilitate lecture material, exercises, and evaluation methods
  4. Leading; communicating; encouragement and enthusiasm
  5. Motivate and challenge students learning styles
2. Create a diverse learning community
  1. Create partner and group exercises in which individuals work with a variety of other students in partner and group homework assignment
  2. Assess and understand diverse learning styles (auditory, visual, and kinesthetic)
  3. Group project exercise and presentation
3. Design and facilitate lesson plans, learning objectives, and educational exercises
  1. Lecture and review design methods through assessment exercises
  2. Develop and define learning outcomes for individuals
  3. Outline and create a syllabus in group presentation
4. Develop and demonstrate proficient presentation skills and communication skills
  1. Individual introduction presentation (1-3 minutes)
  2. Partner presentation exercise (3-5 minutes)
  3. Group presentation (30 minutes)
5. Instruct and evaluate online class management exercises
  1. Develop individual learning assessment exercises
  2. Develop partner learning assessment exercises
  3. Develop group learning assessment exercises
6. Assess and grow individual learning methods
  1. Communication assessment and identification methods
  2. Identification of values
  3. Understand and assess learning methods

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. Access to computers with internet access for online instruction
2. A/V equipment for presentation days
3. Video camera

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

In-class reviews and quizzes  
 Evaluation of class assignments  
 Self-evaluation  
 In-class discussion, participation, partner, and group activities  
 Group planning, participation, and presentation

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

Online learning and individual, partner, and group interactive learning assessment exercises  
 In-class discussion, participation, evolving learning community  
 Multiple in-class presentations, such as individual introduction, partner introduction, how-to, and various topics  
 Group presentation of a selected topic of interest, including a course syllabus and lesson plan

**Representative Text(s)**

Author(s)	Title	Publication Date
Barbazette, Jean	Training Needs Assessment: Methods, Tools and Techniques	2006

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

This is the standard textbook used for this course. Although older than five years, it remains a seminal text in this area of study.

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

1. Prepare an introduction outline of yourself and present to the class.
2. Watch the online module "Creating a Community of Learners" and write about your personal experiences.
3. Attend a presentation by a speaker in the community and write a formative evaluation of their presentation.
4. Log into the LMS BlackBoard and submit your evaluations of your partner's presentation.

**Authorized Discipline(s):**

Sheet Metal or Plumbing or Electricity or Business Education

**Faculty Service Area (FSA Code)**

INDUSTRIAL TECH

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

\*0952.00 - Construction Crafts Technology

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

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

March 2025: Enhancing instruction for Journeyman classes in training programs.

**Articulation Office Only**

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**Transferability**

None

**Division Dean Only**

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**Seat Count**

45

**Load**

.090

# **R T F473. : ADVANCED CLINICAL EXPERIENCE: MAMMOGRAPHY NONCREDIT**

**Proposal Type**

New Course

**Effective Term**

Summer 2026

**Subject**

Radiologic Technology (R T)

**Course Number**

F473.

**Department**

Radiologic Technology (R T)

**Division**

Health Sciences and Horticulture (1BH)

**Units**

0

**Course Title**

ADVANCED CLINICAL EXPERIENCE: MAMMOGRAPHY NONCREDIT

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

R T F073. - ADVANCED CLINICAL EXPERIENCE: MAMMOGRAPHY

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

No

**Total Lecture Hours per quarter**

8

**Total Lab Hours per quarter**

160

**Total Out of Class Hours per quarter**

16

**Special Hourly Notation**

This is a 5 week course - 32 hours clinical laboratory per week, with 2 hours lecture per week for the first 4 weeks.

**Total Contact Hours**

168

**Total Student Learning Hours**

184

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

By repeating this course, students will gain knowledge of changes in mammography necessary for clinical practice related to equipment advances and procedural updates.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

Please select

Permanent

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

---

#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

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

#### Evidence

In California, a licensed Radiologic Technologists can only perform mammography after they have earned the California Mammography license unless they are in a recognized course. This course would allow clinical sites to cross-train their Radiologic Technologists before sitting for the California Mammography exam. This would allow more technologists to have increased support while they prepare for the state exam and increase the number of technologists who want to earn this additional certification. As of 2025, there is a national shortage of mammographers. The Radiologic Technology Program's Advisory Board is in full support of this course being offered.

#### Attach evidence

Title 17 section 30455-1.pdf

R T 473 - authorization for current students.pdf

#### Need/Justification

This course is an opportunity for licensed Radiologic Technology to gain focused clinical experience in mammography prior to sitting for the state Mammography Exam. This is the

only pathway to gain clinical experience prior as a licensed Radiologic Technologist prior to earning the California state mammography license.

### **Course Description**

Designed as a practicum in a radiographic mammography department. Practical experience is implemented to expose the student to the principles of mammography with emphasis on mastery of the knowledge, insight, and skills required to perform mammographic procedures.

### **Course Prerequisites**

Prerequisites: Current ARRT and CRT certification as a Radiologic Technologist or current student in the Foothill College Radiologic Technology program; R T 65 or equivalent.

### **Course Corequisites**

### **Course Advisories**

### **Course Objectives**

The student will be able to:

1. Discuss workflow and protocols within the mammography department.
2. Explain the role of the mammographer with regard to patient care and communication.
3. Apply principles and operate mammographic equipment with supervision.
4. Perform screening mammography exams on a diverse population of patients.
5. Assist in the performance of diagnostic and interventional mammographic procedures.
6. Perform required quality control tests per state and federal guidelines.
7. Identify anatomy as seen on mammographic images.
8. List diseases and conditions commonly seen on mammographic images.

### **Course Content**

1. Introduction to mammography
  1. Introduction to department workflow/protocols
  2. Introduction to hospital staff
2. Patient preparation/education
  1. Patient care and communication
  2. Solicit and record patient history
  3. Knowledge of ACR guidelines
3. Mammographic procedures
  1. Equipment selection
    1. 2-D
    2. Tomosynthesis
  2. Select exposure factors
  3. Specify projections as per departmental protocols

4. Evaluate images for diagnostic quality
4. Quality control
  1. Evaluation and recording of QC tests
  2. Participate in the performance of QC tests
5. Diagnostic/interventional procedures
  1. Needle localization/SAVI placement
  2. Breast MRI
  3. Breast ultrasound
  4. Stereotactic procedures
  5. Implant imaging
  6. Ductography
  7. New procedures
6. Radiographic critique
  1. Observe Radiologist interpretation of at least 10 examinations
  2. Evaluate image technique
  3. Evaluate breast structures and composition
  4. Identify pathology

### **Lab Content**

Radiologic Technology clinical practice:

1. Instrumentation and quality assurance
2. Anatomy and physiology
3. Pathology
4. Mammographic technique
5. Image evaluation
6. Positioning
7. Diagnostic/interventional procedures
8. Patient education and assessment in a clinical setting

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

1. Rotation to a clinical affiliate with mammographic equipment.
2. Computer with internet access and an email address.

### **Methods of Evaluation**

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

Clinical evaluation

Completion of competency checklist

### **Methods of Instruction**

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

Demonstration

Discussion

Clinical practice

### Representative Text(s)

Author(s)	Title	Publication Date
Pearl, Olive	Mammography & Breast Imaging Prep, 3rd ed.	2022
Pearl, Olive	LANGE Q&A: Mammography Examination, 5th ed.	2022

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

Reading assignments to prepare for the California State Mammography exam and/or the ARRT mammography exam.

### Authorized Discipline(s):

Radiological Technology

### Faculty Service Area (FSA Code)

HEALTH CARE SERVICES

### Taxonomy of Program Code (TOP Code)

\*1225.00 - Radiologic Technology

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

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

June 2025: This course's purpose is to provide opportunity for Radiologic Technologists to have hands on experience while preparing for the California Mammography Exam. Sitting for the exam with little to no experience 6 months to a year after graduation can be overwhelming. The Radiologic Health Branch stated at the April 2024 meeting that Radiologic Technologists without their state mammography license could obtain hands on experience prior to licensure in a recognized course. This course fulfills that need. As there is an enormous shortage in mammographers, this course provides a supportive pathway for licensed technologists through their place of employment. The role of mammographer serves an essential function of performing breast imaging on a diverse population. Though being female at birth is the number one risk factor for breast cancer, males can also develop breast tissue pathology. One in eight women will develop breast cancer in their lifetime. Developing essential clinical skills not only assists in the diagnosis of disease but developing patient care practices influence the chances for patients to continue seeking breast imaging.

### Articulation Office Only

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### Transferability

None

Division Dean Only

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**Seat Count**

6

**Load**

.200

[Home Table of Contents](#)

§ 30455.1. *Eligibility for and Issuance of a Mammographic Radiologic Technology Certificate.* 17 CA ADC § 30455.1

Barclays Official California Code of Regulations

Barclays California Code of Regulations  
 Title 17. Public Health  
 Division 1. State Department of Health Services (Refs & Annos)  
 Chapter 5. Sanitation (Environmental) (Refs & Annos)  
 Subchapter 4.5. Radiologic Technology  
 Group 4.5. Use of Mammography Equipment by Radiologic Technologists  
 Article 1. Mammographic Radiologic Technology Certificates

17 CCR § 30455.1

§ 30455.1. Eligibility for and Issuance of a Mammographic Radiologic Technology Certificate.

Currentness

(a) To be eligible for a mammographic radiologic technology certificate an applicant shall:

(1) Be a certified diagnostic radiologic technologist;

(2) Submit to the Department an acceptable application consisting of:

(A) The legal name, date of birth, social security number (SSN) or individual taxpayer identification number (ITIN) (pursuant to the authority found in sections 131050, 131051, 131200 and 114870 of the Health and Safety Code and as required by section 17520 of the Family Code, providing the SSN or ITIN is mandatory. The SSN or ITIN will be used for purposes of identification), mailing address, and telephone number of the applicant. The legal name shall be as shown on the government-issued identification document that will be used to verify the applicant's identity for taking any required examination;

(B) The certificate number indicated on the applicant's diagnostic radiologic technology certificate;

(C) The application fee specified in section 30408; and

(D) One of the following:

1. Documentation of having completed 40 hours of continuing education in mammography courses; or

2. Documentation of having passed the American Registry of Radiologic Technologists mammography certification examination; and

(3) Except for applicants meeting subsection (a)(2)(D)2, pass a Department examination in mammographic radiologic technology including radiation protection and mammography quality assurance.

(b) The Department may deny a mammographic radiologic technology certificate on the basis of any the reasons set forth in section 107070 of the Health and Safety Code which pertain to denial of certificates and permits, notwithstanding the fact that the individual has otherwise satisfied the requirements of this section.

**Credits**

NOTE: Authority cited: Sections 114870 and 131200, Health and Safety Code. Reference: Sections 106995, 107010, 114840, 114845, 114870, 131050, 131051 and 131052, Health and Safety Code.

HISTORY

1. New group 4.5, article 1, and section filed 11-1-93 as an emergency; operative 11-1-93 (Register 93, No. 45). A Certificate of Compliance must be transmitted to OAL by 3-1-94 or emergency language will be repealed by operation of law on the following day.

2. Certificate of Compliance as to 11-1-93 order transmitted to OAL 2-24-94; disapproved by OAL 4-7-94 (Register 94, No. 27).

3. New group 4.5, article 1 and section refiled with amendments 7-6-94 as an emergency; operative 7-6-94 (Register 94, No. 27). A Certificate of Compliance must be transmitted to OAL by 11-3-94 or emergency language will be repealed by operation of law on the following day.

4. Certificate of Compliance as to 7-6-94 order transmitted to OAL 6-30-94 and filed 7-20-94 (Register 94, No. 29).

5. Amendment of subsections (a)(1), (a)(2), (b) and (b)(2), repealer of subsection (b)(3) and amendment of subsection (c) and NOTE filed 7-26-96 as an emergency; operative 7-26-96 (Register 96, No. 30). A Certificate of Compliance must be transmitted to OAL by 11-25-96 or emergency language will be repealed by operation of law on the following day.

6. Editorial correction of subsection (b) (Register 96, No. 49).

7. Certificate of Compliance as to 7-26-96 order transmitted to OAL 11-1-96 and filed 12-2-96 (Register 96, No. 49).

8. Amendment of subsection (b) and repealer of subsection (c) filed 7-29-98; operative 8-28-98 (Register 98, No. 31).

9. Amendment of article and section headings, repealer and new section and amendment of NOTE filed 10-11-2013; operative 10-11-2013 pursuant to Government Code section 11343.4(b)(3) (Register 2013, No. 41).

10. Change without regulatory effect amending subsection (a)(2)(A) and amending NOTE filed 3-7-2019 pursuant to section 100, title 1, California Code of Regulations (Register 2019, No. 10).

This database is current through 2/21/25 Register 2025, No. 8.

Cal. Admin. Code tit. 17, § 30455.1, 17 CA ADC § 30455.1

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END OF DOCUMENT

Good morning, Rachelle,

Please see below the reasoning for authorization allowing students enrolled in an a CDPH-RHB approved RT school can perform mammograms under direct supervision.

Please keep in mind if the **student** (Undergraduate or Postgraduate) is actively enrolled and in good standing at a CDPH-RHB approved **RT** school they **can perform mammograms** on live patients under **direct** supervision of a qualified personnel (**RHM**) who has the appropriate Supervisor/Operator with a current CDPH-RHB issued Certification.

Furthermore, the student can ask for a letter from the facility that documents the twenty-five directly supervised mammograms that can be used for the proof of final initial qualification for the FDA-MQSA laws. These documented twenty-five exams also can be counted towards the total of one hundred exams needs to apply for their ARRT (M).

Remember the enrolled **student** in your Diagnostic Radiologic Technology Program has the authority to perform radiographs on **live** patients under direct supervision for their clinical competencies and under indirect supervision once competency has been

determined (Except when performing repeat X-ray Exams).

This is authorized through [CCR 17 30461\(b\)\(2\)\(B\)](#) and [CCR 17 30461 \(c\)\(2\)\(C\)](#) and [CCR 17 30461 \(d\)\(2\)\(C\)](#) and [CCR 17 30461 \(e\)\(2\)\(C\)](#).

Also, review the “Requirements for a Radiology Certificate” [CCR 17 30462](#) and “Requirements for Fluoroscopy Permits” [CCR 17 30463](#) and “Requirements for Radiography Permits” [CCR 17 30464](#) and “Requirements for Dermatology Permits” [CCR 17 30465](#).

\*Remember under [CCR 17 30400\(a\)\(2\)](#), which references [CCR 17 30412 \(a\)\(1\)](#) covers your CDPH-RHB approved school for “Diagnostic Radiologic Technology (RT)” and **Mammography training is covered under the this because there are no CDPH-RHB Regulations in place that would regulate a separate Mammography school.**

You can also call me to discuss this matter further or email me if you still need clarifications in this regard.

Sincerely,  
Bryan

Bryan Scott McGowan, BSRT (R) (T)  
Associate Certification Health Physicist  
Radiologic Health Branch - School Certification Unit  
California Department of Public Health  
Phone: (916) 558-5326 Fax: (916) 636-6368 Cell: (704)  
953-2756  
Email: [bryan.mcgowan@cdph.ca.gov](mailto:bryan.mcgowan@cdph.ca.gov)

# Program Change Request

## New Program Proposal

Date Submitted: 02/05/26 3:51 pm

Viewing: **Graphic and Interactive Design, Noncredit certificate**

Last edit: 02/10/26 3:07 pm

Changes proposed by: Jordan Fong (10380831)

### Basic Information

Faculty Author(s)	<table border="1"><thead><tr><th>Users</th></tr></thead><tbody><tr><td>Jordan Fong</td></tr></tbody></table>	Users	Jordan Fong
Users			
Jordan Fong			
Department	Graphics & Interactive Design		
Division	Fine Arts and Communication		
Title of Degree/ Certificate	Graphic and Interactive Design		
Type of Award	Noncredit certificate		
Workforce/CTE Program:	Yes		
Effective Catalog Edition:	2026-2027		

### In Workflow

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

### Approval Path

- 02/10/26 2:20 pm  
Cynthia Brannvall (brannvallcynthia):  
Approved for 1FA Curriculum Rep

### New Degree or Certificate Proposal

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

GID. No.

Does De Anza offer a similar degree or certificate?

N/A

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

The certificate will be a noncredit version of an existing credit certificate.

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

It supports our college's equity four areas of impact: 1) Access, Supports and Opportunities; 2) Organizational Policies and Practices; 3) Campus Climate; and, 4) Student Outcomes.

Comments and other relevant information for discussion:

Reviewer

Comments

# Program Change Request

## New Program Proposal

Date Submitted: 02/05/26 3:47 pm

Viewing: **Graphic Design, Noncredit certificate**

Last edit: 02/10/26 3:10 pm

Changes proposed by: Jordan Fong (10380831)

### Basic Information

Faculty Author(s)	<table border="1"><thead><tr><th>Users</th></tr></thead><tbody><tr><td>Jordan Fong</td></tr></tbody></table>	Users	Jordan Fong
Users			
Jordan Fong			
Department	Graphics & Interactive Design		
Division	Fine Arts and Communication		
Title of Degree/ Certificate	Graphic Design		
Type of Award	Noncredit certificate		
Workforce/CTE Program:	Yes		
Effective Catalog Edition:	2026-2027		

### In Workflow

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

### Approval Path

- 02/10/26 2:20 pm  
Cynthia Brannvall (brannvallcynthia):  
Approved for 1FA Curriculum Rep

### New Degree or Certificate Proposal

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

GID. No

Does De Anza offer a similar degree or certificate?

N/A

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

The certificate will be a noncredit version of an existing credit certificate.

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

It supports our college's equity four areas of impact: 1) Access, Supports and Opportunities; 2) Organizational Policies and Practices; 3) Campus Climate; and, 4) Student Outcomes.

Comments and other relevant information for discussion:

Reviewer  
Comments

# Program Change Request

## New Program Proposal

Date Submitted: 02/05/26 3:49 pm

Viewing: **Illustration, Noncredit certificate**

Last edit: 02/10/26 3:11 pm

Changes proposed by: Jordan Fong (10380831)

### Basic Information

Faculty Author(s)	<table border="1"><thead><tr><th>Users</th></tr></thead><tbody><tr><td>Jordan Fong</td></tr></tbody></table>	Users	Jordan Fong
Users			
Jordan Fong			
Department	Graphics & Interactive Design		
Division	Fine Arts and Communication		
Title of Degree/ Certificate	Illustration		
Type of Award	Noncredit certificate		
Workforce/CTE Program:	Yes		
Effective Catalog Edition:	2026-2027		

### In Workflow

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

### Approval Path

- 02/10/26 2:20 pm  
Cynthia Brannvall (brannvallcynthia):  
Approved for 1FA Curriculum Rep

### New Degree or Certificate Proposal

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

GID. No

Does De Anza offer a similar degree or certificate?

N/A

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

The certificate will be a noncredit version of an existing credit certificate.

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

It supports our college's equity four areas of impact: 1) Access, Supports and Opportunities; 2) Organizational Policies and Practices; 3) Campus Climate; and, 4) Student Outcomes.

Comments and other relevant information for discussion:

Reviewer  
Comments

# Program Change Request

## New Program Proposal

Date Submitted: 02/05/26 4:08 pm

Viewing: **Visual Storytelling and Comic Arts, Noncredit certificate**

Last edit: 02/10/26 3:12 pm

Changes proposed by: Jordan Fong (10380831)

### Basic Information

Faculty Author(s)	<table><thead><tr><th>Users</th></tr></thead><tbody><tr><td>Jordan Fong</td></tr></tbody></table>	Users	Jordan Fong
Users			
Jordan Fong			
Department	Graphics & Interactive Design		
Division	Fine Arts and Communication		
Title of Degree/ Certificate	Visual Storytelling and Comic Arts		
Type of Award	Noncredit certificate		
Workforce/CTE Program:	Yes		
Effective Catalog Edition:	2026-2027		

### In Workflow

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

### Approval Path

- 02/10/26 2:20 pm  
Cynthia Brannvall  
(brannvallcynthia):  
Approved for 1FA  
Curriculum Rep

### New Degree or Certificate Proposal

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

GID. No.

Does De Anza offer a similar degree or certificate?

N/A

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

The certificate will be a noncredit version of an existing credit certificate.

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

Supports our college's equity four areas of impact: 1) Access, Supports and Opportunities; 2) Organizational Policies and Practices; 3) Campus Climate; and, 4) Student Outcomes.

Comments and other relevant information for discussion:

Reviewer  
Comments

# Spanish for Health Care Workers, Certificate of Achievement

## Basic Information

### Faculty Author(s)

Julio Rivera-Montanez  
Patricia Crespo-Martin

### Department

Spanish

### Division

Language Arts

### Title of Degree/Certificate

Spanish for Health Care Workers

### Type of Award

Certificate of Achievement

### Workforce/CTE Program:

Yes

### Effective Catalog Edition:

2026-2027

## Certificate of Achievement Workforce Narrative

### Program Goals and Objectives

The objective of the Certificate of Achievement in Spanish for Health Care Workers is to equip students with a practical tool that will make them more attractive to prospective employers. Possession of this certificate may also guarantee employment advancement, salary increments, and more attractive job qualifications.

### Program Learning Outcomes

- Students will be able to express opinions, agree or disagree with a course of medical treatments, and give commands using the subjunctive tense.
- Students will be able to demonstrate a better understanding of cultural differences related to health in the Latino community.
- Students will be able to prescribe a course of treatment and provide instructions and directives relating to a number of medical conditions.

### **Catalog Description**

The Certificate of Achievement in Spanish for Health Care Workers is designed to open employment opportunities for local students because of the large number of Bay Area health care facilities in need of bilingual professionals. For students planning to continue their undergraduate or graduate studies in health care or allied fields, this certificate will complement their studies.

### **Program Requirements**

**Core Course Units: 12**

<b>Code</b>	<b>Title</b>	<b>Units</b>
<a href="#"><u>SPAN F051A</u></a>	SPANISH FOR HEALTH CARE WORKERS	3
<a href="#"><u>SPAN F051B</u></a>	SPANISH FOR HEALTH CARE WORKERS II	3
<a href="#"><u>SPAN F051C</u></a>	SPANISH FOR HEALTH CARE WORKERS III	3
<a href="#"><u>SPAN F110</u></a>	ELEMENTARY SPANISH CONVERSATION I	3

**Total Units: 12**

### **Proposed Sequence**

<b>Term</b>	<b>Units</b>
Year 1, Fall	3
Year 1, Winter	3
Year 1, Spring	3
Year 2, Fall	3

### **Master Planning**

This certificate enables students to achieve their career goals because Spanish, the most commonly spoken second language in California, provides them with a competitive advantage. Ultimately, students will gain cultural competence, which allows them to become better global citizens.

### **Enrollment and Completer Projections**

The first time we offered SPAN 51A, we had a successful enrollment rate, and we anticipate that enrollment will continue or remain stable as this course gains popularity.

### **Historical Enrollment Data**

<b>Course #</b>	<b>Course Title</b>	<b>Y1 - Annual Sections</b>	<b>Y1 - Annual Enrollment</b>	<b>Y2 - Annual Sections</b>	<b>Y2 - Annual Enrollment</b>
SPAN 51A	Spanish for Healthcare Workers	1	27	2	42
SPAN 51B	Spanish for Healthcare Workers II	N/A	N/A	N/A	N/A

Course #	Course Title	Y1 - Annual Sections	Y1 - Annual Enrollment	Y2 - Annual Sections	Y2 - Annual Enrollment
SPAN 51C	Spanish for Healthcare Workers III	N/A	N/A	N/A	N/A
SPAN 110	Elementary Spanish Conversation	N/A	N/A	N/A	N/A

**Place of Program in Curriculum/Similar Programs**

Foothill College already offers a Spanish AA degree and AA-T degree, as well as two Certificates of Achievement related to completion of elementary and intermediate Spanish. This new certificate is an independent certificate focusing on the workforce.

**Similar Programs at Other Colleges in Service Area**

This program is the first of its kind in Foothill's Spanish department, and no similar program is offered at De Anza College.

**Additional Information Required for State Submission**

**TOP Code:** \*1201.00 - Health Occupations, General

**CIP Code:** 51.0000 - Health Services/Allied Health/Health Sciences, General

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

**Gainful Employment:** Yes

**Distance Education:** 100%



# Labor Market Analysis for a Certificate Program Healthcare Occupations Silicon Valley Sub-Region

Prepared by the Bay Region Center of Excellence for Labor Market Research

August 2025

## Recommendation

Based on all available data, there appears to be an “undersupply” of Healthcare 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 41,700 students in the Bay Region and 9,983 students in the Silicon Valley Sub-Region.

## Introduction

This report provides student outcomes data on employment and earnings for TOP 1201.00 - Health Occupations, General 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 sub-region in the state and region.

This report includes middle-skill occupations that require a certificate, or an associate degree, or it may require a bachelor’s degree, but 33% or fewer of current workers in these roles hold one. This report profiles Healthcare Occupations in the 12 county Bay Region and in the Silicon Valley Sub-Region.

- **Community Health Workers (21-1094):** Promote health within a community by assisting individuals to adopt healthy behaviors. Serve as an advocate for the health needs of individuals by assisting community residents in effectively communicating with healthcare providers or social service agencies. Act as liaison or advocate and implement programs that promote, maintain, and improve individual and overall community health. May deliver health-related preventive services such as blood pressure, glaucoma, and hearing screenings. May collect data to help identify community health needs.
  - Typical Entry-Level Educational: High school diploma or equivalent
  - Skill Level: Middle-Skill
  - Work Experience Required: None
  - Percentage of individuals 25+ with an associate degree, certificate, or some postsecondary coursework as their highest level of education attainment: 25%
- **Health Technologists and Technicians, All Other (29-2099):** All health technologists and technicians not listed separately.
  - Typical Entry-Level Educational: Postsecondary nondegree award
  - Skill Level: Middle-Skill
  - Work Experience Required: None
  - Percentage of individuals 25+ with an associate degree, certificate, or some postsecondary coursework as their highest level of education attainment: 49%

- Healthcare Practitioners and Technical Workers, All Other (29-9099):** All healthcare practitioners and technical workers not listed separately.
  - Typical Entry-Level Educational: Postsecondary nondegree award
  - Skill Level: Middle-Skill
  - Work Experience Required: None
  - Percentage of individuals 25+ with an associate degree, certificate, or some postsecondary coursework as their highest level of education attainment: 22%
  
- Home Health and Personal Care Aides (31-1128):** Provide personalized assistance to individuals with disabilities or illness by monitoring their health status, addressing health-related needs (such as changing bandages, dressing wounds, or administering medication under the direction of licensed nursing staff), and supporting activities of daily living, including feeding, bathing, dressing, grooming, toileting, and ambulation. Depending on the individual's abilities, assistance may also include preparing meals, light housekeeping, and laundry. Care is delivered in a variety of settings, such as the individual's home, workplace, community locations, or daytime nonresidential facilities, based on the needs of the care recipient.
  - Typical Entry-Level Educational: High school diploma or equivalent
  - Skill Level: Middle-Skill
  - Work Experience Required: None
  - Percentage of individuals 25+ with an associate degree, certificate, or some postsecondary coursework as their highest level of education attainment: NA

## Occupational Demand

**Table 1. Employment Outlook for Healthcare Occupations in the Bay Region**

Occupation	2023 Jobs	2028 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Wage	Median Hourly Wage
Community Health Workers	2,587	2,897	310	12%	1,646	329	\$25	\$32
Health Technologists and Technicians, All Other	4,928	5,628	699	14%	2,431	486	\$26	\$32
Healthcare Practitioners and Technical Workers, All Other	977	1,071	94	10%	403	81	\$25	\$36
Home Health and Personal Care Aides	202,191	244,262	42,071	21%	204,778	40,956	\$16	\$17
<b>Total</b>	<b>210,683</b>	<b>253,858</b>	<b>43,175</b>	<b>20%</b>	<b>209,258</b>	<b>41,852</b>	<b>\$16</b>	<b>\$18</b>

Source: Lightcast 2025.1

The 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 Healthcare Occupations in the Silicon Valley Sub-Region**

Occupation	2023 Jobs	2028 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Wage	Median Hourly Wage
Community Health Workers	461	540	79	17%	324	65	\$27	\$34
Health Technologists and Technicians, All Other	1,197	1,346	149	12%	567	113	\$28	\$33

Occupation	2023 Jobs	2028 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Wage	Median Hourly Wage
Healthcare Practitioners and Technical Workers, All Other	206	239	33	16%	100	20	\$25	\$51
Home Health and Personal Care Aides	47,504	58,266	10,763	23%	49,207	9,841	\$17	\$17
<b>Total</b>	<b>49,368</b>	<b>60,391</b>	<b>11,023</b>	<b>22%</b>	<b>50,198</b>	<b>10,039</b>	<b>\$17</b>	<b>\$18</b>

Source: Lightcast 2025.1

Silicon Valley Sub-Region includes: Santa Clara County

### Job Postings in the Bay Region and Silicon Valley Sub-Region

**Table 3. Number of Job Postings by Occupation for the latest 12 months**

Occupation	Bay Region	Silicon Valley
Home Health and Personal Care Aides	13,759	2,320
Health Technologists and Technicians, All Other	4,618	907
Community Health Workers	409	77
Healthcare Practitioners and Technical Workers, All Other	22	3

Source: Lightcast 2025.3; "Job Posting Analytics." Aug. 2024 - Jul. 2025

**Table 4a. Top Job Titles in Job Postings for Healthcare Occupations in the Bay Region**

Title	Bay	Title	Bay
Caregivers	4,057	Direct Support Professionals/Caregivers	232
Home Health Aides	715	Certified Home Health Aides	211
In-Home Caregivers	690	Companion Caregivers	208
Direct Support Professionals	623	Emergency Medical Technicians	191
Caregivers/Home Care Aides	585	Patient Access Representatives	189
Patient Service Representatives	553	Caregivers/Home Health Aides	188
Home Care Aides	402	Community Health Workers	184
Patient Care Technicians	368	Home Providers	175
Personal Care Aides	244	Caregivers/Personal Care Assistants	152

Source: Lightcast 2025.3; "Job Posting Analytics." Aug. 2024 - Jul. 2025

**Table 4b. Top Job Titles in Job Posting for Healthcare Occupations in the Silicon Valley Sub-Region**

Title	Silicon Valley	Title	Silicon Valley
Caregivers	673	Emergency Medical Technicians	42
Patient Service Representatives	157	Memory Care Caregivers	41
In-Home Caregivers	133	Community Health Workers	40
Home Health Aides	108	Certified Home Health Aides	37
Direct Support Professionals	104	Elder Care Caregivers	37
Caregivers/Home Care Aides	75	Home Care Aides	35
Patient Care Technicians	68	Personal Care Aides	33
Companion Caregivers	67	Certified Clinical Hemodialysis Technicians	31
Caregivers/Personal Care Assistants	61	Caregiver Managers	27

Source: Lightcast 2025.3; "Job Posting Analytics." Aug. 2024 - Jul. 2025

## Industry Concentration

**Table 5. Industries Hiring for Healthcare Occupations in the Bay Region**

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2023)	Jobs in Industry (2028)	% Change (2023-28)	% Occupation Group in Industry (2023)
Services for the Elderly and Persons with Disabilities	131,987	165,572	25%	63%
Private Households	25,645	28,414	11%	12%
Home Health Care Services	16,823	20,323	21%	8%
Assisted Living Facilities for the Elderly	6,733	8,094	20%	3%
Residential Intellectual and Developmental Disability Facilities	4,104	4,366	6%	2%
Continuing Care Retirement Communities	3,914	4,130	6%	2%
HMO Medical Centers	2,606	3,054	17%	1%
Other Individual and Family Services	1,846	2,051	11%	1%
Nursing Care Facilities (Skilled Nursing Facilities)	1,406	1,509	7%	1%
Vocational Rehabilitation Services	1,408	1,301	-8%	1%

Source: Lightcast 2025.3

**Table 6. Top Employers Posting Healthcare Occupations in the Bay Region and the Silicon Valley Sub-Region**

Employer	Bay	Employer	Silicon Valley
Arcadia Home Care & Staffing	656	Honor	187
Honor	475	Right At Home	117
Sutter Health	425	Sutter Health	107
Right At Home	335	El Camino Health	59
Maxim Healthcare Services	270	Maxim Healthcare Services	59
AccentCare	256	Kaiser Permanente	55

Source: Lightcast 2025.3; "Job Posting Analytics." Aug. 2024 - Jul. 2025

## Educational Supply

There are thirteen community colleges in the Bay Region issuing 135 awards on average annually (last 3 years ending 2023-24) on TOP 1201.00 - Health Occupations, General. In the Silicon Valley Sub-Region, there are 4 community colleges that issued 56 awards on average annually (last 3 years) on this TOP code.

There are two other CTE educational institutions in the Bay Region issuing 17 awards on average annually (last 3 years ending 2022-23) on CIP 51.0001- Health and Wellness, General. There are no other CTE educational institutions in the Silicon Valley Sub-Region issuing awards on average annually (last 3 years) on this CIP code.

**Table 7a. Community College Awards on TOP 1201.00 - Health Occupations, General in the Bay Region**

College	Subregion	Associate Degree	Total
Chabot	East Bay	7	7
Contra Costa	East Bay	8	8
Diablo Valley	East Bay	20	20
Foothill	Silicon Valley	42	42
Gavilan	Silicon Valley	4	4
Hartnell	SC-Monterey	25	25
Las Positas	East Bay	8	8
Ohlone	East Bay	1	1
San Francisco	Mid-Peninsula	2	2
San Jose City	Silicon Valley	2	2
Santa Rosa	North Bay	1	1
Skyline	Mid-Peninsula	7	7
West Valley	Silicon Valley	8	8
<b>Total</b>	<b>-</b>	<b>135</b>	<b>135</b>

Source: Data Mart

Note: The annual average for awards is 2021-22 to 2023-24.

**Table 7b. Other CTE Institutions Awards on CIP 51.0001- Health and Wellness, General in the Bay Region**

College	Subregion	Associate degree	Bachelor's degree	Total
Notre Dame de Namur University	Mid-Peninsula	0	2	2
Pacific Union College	North Bay	15	0	15
<b>Total</b>	<b>-</b>	<b>15</b>	<b>2</b>	<b>17</b>

Source: Data Mart

College	Subregion	Associate degree	Bachelor's degree	Total
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Note: The annual average for awards is 2020-21 to 2022-23.

## Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay Region with 41,852 annual openings for the Healthcare occupational cluster and 152 annual (3-year average) awards for an annual undersupply of 41,700 students. In the Silicon Valley Sub-Region, there is also a gap with 10,039 annual openings and 56 annual (3-year average) awards for an annual undersupply of 9,983 students.

## Student Outcomes

**Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1201.00 - Health Occupations, General**

Metric Outcomes	Bay All CTE Program	State 1201.00	Bay 1201.00	Silicon Valley 1201.00
Students with a Job Closely Related to Their Field of Study	74%	76%	85%	90%
Median Annual Earnings for SWP Exiting Students	\$53,090	\$32,404	\$40,982	\$44,226
Median Change in Earnings for SWP Exiting Students	24%	24%	29%	31%
Exiting Students Who Attained the Living Wage	54%	45%	37%	34%

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

## Skills, Certifications and Education

**Table 9. Top Skills in Job Postings for Healthcare Occupations in the Bay Region**

Skill	Posting	Skill	Posting
Caregiving	9,691	Medical Terminology	1,266
Personal Care	5,464	Medication Administration	1,245
Home Health Care	5,299	Cooking	1,047
Housekeeping	4,684	Dementia Care	1,004
Meal Planning And Preparation	4,427	Social Work	992
Companionship	3,794	Electronic Medical Record	953
Activities Of Daily Living (ADLs)	3,147	Billing	950
Toileting	2,496	Vital Signs	942
Medical Records	1,407	Patient Assistance	895
Nursing	1,383	Hospice	865

Skill	Posting	Skill	Posting
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Source: Lightcast 2025.3; "Job Posting Analytics." Aug. 2024 - Jul. 2025

**Table 10. Certifications in Job Postings for Healthcare Occupations in the Bay Region**

Certification	Posting	Certification	Posting
Cardiopulmonary Resuscitation (CPR) Certification	2,084	Phlebotomy Certification	146
First Aid Certification	1,182	Community Health Worker Certification	98
Basic Life Support (BLS) Certification	1,174	Personal Care Assistant (PCA) Certification	87

Source: Lightcast 2025.3; "Job Posting Analytics." Aug. 2024 - Jul. 2025

**Table 11. Education Requirements for Healthcare Occupations in the Bay Region**

Education Level	Job Postings	% of Total
High school or GED	7,049	74%
Associate degree	1,260	13%
Bachelor's degree & higher	1,156	12%

Source: Lightcast 2025.3; "Job Posting Analytics." Aug. 2024 - Jul. 2025

Note: 55% of records have been excluded because they do not include a degree level. As a result, the chart above may not be representative of the full sample.

## Methodology

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

## Sources

O\*Net Online  
 Lightcast  
 CTE LaunchBoard [www.calpassplus.org](http://www.calpassplus.org)  
 Statewide CTE Outcomes Survey  
 Employment Development Department Unemployment Insurance Dataset  
 CCCC Data Mart

## Contacts

For more information, please contact:

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## **General Education Review Request Area 6 - Ethnic Studies**

**Course Number & Title or Degree Program Name:**

**Indicate if this is:**    a course, or    a degree program

### **Overview:**

Foothill College's General Education curriculum provides students with a well-rounded education, fostering critical thinking, communication, and interdisciplinary understanding. Faculty play a central role in ensuring GE courses align with these goals and prepare students for academic, professional, and civic success.

This form guides instructors in demonstrating how their course meets the learning outcomes for its designated GE area. Instructors should explain how their course develops analytical and communication skills, integrates diverse perspectives, and fosters interdisciplinary connections. Your contributions help maintain a rigorous and relevant GE curriculum that supports student achievement.

### **Breadth Criteria:**

Foothill College's General Education curriculum equips students with broad and deep knowledge, preparing them to be independent thinkers and engaged members of a diverse society. GE courses encourage intellectual curiosity, interdisciplinary exploration, and critical engagement with the world.

Students gain exposure to a range of disciplines, including the arts, humanities, natural sciences, social sciences, and mathematics. This breadth fosters connections across fields and deepens understanding of cultural, social, and physical environments.

All GE courses emphasize critical analysis and ethical reasoning, challenging students to evaluate complex issues, articulate perspectives, and engage thoughtfully with diverse viewpoints. The curriculum also promotes equity, inclusion, and global awareness, ensuring students are prepared to contribute meaningfully to an interconnected world.

A completed GE pattern enables students to acquire, apply, and demonstrate competence in essential academic and professional competencies.

### **Depth Criteria for Area 6 - Ethnic Studies:**

Ethnic Studies examines the histories, experiences, cultures, and contributions of racially and ethnically marginalized groups within the United States. These courses explore systems of power and privilege, resistance, and resilience, focusing on how race and ethnicity intersect with other aspects of identity such as gender, class, sexuality, and ability. Ethnic Studies emphasizes critical thinking, self-reflection, and civic engagement, equipping students to challenge systemic inequities and contribute to a more inclusive and equitable society.

Through the study of race and ethnicity, students develop a deeper understanding of the historical and contemporary struggles for social justice and equity, gaining tools to analyze, understand, and act on issues that shape diverse communities.

# General Education Review Request

## Area 6 - Ethnic Studies

### Instructions for Mapping Course Components to Criteria

Please follow the steps below to demonstrate how your course (or degree program) fulfills the Breadth and Depth criteria for General Education Area 6 - Ethnic Studies. Use specific components from the Course Outline of Record (COR), such as course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

If mapping a degree program, please indicate from which course in the sequence you are sourcing COR components.

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### Breadth Mapping

For each of the following competencies, indicate if and how your course or degree program meets the requirement and provide corresponding course component(s) from the COR.

1. **Communication**

Analytical reading, writing, speaking, and listening skills, including evaluation, synthesis, and research.

- Matching course component(s):

2. **Computation**

Application of mathematical concepts or principles of data collection and analysis to solve problems.

- Matching course component(s):

3. **Critical Expression**

Clearly and precisely express ideas in a logical and organized manner using discipline-appropriate language.

- Matching course component(s):

4. **Community and Global Awareness**

Consideration of one's role in society at local, national, and global levels in the context of cultural constructs and historical/contemporary issues.

- Matching course component(s):

## **General Education Review Request**

### **Area 6 - Ethnic Studies**

#### **5. Information and Digital Literacy**

The set of integrated abilities that includes: the reflective discovery of information, the understanding of how information is produced and valued, the use of information in creating new knowledge, the ethical participation in communities of learning, and the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.

- Matching course component(s):
- 

### **Depth Mapping**

#### **Mandatory Depth Outcomes**

Your course must address all the following outcomes. For each outcome, map the corresponding course component(s) from the COR.

#### **1. Historical and Cultural Contexts**

Analyze the histories and cultures of racially and ethnically marginalized groups in the United States, emphasizing their contributions and experiences.

- Matching course component(s):

#### **2. Systems of Power and Oppression**

Examine how systems of power, privilege, and oppression shape social structures and individual experiences.

- Matching course component(s):

#### **3. Intersectional Analysis**

Explore how race and ethnicity intersect with other aspects of identity, such as gender, class, sexuality, and ability, to shape lived experiences.

- Matching course component(s):

#### **4. Social Justice and Equity**

Identify and evaluate movements for social justice and equity, both historically and in contemporary contexts.

- Matching course component(s):

## **General Education Review Request Area 6 - Ethnic Studies**

### **5. Critical Thinking and Self-Reflection**

Develop critical thinking and self-reflective skills to analyze personal and societal biases and their impact on diverse communities.

- Matching course component(s):

### **Optional Depth Outcomes**

In addition to the mandatory outcomes, your course or sequence must address **at least two** of the following outcomes. For each selected outcome, map the corresponding course component(s).

#### **1. Community Engagement**

Participate in activities or discussions that connect classroom knowledge to real-world issues impacting diverse communities.

- Matching course component(s):

#### **2. Media and Representation**

Analyze the role of media and popular culture in shaping perceptions of race and ethnicity.

- Matching course component(s):

#### **3. Comparative Studies**

Compare the experiences of racially and ethnically marginalized groups within and across historical and geographic contexts.

- Matching course component(s):

#### **4. Cultural Expression**

Explore artistic, literary, and cultural expressions as forms of resistance and resilience among marginalized groups.

- Matching course component(s):

#### **5. Policy and Advocacy**

Examine the role of public policy in perpetuating or addressing racial and ethnic inequities, and propose strategies for advocacy and change.

**General Education Review Request  
Area 6 - Ethnic Studies**

- Matching course component(s):

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**Submit your completed form to your Division Curriculum Reps**

Requesting Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

Division Curriculum Rep: \_\_\_\_\_ Date: \_\_\_\_\_

**FOR USE BY CURRICULUM OFFICE:**

Approved: \_\_\_ Denied: \_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## General Education Review Request Area 6 - Ethnic Studies

### Degree Program Addendum

If you are submitting a complete degree program (sequence of courses) to fulfill the requirements for this General Education Area, please provide a justification for why a sequence is being proposed instead of a single course. This justification must clearly demonstrate how the sequence, taken as a whole, meets the **Breadth** and **Depth** criteria outlined for this area.

The justification should also touch on how the sequence of courses:

**Integrates learning outcomes** (The sequence is designed as a cohesive program where learning outcomes are distributed across courses to achieve the required breadth and depth.)

and provides

**Progressive development** (The sequence builds skills or knowledge progressively, with later courses dependent on foundational learning established in earlier ones.)

### Instructions for Mapping Degree Programs

1. Identify which courses in the sequence address specific **Mandatory Depth Outcomes** and **Optional Depth Outcomes**.
2. Provide a clear explanation of how each course contributes to fulfilling the **Breadth** criteria, noting any overlaps or unique contributions within the sequence.
3. Ensure the justification highlights the interdependence and integration of the courses within the sequence.

#### **Example:**

*Course A introduces foundational concepts in literature and philosophy, addressing Depth Outcomes 1 and 3. Course B expands on these foundations through artistic and historical analysis, addressing Depth Outcomes 2, 4, and 5. Together, the sequence fulfills all mandatory outcomes and optional outcomes 1 and 3.*

#### **Your Response:**

## **Draft A (Single narrative format, clarified + ILO checkbox added)**

### **Foothill GE Breadth Criteria and Breadth Mapping (Draft - updated per CCC feedback, 2/3/26 Item 20)**

#### **Breadth Criteria (aligned with Foothill's 2025 Institutional Learning Outcomes)**

Foothill College's General Education curriculum supports students in developing the habits of mind, transferable skills, and broad capacities reflected in the college's Institutional Learning Outcomes (ILOs). GE courses help students become analytical thinkers, effective communicators, responsible community members, and adaptable learners prepared for a diverse and evolving world. They encourage students to explore across disciplines, engage with complex issues, and recognize their role within broader social, cultural, and global contexts.

Through sustained engagement with GE coursework, students develop the ability to think critically, collaborate and lead in professional and intercultural settings, pursue lifelong inquiry, and act with integrity. Courses across the GE pattern empower students to draw meaningful connections among ideas, apply knowledge in new contexts, and cultivate the self-awareness, digital fluency, and ethical reasoning needed for academic, civic, and professional success.

A completed GE pattern helps ensure that students demonstrate competence in the core skills and attributes embodied in Foothill's Institutional Learning Outcomes. Individual GE courses are not expected to meaningfully address every ILO.

#### **Breadth Mapping (Narrative Response)**

##### **Purpose**

Breadth Mapping is intended to support the college's ability to demonstrate that the GE pattern, as a whole, contributes meaningfully to student achievement of Foothill's Institutional Learning Outcomes. This section is not intended to function as a second SLO mapping process or to impose additional required learning outcomes beyond those already established in the COR. The goal is to provide enough specific, course-grounded detail that CCC can review the GE application without follow-up questions.

##### **Instruction**

Select the Institutional Learning Outcomes (ILOs) your course or degree program meaningfully supports, and respond to the narrative prompt. Your response should address all of the ILOs you selected, making clear which ILO-related competencies are meaningfully addressed in the course or degree program. You are not required to align with every ILO. Focus on the ones your course or degree program meaningfully supports.

**ILO Alignment (select all that apply):**

- Think Critically
- Thrive in the Global Workforce
- Engage in a Life of Inquiry
- Act with Integrity
- Information and/or Digital Tools (as applicable)

**Narrative Prompt (250 words max):**

How does your course (or degree program) contribute to students' progress toward Foothill's Institutional Learning Outcomes (ILOs) through General Education? In your response, address how students engage with the ILOs you selected, above, and reference course content, assignments, student activities, or recurring practices where applicable.

**Matching course component(s):**

Briefly identify key course components that support the above (e.g., major assignments, recurring activities, core units/modules, projects, labs, presentations, discussions, readings, etc.) AND identify where components appear in the COR when possible (e.g., Course Objectives, Course Content, Methods of Evaluation, Assignments).

Optional: paste 1-3 short excerpts from the COR that best support your narrative (rather than pasting large sections).

**Note for faculty completing GE applications**

Because Foothill's new ILO framework integrates information and digital literacy into multiple ILO categories (rather than positioning it as a standalone outcome), applicants may address information/digital literacy explicitly when applicable or treat it as integrated into the overall narrative. If you selected "Information and/or Digital Tools," briefly describe how students use information sources and/or digital tools in ways that matter for the course or degree program (not just "Canvas exists").

**Draft B** (Multiple prompts format, while still avoiding “answer everything” confusion)

**Foothill GE Breadth Criteria and Breadth Mapping (Draft - updated per CCC feedback, 2/3/26 Item 20)**

### **Breadth Criteria (aligned with Foothill’s 2025 Institutional Learning Outcomes)**

Foothill College’s General Education curriculum supports students in developing the habits of mind, transferable skills, and broad capacities reflected in the college’s Institutional Learning Outcomes (ILOs). GE courses help students become analytical thinkers, effective communicators, responsible community members, and adaptable learners prepared for a diverse and evolving world. They encourage students to explore across disciplines, engage with complex issues, and recognize their role within broader social, cultural, and global contexts.

Through sustained engagement with GE coursework, students develop the ability to think critically, collaborate and lead in professional and intercultural settings, pursue lifelong inquiry, and act with integrity. Courses across the GE pattern empower students to draw meaningful connections among ideas, apply knowledge in new contexts, and cultivate the self-awareness, digital fluency, and ethical reasoning needed for academic, civic, and professional success.

A completed GE pattern helps ensure that students demonstrate competence in the core skills and attributes embodied in Foothill’s Institutional Learning Outcomes. Individual GE courses are not expected to meaningfully address every ILO.

### **Breadth Mapping (Structured Response)**

#### **Purpose**

Breadth Mapping is intended to support the college’s ability to demonstrate that the GE pattern, as a whole, contributes meaningfully to student achievement of Foothill’s Institutional Learning Outcomes. This section is not intended to function as a second SLO mapping process or to impose additional required learning outcomes beyond those already established in the COR. The goal is to provide enough specific, course-grounded detail that CCC can review the GE application without follow-up questions.

#### **Instruction**

**Step 1: Select the ILO areas your course or degree program meaningfully supports (you are not expected to select all).**

- Think Critically

- Thrive in the Global Workforce
- Engage in a Life of Inquiry
- Act with Integrity
- Information and/or Digital Tools (as applicable)

**Step 2: For each ILO you selected, respond using the prompts below. Keep your total response to ~250 words. (Short and specific rather than long and vague.)**

For each selected ILO area, briefly provide:

1. What students do (1-2 sentences):  
Describe the student task(s) that build this competency (e.g., analyze X, present Y, collaborate on Z, evaluate sources, reflect on decisions).
2. How it shows up in the course or degree program (bullets are fine):  
List the key assignment(s)/activities (2-4 max) that support this ILO area.
3. Where this lives in the COR (as applicable):  
Point to the most relevant COR section(s): Course Objectives, Course Content, Methods of Evaluation, Assignments, etc.  
Optional: paste 1-3 short COR excerpts that best support your response (avoid pasting large blocks).

**Note for faculty completing GE applications**

Because Foothill's new ILO framework integrates information and digital literacy into multiple ILO categories (rather than positioning it as a standalone outcome), applicants may address information/digital literacy explicitly when applicable or treat it as integrated into the overall narrative. If you selected "Information and/or Digital Tools," briefly describe what students do with information sources and/or digital tools in ways that matter for learning in the course or degree program.

## Institutional Learning Outcomes

The Foothill College ILO Workgroup undertook extensive campus-wide conversations between 2022 and 2024 with a diverse group of stakeholders from our community. Through these conversations they determined that Foothill College ILOs are not just about learning content but about developing skills and attributes. ILOs encompass an approach toward interacting with the world beyond our campus and are interdisciplinary. In addition, our ILOs should reflect student’s lived experiences and address the whole person.

The workgroup assembled a list that reflect the skills and attributes that our campus community would like for a Foothill graduate to embody and [reported out at the March 4, 2024 Academic Senate meeting](#).

The following ILOs reflect these skills and attributes in a variety of ways and provide measurable outcomes that the college can apply to gather data to reflect on. Each of these ILOs will be achieved by the student after a sustained engagement with Foothill College. The ILOs will be developed throughout the student’s course of study through their persistent engagement across the college.

A student will be able to:



## 1. Think Critically

**Students demonstrate the ability to think critically across disciplines and address complex societal issues using logical reasoning**

The student will be adept at applying quantitative, logical, and social reasoning, and cultivating information and scientific literacy. A student will be able to demonstrate the ability to question and practice self-evaluation and reflection. A student will use reflective and innovative thinking to make informed decisions, solve problems, and communicate effectively.

### Measurable Outcomes

- Identify credible sources and distinguish between evidence-based information and misinformation.
- Analyze multiple perspectives on a contemporary issue using logical and social reasoning.
- Evaluate arguments for validity, bias, and relevance using discipline-specific frameworks.
- Apply scientific, quantitative, and/or informational literacy skills to solve a real-world problem.

## 2. Thrive in the Global Workforce

**Students develop the skills to adapt, collaborate, and lead in a diverse and evolving global workforce.**

The student will have a skill set that incorporates leadership, agency, and the ability to successfully collaborate with a diverse group, supported by digital, quantitative, and communication literacy. This skill set includes building confidence, emotional intelligence, empathy, cultural and emotional agility, and a sense of global responsibility—all of which are essential for success in professional and intercultural contexts.

### Measurable Outcomes

- Demonstrate effective communication in diverse professional or intercultural settings.
- Collaborate on team-based projects by practicing negotiation, leadership, empathy, and shared responsibility.
- Apply quantitative reasoning, digital tools and information literacy to complete a professional task or solve a workforce-related problem.

## 3. Engage in a Life of Inquiry

**Students cultivate a lifelong commitment to learning, civic engagement, and participation in diverse communities.**

The student develops a strong sense of place in community, embracing authenticity and vulnerability and advocating for equity through creative, curious, and aware engagement with the world around them. After completing their education at Foothill, students will continue to engage with the evolving professional, cultural, and political landscape by seeking out formal and informal opportunities for growth.

## Measurable Outcomes

- Examine how cultural, social, or systemic factors and personal values, experiences and biases influence community issues and civic participation.
- Discuss community dilemmas with evidence-based reasoning and authentic communication.
- Seek out formal and informal opportunities that support ongoing learning surrounding evolving professional, cultural, and political environments.

## 4. Act with Integrity

**Students cultivate strategies for engaging with complexity, feedback, and challenges in ways that center ethical decision-making, and the ability to act with integrity and empathy in diverse contexts and communities.**

Students will deepen their understanding of themselves and how they interact with others, building confidence, resilience, and a sense of purpose. They will learn to navigate challenges in ways that honor differing identities and values in their community. They will build strategies for engaging with complexity, feedback, and difficulty that align with their own needs and capacities while recognizing how their actions affect their community. This growth fosters greater self-reliance, agency, and the courage to engage authentically and responsibly in a complex and evolving world.

## Measurable Outcomes

- Demonstrate the ability to reflect on and apply personal strategies for engaging with feedback or navigating challenges.
- Articulate ethical principles and personal values that guide decision-making in a variety of settings.
- Reflect on personal resilience, self-reliance, and ongoing personal development in relation to career and personal decisions.

## Reference

### College Mission Statement

Embracing inclusivity and building strong communities, Foothill College serves diverse learners and equips its students with critical thinking skills to address complex societal challenges, to thrive in the global workforce, and to engage in a life of inquiry.