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

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: April 15, 2025	2:00	Action	#4/29/25-1	Kaupp
2. Report Out from CCC Members	2:02	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:12	Information		
4. Announcements a. Curriculum Institute Conference (July 10-12 in Ontario—more info here) b. SLO Coordinator Role	2:17	Information		CCC Team
5. Consent Calendar a. Division Curriculum Committees	2:22	Action	#4/29/25-2	Kaupp
6. New Certificate Application: Artificial Intelligence Empowered Instruction	2:27	2nd Read/ Action	#4/29/25-3	Kaupp
7. New Certificate Application: Transfer Studies: Cal-GETC	2:32	1st Read	#4/29/25-4	Kaupp
8. Certificate Deactivation: Geriatric Home Aide (noncredit)	2:37	1st Read	#4/29/25-5	Kaupp
9. Certificate Deactivation: Landscape Technician	2:42	1st Read	#4/29/25-6	Kaupp
10. SLO Framework & Assessment Process	2:47	Discussion	#4/29/25-7–8	Kaupp
11. Minimum Grade Requirement for Foothill GE Courses	3:07	Discussion		Gilstrap
12. Foothill GE & Institutional Learning Outcomes (ILOs)	3:17	Discussion	#4/29/25-9	Kaupp
13. Good of the Order	3:27			Kaupp
14. Adjournment	3:30			Kaupp

**Times listed are approximate*

Consent Calendar:

#4/29/25-2 Division Curriculum Committees 4.29.25

Attachments:

#4/29/25-1 Draft Minutes: April 15, 2025
#4/29/25-3 New Certificate Application: Artificial Intelligence Empowered Instruction
#4/29/25-4 New Certificate Application: Transfer Studies: Cal-GETC
#4/29/25-5 Certificate Deactivation: Geriatric Home Aide (noncredit)
#4/29/25-6 Certificate Deactivation: Landscape Technician
#4/29/25-7 Writing Quality Student Learning Outcomes (SLOs): A Faculty Guide – draft
#4/29/25-8 SMART Rubric
#4/29/25-9 Draft Institutional Learning Outcomes

2024-2025 Curriculum Committee Meetings:

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

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

2024-2025 Curriculum Deadlines:

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

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

Updated 4/23/25

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2024-25

Meeting Date: 4/29/25

Co-Chairs (2)

✔*	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)

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

Non-Voting Membership (4)

			ASFC Rep.	
✔*	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
			Evaluations	
			SLO Coordinator	

Visitors

Chris Allen*

** Indicates in-person attendance*

College Curriculum Committee
Meeting Minutes
Tuesday, April 15, 2025
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom

Item	Discussion
1. Minutes: March 18, 2025	Motion to approve **M/S** (Draper, Fong). **Approved.** Gilstrap gave update to his Report Out from March 18: Anthropology ADT update will not be a 2.0 version, just a regular update to the TMC.
2. Report Out from CCC Members	**Speaker: All** Apprenticeship: Nate Vennarucci serving as in-person proxy. Shared finalizing new apps for GE mapping. BSS: Dupree shared working on curriculum sheets. Counseling: Lee mentioned graduation webpage has been updated w/ important dates, deadlines, checklist; please mention it to your students. SRC: No updates to report. Fine Arts & Comm.: Fong shared working on curriculum sheets. Brannvall asked for advice when dealing w/ faculty who cannot attend division CC but aren't interested in sending proxy—Kaupp responded, sometimes it can be hard to identify a proxy; in those cases, faculty could send their comments/talking points directly to reps ahead of meeting. HSH: Draper shared division CC meeting this coming Friday; working on curriculum sheets and Title 5 updates. LRC: Gamez and Ha serving as reps for spring quarter! No updates to report. STEM: Taylor shared working on curriculum sheets. Introduced Bob Sandor, part-time Computer Science faculty. Kinesiology: No updates to report. Gilstrap introduced Melanie Te, who is working with him to find gaps in articulation and on the articulation website. Gilstrap recently attended CIAC conference; no new info re: Common Course Numbering (CCN) templates for course sequences for quarter schools. Will be submitting CCN Phase 1 courses for UC transfer approval this summer, and doesn't expect any issues. Working w/ faculty on Phase 2 & Phase 3 courses. Vanatta reminded reps of upcoming deadline for curriculum sheets (this Friday); emailed reps this morning with up-to-date status of sheets for their division.
3. Public Comment on Items Not on Agenda	Connell mentioned Honors Institute looking for new faculty coordinator, so please encourage folks who might be interested. Role is 0.4 release time and would work w/ a counselor and Christoper Yang. Kaupp mentioned SLO Coordinator role (0.5 release time) is open for next academic year.

Vanatta mentioned Rainbow Alliance affinity group held its first meeting today and encouraged folks to join! Next meeting is May 6—reach out to Clifton Der Bing if interested.

Dupree is working w/ Michelle Wu on this year's Foothill Innovation Challenge; first event is Wednesday of next week, please share with your students!

Bissell mentioned pool renovation project on next FHDA Board agenda for approval (May 5 meeting) and encouraged folks to show up in support of project and/or submit public comment.

Fong noted President Whalen looking for student artwork to decorate Pride Center. Faculty encouraged to submit, as well!

4. Announcements — **Speakers: CCC Team**

a. New Course Proposals — The following proposals were presented: APPT 121A, 127G, 128I; EMS 413, 414. Allen noted APPT courses related to new program being created.

b. Notification of Proposed Requisites — New prerequisites for R T 73. Vanatta shared spoke w/ Rachelle Campbell today, who just got approval from state authorities to allow current Radiologic Technology program students to register for course; prereq language will be updated to reflect this.

c. Foothill GE List for 2025-26 — Vanatta shared Foothill General Education requirements for 2025-26. Newly approved GE courses/programs have been added, and deactivated courses have been removed. Noted these changes are on top of transition of current courses/programs to new GE pattern.

Related to Foothill GE, in general, Gilstrap mentioned new Title 5 language does not include any minimum grade requirement for GE courses. Currently, students need an overall GPA of 2.0 but must have a grade of C or higher to satisfy English and math proficiency (D grade is okay in other GE areas). With these proficiencies being folded into new local GE and no Title 5 language requiring grade of C or higher, students could complete GE with D grades as long as their overall GPA is 2.0 or higher. Gilstrap suggested CCC discuss this topic, to decide and document whether minimum grade should be established for any or all GE areas. Brannvall agreed that discussion is a good idea and wondered if having a low threshold could affect Foothill's reputation as an institution. Kaupp asked if we know how many students could be affected by setting minimum requirement of C grade—Gilstrap unsure, and noted our current requirements are common at other community colleges. Kaupp agreed that topic should be on next agenda.

d. ADT Updates—New Annual Process — Gilstrap and Vanatta recently met to discuss creating local process and timeline for updating ADTs on an annual basis. State Chancellor's Office is now regularly coming out with updated TMCs, so it will be good to have an established process, as we want to ensure any updates to an ADT are approved in the state's system before they're published in the next catalog. Process will take place during fall quarter and likely begin w/ Gilstrap reaching out to faculty whose ADTs have potential updates. Faculty would also use this opportunity to add new courses to an ADT. Deadline will be set in mid-November for division CCs to approve ADT updates for upcoming catalog. This will provide enough time for FHDA Board approval at December meeting, so Vanatta can submit to the state in January. Over the past year we've been updating all of our ADTs to new TMCs due to Cal-GETC, so now

	that our ADT info is up-to-date in the state's system, we want to maintain this standard. Vanatta and Gilstrap will type up clear info about new process and send it to divisions with ADTs.
e. ASCCC Spring Plenary Resolutions	Resolutions packet was attached as info item. Plenary is April 24-26. Kaupp encouraged reps to read through resolutions and share with constituents. Academic Senate President Voltaire Villanueva will be attending, so reach out to him with questions or feedback.
f. FW Grade Option	Kaupp shared De Anza has requested the FW grade option be removed, because it is confusing to some faculty and staff there; topic has been discussed at Academic Senate and elsewhere here at Foothill. FW exists for financial aid purposes. Please share with constituents and feel free to provide feedback to Kaupp or Villanueva. Brief discussion occurred re: reasons for using FW grade option. Saroyan noted FW is not an option for students who are Veterans, so its removal would not affect that population. Kaupp noted we are not required by Title 5 to offer this grade option.
5. Consent Calendar a. Division Curriculum Committees	**Speaker: Ben Kaupp** Document includes details about each division CC. Kaupp noted changes since previous meeting: updated meeting details for BSS, HSH, STEM; updated LRC reps. Motion to approve **M/S** (Draper, Fong). **Approved.**
6. Stand Alone Application: R T 73	**Speaker: Ben Kaupp** Second read of Stand Alone Approval Request for R T 73. Motion to approve **M/S** (Brannvall, Taylor). **Approved.**
7. New Certificate Application: Artificial Intelligence Empowered Instruction	**Speaker: Ben Kaupp** First read of new Artificial Intelligence Empowered Instruction Certificate of Achievement. Dupree explained this cert. will give educators the opportunity to learn how to integrate AI technology into curriculum and explore ethical considerations of AI. Existing certs. at other institutions tend to be more technical. Kaupp recommended faculty reach out to Daniel Kauffman, new Computer Science faculty working in AI. Second read and possible action will occur at next meeting.
8. SLO Framework & Assessment Process	**Speaker: Ben Kaupp** Foothill is implementing a new SLO assessment framework and process; in doing so, we're making some changes. Academic Senate approved a draft of document, and updated version was included in CCC attachments; additional updates might be made as process evolves. All faculty reflect on their teaching, even if it's not being documented; this is an opportunity to formalize this reflection. Faculty will be tasked with doing quarterly reflections, incorporating data. All SLOs on a course will be reviewed and assessed when the course is due for Title 5 review. Depts. will engage in twice-yearly discussions. Brief discussion occurred re: deans' involvement. Kaupp noted some depts. on campus prohibited from having dept. chairs, which could complicate process for those depts.—Hueg noted this is a negotiated issue. Gamez noted the contract states that for depts. without a chair the dean is responsible—Kaupp responded, discussions have made clear the deans shouldn't be involved in this aspect of the process. Kaupp noted the issue of dept. chairs needs to be brought up at next contract negotiation. Brannvall mentioned Title 5 cycle—Kaupp noted this could be an opportunity for depts. to strategically distribute their courses so not all of their courses are up for Title 5 review at the

same time. Kaupp clarified that faculty will reflect on every course each quarter, but actual assessment and review of SLOs happens only when course is up for Title 5 review.

CCC has been given two tasks: 1. establish standard structure for SLOs; 2. determine minimum expectations for clarity, measurability, and mapping. Brannvall mentioned previous work on SLO process done by certain faculty members as well as accreditation response and asked if new process is related—Kaupp responded, prior work was being done, but this is a brand new effort and is related to accreditation. Connell asked if consultants have been involved—Kaupp responded, accreditation folks are providing guidance but other consultants who've recently been on campus are not involved.

Kaupp presented examples of what could be used for standard SLO structure (e.g., "Students will be able to [verb] + [concept/skill] + [context/condition]"). Use of consistent structure, especially within an individual course, is important. Draper noted we were previously required to have two SLOs per course and asked how new process will impact Course Objectives—Kaupp responded, eventually, COR will include both SLOs and Course Objectives, and faculty are being asked to have 2-4 SLOs per course.

Taylor asked what the timeline is for CCC to complete these two tasks—Kaupp responded, no timeline yet, but he will be reporting on this discussion to SLO Committee this coming Thursday and might find out then. Vennarucci noted that SLOs on Apprenticeship courses usually tied to specific skills students will learn over the full program, and asked that there be some consideration for this unique type of situation—Kaupp agreed with the need for this type of flexibility. Vennarucci mentioned discussion at recent Academic Senate meeting of specific examples of how SLOs on Apprenticeship courses could be written.

Kaupp noted that as part of structure, CCC needs to determine wording to use for the leading part of the sentence (e.g., "By completing this course, the student will…"); Sandor suggested using "successful student". Kaupp asked the group for thoughts on how to start this work, suggesting folks reach out to him to discuss and/or provide feedback, so he can bring a draft of suggestions to next meeting.

Kaupp also drafting a guide to help faculty write quality SLOs, which includes distinction between SLOs and Course Objectives, FAQ, etc. Noted Allison Meezan (Interim SLO Coordinator) and Online Learning Dean Lené Whitley-Putz creating Canvas shell which will also provide guidance. Would like input from reps on guide document, and will distribute draft for feedback after Thursday's SLO Committee meeting. Connell mentioned previous way of thinking about SLOs was to consider what information students would be able to retain 5-10 years after taking a class, and asked if this is still the case—Kaupp responded, current way of thinking is that SLOs are part of the course evaluation and need to be measurable in the moment. Draper noted that while HSH division is reviewing SLOs for Allied Health courses, considering which aspects of the COR could be measurable and thus used as SLOs. Allen noted the similarity with Apprenticeship courses. Discussion occurred re: differences between SLOs and Course Objectives.

	Kaupp will report on CCC's discussion at Thursday's SLO Committee meeting; at next CCC meeting will present draft of suggestions for structuring SLOs. Please reach out to him with any feedback about this topic.
9. Good of the Order	
10. Adjournment	**3:19 PM**

Attendees: Chris Allen* (Dean, APPR), Jeff Bissell (KA), Cynthia Brannvall* (FAC), Zach Cembellin* (Dean, STEM), Sam Connell* (BSS), Cathy Draper* (HSH), Angie Dupree* (BSS), Kelly Edwards (KA), Jordan Fong* (FAC), Laura Gamez* (LRC), Evan Gilstrap* (Articulation Officer), Katie Ha (LRC), Kurt Hueg* (Administrator Co-Chair), Ben Kaupp* (Faculty Co-Chair), Andy Lee* (CNSL), Bob Sandor* (STEM), Richard Saroyan (SRC), Paul Starer (APPR), Kyle Taylor* (STEM), Melanie Te* (Articulation), Mary Vanatta* (Curriculum Coordinator), Nate Vennarucci* (APPR)
** Indicates in-person attendance*

Minutes Recorded by: M. Vanatta

Foothill College Curriculum Committee Consent Calendar

4/29/25

Division Curriculum Committees

Apprenticeship (APPR) Division Curriculum Committee

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

Business & Social Sciences (BSS) Division Curriculum Committee

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

Counseling (CNSL) Division Curriculum Committee

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

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

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

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

Fine Arts & Communication (FAC) Division Curriculum Committee

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

Health Sciences & Horticulture (HSH) Division Curriculum Committee

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

Kinesiology & Athletics (KA/ATHL) Division Curriculum Committee

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

Language Arts (LA) Division Curriculum Committee

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

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

Learning Resource Center (LRC) Division Curriculum Committee

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

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

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

Artificial Intelligence Empowered Instruction, Certificate of Achievement

Basic Information

Faculty Author(s)

Cassandra Pereira

Department
Learning in New Media Classrooms

Division
Business and Social Sciences

Title of Degree/Certificate
Artificial Intelligence Empowered Instruction

Type of Award
Certificate of Achievement

Workforce/CTE Program:
Yes

Effective Catalog Edition:
2025-2026

Certificate of Achievement Workforce Narrative

Program Goals and Objectives
The Certificate of Achievement in Artificial Intelligence Empowered Instruction is designed to equip educators with the knowledge, skills, and ethical considerations necessary to integrate artificial intelligence (AI) into K-12 and postsecondary learning environments. The program provides both theoretical foundations and hands-on applications, preparing educators to leverage AI tools to enhance instruction, personalize learning experiences, and promote equity in education.

Program Learning Outcomes

- Students will be able to demonstrate a foundational understanding of artificial intelligence, including its capabilities, limitations, and applications in education.
- Students will be able to identify, evaluate, and implement AI-driven tools to support teaching, learning, and student engagement.
- Students will be able to analyze and address ethical concerns related to AI, such as bias, data privacy, and accessibility, ensuring responsible integration in classrooms.

- Students will be able to design AI-enhanced curricula and learning experiences that support differentiated instruction and student success.
- Students will be able to serve as advocates and leaders in AI adoption, guiding schools and institutions in the responsible and effective use of AI in education.

Catalog Description

The Certificate of Achievement in Artificial Intelligence Empowered Instruction equips educators with the knowledge and skills needed to integrate artificial intelligence (AI) into teaching and learning. Building on foundational expertise in instructional technology and educational innovation, the program covers AI literacy, ethical considerations, and practical applications of AI in education, including adaptive learning technologies, AI-driven assessment tools, and responsible AI integration strategies. Students will explore current AI tools, develop AI-enhanced curricula, and critically evaluate AI's impact on equity, accessibility, and student learning outcomes.

Through hands-on projects and real-world case studies, educators will learn to implement AI technologies effectively while addressing ethical concerns such as bias and data privacy. Graduates will be prepared to lead AI-powered innovations in educational settings, support student engagement through AI-driven personalization, and advocate for responsible AI adoption in schools and institutions.

Designed as a next step for graduates of related educational technology programs, this certificate provides a pathway to deepening expertise in AI-powered teaching and learning. It is ideal for K-12 educators, instructional designers, and education professionals looking to leverage AI to enhance instructional practices.

Program Requirements

Core Course Units: 6

Course List

Code	Title	Units
LINC F051C	ARTIFICIAL INTELLIGENCE LITERACY & ETHICS IN EDUCATION	3
LINC F051D	ARTIFICIAL INTELLIGENCE INTEGRATION IN EDUCATIONAL PRACTICES	3

Support Course Units: 6 (select from the list of courses)

Course List

Code	Title	Units
LINC F075A	INTRODUCTION TO TECHNOLOGY-ENHANCED INSTRUCTION	3

LINC F075C	DESIGNING DIGITAL CURRICULA	3
LINC F077A	DESIGN THINKING PROCESS	2
LINC F077C	DESIGN THINKING FOR TEACHERS	2
LINC F078A	COMPUTATIONAL THINKING FOR EDUCATORS	2
LINC F078C	PROJECT-BASED TECHNOLOGY PROJECTS	2
LINC F078D	PHYSICAL COMPUTING FUNDAMENTALS	2
LINC F082B	DEVELOPING INSTRUCTIONAL MATERIALS	3
LINC F082C	CREATING INTERACTIVE MEDIA FOR INSTRUCTION	3
LINC F084.	FUNDAMENTALS OF MAKERSPACE DESIGN & INSTRUCTION	3
LINC F091A	INTRODUCTION TO ASSESSING INSTRUCTIONAL TECHNOLOGY	3
LINC F091C	EVALUATING INSTRUCTIONAL PROGRAMS	3

Total Units: 12

Proposed Sequence

Term	Units
Year 1, Spring	6
Year 2, Summer	3
Year 2, Fall	3

Master Planning

The Certificate of Achievement in Artificial Intelligence Empowered Instruction directly supports Foothill College's mission by equipping educators with the critical thinking skills necessary to navigate the complexities of artificial intelligence in education. AI is transforming teaching and learning, and this program prepares educators to analyze, implement, and advocate for responsible AI integration, ensuring that students are empowered with equitable, inclusive, and ethical learning experiences. By fostering AI literacy and innovation, this certificate helps educators develop the skills needed to address societal challenges, adapt to the evolving workforce, and promote lifelong learning.

As part of Foothill College's broader curriculum and master planning, this program aligns with the institution's commitment to innovation, access, and equity in education. AI is increasingly shaping educational technology, and this certificate ensures that educators are prepared to use these tools effectively and ethically. The stackable structure of this program builds on existing instructional design and technology programs at Foothill College, creating a clear pathway for educators to deepen their expertise in AI-powered instruction.

Additionally, this certificate fits within the priorities of higher education in California, where

workforce development, digital literacy, and equity in technology access are key goals. As AI becomes more embedded in schools and institutions, California's educators need training that ensures they can leverage AI responsibly while advocating for fair and inclusive applications. This certificate provides career education and professional development opportunities, reinforcing Foothill College's role as a leader in technology-focused teacher training and workforce preparation.

By addressing these pressing needs, the Certificate of Achievement in Artificial Intelligence Empowered Instruction not only supports Foothill College's vision of being a catalyst for personal, economic, and social change in Silicon Valley, but also aligns with the statewide push for innovation, digital inclusion, and future-ready education.

Enrollment and Completer Projections

This certificate is designed to be a natural pathway for students completing one of several other LINC certificates that end in the previous quarter. In the initial year, between 60 and 100 students are expected to complete the certificate. In subsequent years and as a more in-depth AI-related program is developed, this certificate will be offered in a rotation with other stackable certificates, with between 30 and 75 students expected to complete it each year that it is offered.

Historical Enrollment Data

Course #	Course Title	Y1 - Annual Sections	Y1 - Annual Enrollment	Y2 - Annual Sections	Y2 - Annual Enrollment
LINC 51C	ARTIFICIAL INTELLIGENCE LITERACY & ETHICS IN EDUCATION	N/A	N/A	N/A	N/A
LINC 51D	ARTIFICIAL INTELLIGENCE INTEGRATION IN EDUCATIONAL PRACTICES	N/A	N/A	N/A	N/A
LINC 75A	INTRODUCTION TO TECHNOLOGY-ENHANCED INSTRUCTION	1	22	1	43
LINC 75C	DESIGNING DIGITAL CURRICULA	1	22	1	36

Course #	Course Title	Y1 - Annual Sections	Y1 - Annual Enrollment	Y2 - Annual Sections	Y2 - Annual Enrollment
LINC 77A	DESIGN THINKING PROCESS	1	28	1	23
LINC 77C	DESIGN THINKING FOR TEACHERS	1	27	1	24
LINC 78A	COMPUTATIONAL THINKING FOR EDUCATORS	1	27	0	0
LINC 78C	PROJECT-BASED TECHNOLOGY PROJECTS	0	0	1	23
LINC 78D	PHYSICAL COMPUTING FUNDAMENTALS	1	27	0	0
LINC 82B	DEVELOPING INSTRUCTIONAL MATERIALS	1	28	1	21
LINC 82C	CREATING INTERACTIVE MEDIA FOR INSTRUCTION	1	28	1	21
LINC 84	FUNDAMENTALS OF MAKERSPACE DESIGN & INSTRUCTION	1	28	1	24
LINC 91A	INTRODUCTION TO ASSESSING INSTRUCTIONAL TECHNOLOGY	1	24	1	23
LINC 91C	EVALUATING INSTRUCTIONAL PROGRAMS	1	25	1	23

Place of Program in Curriculum/Similar Programs

This certificate builds upon the foundations of Foothill College's existing LINC certificates in instructional design and technology. By focusing specifically on artificial intelligence in education, this certificate allows educators to extend their expertise in instructional design, equity, engagement, and technology-enhanced learning into the specialized area of AI-empowered instruction.

Students will apply core concepts from these foundational programs, such as effective technology integration, human-centered learning design, and ethical considerations, to explore AI-driven tools, personalized learning strategies, and data-informed instruction. The stackable structure ensures a clear pathway for professional growth, enabling graduates to enhance their instructional practice and take on leadership roles in AI adoption within their schools and institutions.

As Foothill College continues to expand its offerings in AI, educational technology, and workforce development, this certificate provides a strategic bridge between existing instructional design certificates and future advancements in AI-driven learning. Students may choose to further their expertise by engaging in related courses and interdisciplinary opportunities that explore the evolving intersections of AI, education, and innovation.

Similar Programs at Other Colleges in Service Area

While several institutions in and around Foothill College's service area offer certificates in artificial intelligence, they primarily focus on technical aspects such as AI programming, machine learning engineering, and business intelligence development. For instance, Las Positas College provides a Certificate of Achievement in Artificial Intelligence, preparing students for roles like AI programmer and machine learning engineer. Similarly, UCSC Silicon Valley Extension offers a certificate in Artificial Intelligence Application Development, emphasizing practical, technical skills in AI.

There appears to be a distinct lack of programs tailored specifically for educators aiming to integrate AI into teaching and learning environments. This certificate addresses that unique niche by being designed to equip educators with the skills necessary to enhance student engagement and learning outcomes through AI technologies, setting it apart from other technical AI programs in the region.

Beyond the immediate service area, some institutions have begun exploring the intersection of AI and education. For example, California State University Monterey Bay offers a summer course providing foundational knowledge and skills related to teaching and learning with AI tools. While this indicates a growing interest in AI applications within educational contexts, comprehensive certificate programs like this one remain scarce.

Additional Information Required for State Submission

TOP Code: *0860.00 - Educational Technology

CIP Code: 13.0501 - Educational/Instructional Technology.

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

Gainful Employment: Yes

Distance Education: 50-99%

CENTER OF EXCELLENCE
FOR LABOR MARKET RESEARCH

Labor Market Analysis for Program Recommendation Certificate of Achievement: AI Empowered Instruction Occupations Foothill College

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

February 2025

Recommendation

Based on all available data, there appears to be an "undersupply" of Certificate of Achievement: AI Empowered Instruction workers compared to the demand for this cluster of occupations in the Bay Region and in the Silicon Valley Sub-Region (Santa Clara County). There is a projected annual gap of about 2,878 students in the Bay Region and 722 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 0860.00 - Educational Technology programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

This report profiles Certificate of Achievement: AI Empowered Instruction Occupations in the 12 county Bay Region and in the Silicon Valley Sub-Region for Program Recommendation at Foothill College.

- **Education Administrators, Kindergarten through Secondary (11-9032):** Plan, direct, or coordinate the academic, administrative, or auxiliary activities of kindergarten, elementary, or secondary schools.
  Typical Entry-Level Educational: Master's degree
  Typical On-the-Job Training: None
  Percentage of individuals 25+ with an associate degree, certificate, or some postsecondary coursework as their highest level of education attainment: 12%

- **Education Administrators, Postsecondary (11-9033):** Plan, direct, or coordinate student instruction, administration, and services, as well as other research and educational activities, at postsecondary institutions, including universities, colleges, and junior and community colleges.
  Typical Entry-Level Educational: Master's degree
  Typical On-the-Job Training: None
  Percentage of individuals 25+ with an associate degree, certificate, or some postsecondary coursework as their highest level of education attainment: 12%

- **Training and Development Specialists (13-1151):** Design or conduct work-related training and development programs to improve individual skills or organizational performance. May analyze organizational training needs or evaluate training effectiveness.
  Typical Entry-Level Educational: Bachelor's degree
  Typical On-the-Job Training: None

Percentage of individuals 25+ with an associate degree, certificate, or some postsecondary coursework as their highest level of education attainment: 30%

- **Librarians and Media Collections Specialists (25-4022):** Administer and maintain libraries or collections of information, for public or private access through reference or borrowing. Work in a variety of settings, such as educational institutions, museums, and corporations, and with various types of informational materials, such as books, periodicals, recordings, films, and databases. Tasks may include acquiring, cataloging, and circulating library materials, and user services such as locating and organizing information, providing instruction on how to access information, and setting up and operating a library's media equipment.

  Typical Entry-Level Educational: Master's degree

  Typical On-the-Job Training: None

  Percentage of individuals 25+ with an associate degree, certificate, or some postsecondary coursework as their highest level of education attainment: 12%

- **Instructional Coordinators (25-9031):** Develop instructional material, coordinate educational content, and incorporate current technology into instruction in order to provide guidelines to educators and instructors for developing curricula and conducting courses. May train and coach teachers. Includes educational consultants and specialists, and instructional material directors.

  Typical Entry-Level Educational: Master's degree

  Training Requirement: None

  Percentage of individuals 25+ with an associate degree, certificate, or some postsecondary coursework as their highest level of education attainment: 13%

Occupational Demand

Table 1. Employment Outlook for Certificate of Achievement: AI Empowered Instruction 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
Education Administrators, Kindergarten through Secondary	6,792	7,093	301	4%	2,673	535	$56	$67
Education Administrators, Postsecondary	5,108	5,385	277	5%	2,096	419	$48	$61
Training and Development Specialists	11,642	12,597	955	8%	5,980	1,196	$27	$40
Librarians and Media Collections Specialists	2,867	3,133	266	9%	1,673	335	$36	$46
Instructional Coordinators	4,452	4,793	341	8%	2,338	468	$34	$47
Total	**30,861**	**33,001**	**2,140**	**7%**	**14,760**	**2,953**	**$39**	**$51**

Source: Lightcast 2024.3

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 Certificate of Achievement: AI Empowered Instruction 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
Education Administrators, Kindergarten through Secondary	1,513	1,604	92	6%	614	123	$60	$75
Education Administrators, Postsecondary	2,367	2,596	229	10%	1,044	209	$48	$61
Training and Development Specialists	2,641	2,880	240	9%	1,383	277	$29	$45
Librarians and Media Collections Specialists	781	814	34	4%	403	81	$39	$49
Instructional Coordinators	942	1,052	109	12%	532	106	$37	$48
Total	**8,244**	**8,946**	**702**	**9%**	**3,976**	**796**	**$42**	**$56**

Source: Lightcast 2024.3

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
Education Administrators, Kindergarten through Secondary	2,255	549
Training and Development Specialists	2,168	583
Instructional Coordinators	2,052	564
Education Administrators, Postsecondary	1,818	456
Librarians and Media Collections Specialists	404	116

Source: Lightcast 2025.1; "Job Posting Analytics." Feb. 2024 - Jan. 2025

Table 4a. Top Job Titles in Job Postings for Certificate of Achievement: AI Empowered Instruction Occupations in the Bay Region

Title	Bay	Title	Bay
Instructional Designers	241	Admissions Representatives	45
Education Specialists	153	Curriculum Specialists	42
Directors of Admissions	111	Elementary School Principals	42
Principals	109	Learning Specialists	42
Librarians	107	Mild/Moderate Special Education Teachers	41
High School Assistant Principals	66	Training Coordinators	40
Assistant Principals	63	Curriculum and Instruction Specialists	38
Education Coordinators	62	Middle School Principals	35
Principal Engineers	61	Brand Representatives	34

Title	Bay	Title	Bay

Source: Lightcast 2025.1; "Job Posting Analytics." Feb. 2024 - Jan. 2025

Table 4b. Top Job Titles in Job Posting for Certificate of Achievement: AI Empowered Instruction Occupations in the Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Instructional Designers	97	Assistant Principals	18
Directors of Admissions	41	High School Assistant Principals	17
Principal Engineers	34	Epic Instructional Designers	16
Principals	27	Learning Experience Designers	16
Education Specialists	26	Admissions Associates	14
Education Coordinators	25	Brand Representatives	14
Faculty Affairs Coordinators	24	Admissions Representatives	13
Librarians	24	Curriculum and Instruction Specialists	13
Student Services Officers	19	School Principals	12

Source: Lightcast 2025.1; "Job Posting Analytics." Feb. 2024 - Jan. 2025

Industry Concentration

Table 5. Industries Hiring for Certificate of Achievement: AI Empowered Instruction 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)
Elementary and Secondary Schools (Local Government)	6,606	6,986	6%	21%
Colleges, Universities, and Professional Schools	3,261	3,571	9%	11%
Elementary and Secondary Schools	2,631	2,741	4%	8%
Colleges, Universities, and Professional Schools (State Government)	2,446	2,457	0%	8%
Local Government, Excluding Education and Hospitals	1,416	1,526	8%	5%
Colleges, Universities, and Professional Schools (Local Government)	1,151	1,190	3%	4%
Web Search Portals and All Other Information Services	1,010	1,171	16%	3%
Corporate, Subsidiary, and Regional Managing Offices	495	731	48%	2%

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)
Custom Computer Programming Services	652	733	12%	2%
Educational Support Services	524	599	14%	2%

Source: Lightcast 2025.1

Table 6. Top Employers Posting Certificate of Achievement: AI Empowered Instruction Occupations in the Bay Region and the Silicon Valley Sub-Region

Employer	Bay	Employer	Silicon Valley
Stanford University	242	Stanford University	234
University of California-Berkeley	205	Clarity Consultants	55
Oakland Unified School District	172	Foothill-De Anza Community College District	44
University of California-Merced	120	Amazon	39
University of California-San Francisco	101	Kipp Public Schools Northern California	37
Kipp Public Schools Northern California	91	Santa Clara University	35

Source: Lightcast 2025.1; "Job Posting Analytics." Feb. 2024 - Jan. 2025

Educational Supply

There are two community colleges in the Bay Region issuing 75 awards on average annually (last 3 years ending 2021-23) on TOP 0860.00 - Educational Technology. In the Silicon Valley Sub-Region, there is one community college that issued 74 awards on average annually (last 3 years) on this TOP code.

Table 7. Community College Awards on TOP 0860.00 - Educational Technology in the Bay Region

College	Subregion	Low unit Certificate	Total
Foothill	Silicon Valley	74	74
Merritt	East Bay	1	1
Total	**-**	**75**	**75**

Source: Data Mart

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 2,953 annual openings for the Certificate of Achievement: AI Empowered Instruction occupational cluster and 75 annual (3-year average) awards for an annual undersupply of 2,878 students. In the Silicon Valley Sub-Region, there is also a gap with 796 annual openings and 74 annual (3-year average) awards for an annual undersupply of 722 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0860.00 - Educational Technology

Metric Outcomes	Bay All CTE Program	Foothill College All CTE Program	State 0860.00	Bay 0860.00	Silicon Valley 0860.00	Foothill College0860.00
Students with a Job Closely Related to Their Field of Study	74%	88%	96%	95%	94%	94%
Median Annual Earnings for SWP Exiting Students	$53,090	$73,174	$94,575	$102,842	$104,014	$98,643
Median Change in Earnings for SWP Exiting Students	24%	42%	8%	7%	8%	6%
Exiting Students Who Attained the Living Wage	54%	66%	78%	83%	82%	84%

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

Skills, Certifications and Education

Table 9. Top Skills in Job Postings for Certificate of Achievement: AI Empowered Instruction Occupations in the Bay Region

Skill	Posting	Skill	Posting
Project Management	1,086	Adult Education	466
Curriculum Development	1,032	Google Workspace	444
Marketing	912	Workflow Management	416
Student Services	861	Continuous Improvement Process	388
Instructional Design	796	Lesson Planning	380
Special Education	701	Psychology	350
Learning Management Systems	589	Conflict Resolution	347
Data Analysis	571	Disabilities	339
Individualized Education Programs (IEP)	481	Educational Technologies	338
Office Equipment	467	Auditing	327

Source: Lightcast 2025.1; "Job Posting Analytics." Feb. 2024 - Jan. 2025

Table 10. Certifications in Job Postings for Certificate of Achievement: AI Empowered Instruction Occupations in the Bay Region

Certification	Posting	Certification	Posting
Valid Driver's License	954	CDL Class C License	65

Certification	Posting	Certification	Posting
Cardiopulmonary Resuscitation (CPR) Certification	328	Automated External Defibrillator (AED) Certification	67
Teaching Certificate	123	Project Management Professional Certification	29
Basic Life Support (BLS) Certification	74		

Source: Lightcast 2025.1; "Job Posting Analytics." Feb. 2024 - Jan. 2025

Table 11. Education Requirements for Certificate of Achievement: AI Empowered Instruction Occupations in the Bay Region

Education Level	Job Postings	% of Total
High school or GED	1,065	12%
Associate degree	614	7%
Bachelor's degree & higher	6,865	80%

Source: Lightcast 2025.1; "Job Posting Analytics." Feb. 2024 - Jan. 2025

Note: 35% of records have been excluded because they do not include a degree level. As a result, the chart above may not be representative of the full sample.

Methodology

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

Sources

O*Net Online
Lightcast
CTE LaunchBoard www.calpassplus.org
Statewide CTE Outcomes Survey
Employment Development Department Unemployment Insurance Dataset
CCCCO Data Mart

Contacts

For more information, please contact:

- Yumi Huang, Research Analyst, Bay Region Center of Excellence, yuhuang@cabrillo.edu or (831) 275-0043
- Marcela Reyes, Director, Research and Center of Excellence, mareyes@cabrillo.edu or (831) 219-8875

Transfer Studies: Cal-GETC, Certificate of Achievement

Faculty Author(s)

Evan Gilstrap

Department
Counseling

Division
Counseling and Student Services

Title of Degree/Certificate
Transfer Studies: Cal-GETC

Type of Award
Certificate of Achievement

Workforce/CTE Program:
No

Effective Catalog Edition:
2025-2026

Certificate of Achievement Local Narrative

Program Goals and Objectives

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

Program Learning Outcomes

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

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

Catalog Description

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

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

Program Requirements

Core Course Units: 50-56

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

Total Units: 50-56

Proposed Sequence

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

Master Planning

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

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

Enrollment and Completer Projections

Completer projections are estimated at 250.

Place of Program in Curriculum/Similar Programs

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

Similar Programs at Other Colleges in Service Area

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

Additional Information Required for State Submission

TOP Code: 4901.10 - Transfer Studies (Program Only)

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

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

Gainful Employment: No

Distance Education: 50-99%

Certificate Deactivation: Geriatric Home Aide (noncredit)

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

HSH Division Curriculum Committee Approval: 4/18/25

Catherine Draper HSH CC Representative

Certificate Deactivation: Landscape Technician Certificate

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

HSH Division Curriculum Committee Approval: 4/18/25

Catherine K. Draper, HSH CCC representative

Writing Quality Student Learning Outcomes (SLOs): A Faculty Guide

📘 What is an SLO?

A Student Learning Outcome (SLO) is a clearly defined, measurable statement of what students will know, do, or value by the end of a course. It reflects *what students actually take with them*—their demonstrated abilities, not just the content they were exposed to.

At Foothill, SLOs are core to our commitment to equity-minded, student-centered teaching. They help us clarify expectations, assess real learning, and make informed decisions about how we teach. When developed thoughtfully, SLOs make our courses more transparent, inclusive, and impactful.

🔍 Course Objectives vs. SLOs: What's the Difference?

While objectives and outcomes are often written together, they serve different purposes. Think of objectives as the steps along the way—the skills and concepts we teach. SLOs are the destination—what students should be able to demonstrate once they've completed those steps.

ASCCC draws this distinction because objectives guide instruction, ensuring consistency across sections, while SLOs show whether students actually achieved the learning. Outcomes are critical for assessment, equity analysis, and accreditation—they help us measure how well we're supporting all students in reaching meaningful goals.

Aspect	Course Objectives	Student Learning Outcomes (SLOs)
Function	Describe what will be taught or introduced	Describe what students will *demonstrate or apply*
Focus	Inputs: content & skills covered	Outputs: student performance & application
Example	Identify major elements of classical mythology	Analyze how mythology reflects cultural values
Per ASCCC	"Means"	"Ends"
Assessment	Inform instruction	Drive evaluation of learning

✅ What Makes a Good SLO? Use the SMART + Equity Framework

A strong SLO should be:

- **Specific** – Clearly defined knowledge or skills.
- **Measurable** – Uses observable verbs (e.g., analyze, evaluate, construct).
- **Achievable** – Reasonable for the course level.
- **Relevant** – Tied to course content and program or institutional goals.
- **Time-bound** – Achievable by the end of the course.
- **Equity-minded** – Inclusive in language and broad in assessment possibilities.

✏️ Examples

- **Current Events**: *Construct and deliver a respectful, persuasive argument on a current event topic using credible sources.*
- **STEM**: *Apply Mendelian laws to predict the outcome of monohybrid and dihybrid genetic crosses.*

🧭 Self-Guided Q&A: Create or Refine Your SLOs

Use these prompts to review or write your SLOs:

1. **What should students be able to *do or demonstrate* by the end of this course?**
2. **Does the outcome align with key course content and skills?**
3. **Is the outcome specific, measurable, and realistic?**
4. **Can students of different backgrounds and strengths demonstrate success in multiple ways?**
5. **What kind of assessment would clearly show whether students have achieved this outcome?**

❓ Frequently Asked Questions (FAQ)

How many SLOs should a course have?

Ideally between **two and four per course**. This keeps things focused, assessable, and easy to track.

Do SLOs need to be updated during the Title 5 revision cycle?

Not necessarily—but **it's strongly recommended.** Aligning SLO revisions with the Title 5 cycle reduces duplication and ensures consistency between the COR and what's actually assessed. But if the SLOs are still working well, you don't need to touch them.

What happens if I update my SLOs outside of Title 5?

A college-wide cutoff date (TBD) will be set. After that date, **any SLO revision may trigger a full curriculum review**, including articulation updates. We're giving faculty **a one-time opportunity to revise SLOs without triggering the full COR process**—take advantage of it!

How are SLOs assessed?

Each instructor selects their own method of assessment. That could be a project, quiz, reflection, lab report—whatever fits the outcome. Faculty submit short SLO reflections each quarter, and departments meet biannually to discuss trends and improvements.

Do adjunct faculty participate?

Yes. Part-time and full-time faculty are both expected to assess at least one SLO per course each quarter and engage in department-level reflections. Chairs and the SLO coordinator are there to help support this process.

📞 Who to Contact

Got questions about writing or revising your SLOs? Not sure how to align them with course objectives, Title 5, or assessment cycles? Reach out—we're here to help.

Allison Lenkeit Meezan
Interim SLO Coordinator
meezankaren@foothill.edu
650-949-7166

Benjamin Kaupp
Curriculum Chair
kauppben@fhda.edu
408-874-6380

	Emerging	Developing	Strong
Specific	Broad categories of content or many specific standards are listed; the outcome appears more like a list of objectives	The outcome is subject-specific, but does not yet indicate skills or attitudes that specify proficiency	The outcome is subject-specific and identifies standards, skills, or knowledge needed to achieve the outcome.
Measurable	The outcome does not yet identify what a student may do to demonstrate proficiency	The outcome identifies what a student will do to demonstrate proficiency, but the outlined task is not appropriately complex	The outcome includes what students will do to demonstrate proficiency and the demonstration is appropriately aligned to the cognitive complexity of the outcome
Achievable	The stated outcome is not within the scope of the course, requires skills that are out of reach for the majority of students in the course, or focuses on skills from prior learning	The outcome may not yet be within the scope of the course or may require skills out of reach for most students	The outcome can reasonably be achieved by the majority of students in the course, and inspires or supports a growth mindset
Relevant	The stated outcome is not aligned to the normal work within the discipline, to the PLOs or ILOs, or is not aligned to the course description		The outcome clearly support work aligned with the discipline, program, and campus
Time-Bound	The learning goal outlined in the outcome is not realistically measurable within the course timeframe	Some aspects of the learning goal are not achievable within the allotted time frame	The time allotted is appropriate for the growth/learning target
Equity-Minded	The outcome unintentionally reinforces disproportionate impacts to minoritized groups	The outcome	

Draft Institutional Learning Outcomes

Created with feedback from ILO/SLO campus conversations 2022-2024

Institutional Learning Outcomes (ILOs)

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 of skills and attributes 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 draft 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.

1. Critical Thinking

Students demonstrate the ability to think critically and reason logically across disciplines to address complex societal issues.

> A student who completes a course of study at Foothill College will be adept at applying logical and social reasoning, cultivating information and scientific literacy, demonstrating the ability to question, and practice self-evaluation and reflection. Students 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 or informational literacy skills to solve a real-world problem.
- Construct original solutions to complex questions by integrating reflective thinking and innovative strategies.

2. Prepared to Thrive in the Global Workforce

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

> Foothill graduate's skill set incorporates leadership, agency, and the ability to successfully collaborate with a diverse peer group, supported by digital and communication literacy. It includes building confidence, emotional intelligence, empathy, cultural and emotional agility, and a sense of global responsibility—all 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.
- Assess one's emotional and cultural agility in response to professional or interpersonal challenges.
- Apply digital and information tools to complete a professional task or solve a workforce-related problem.
- Develop a plan for ethical leadership and responsible action in a global or multicultural context.

3. Engage in a Life of Inquiry

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

> Students will leave Foothill with skills that allow them to be introspective, empathetic, and ethically aware, while demonstrating cultural, social, and systems awareness. Students will continue to engage with the evolving professional, cultural and political landscape by seeking out formal and informal opportunities for growth. Students develop a strong sense of place in community, embrace authenticity and vulnerability, and advocate for equity through creative, curious, and aware engagement with the world around them.

Measurable Outcomes

- Discuss how cultural, social, or systemic factors influence community issues and civic participation.
- Demonstrate empathy and ethical reasoning in responses to community dilemmas.
- Seek out formal and informal opportunities that support ongoing learning surrounding evolving professional, cultural, and political environments.
- Reflect on personal values, experiences, or biases in relation to learning and community engagement.
- Advocate for a community need or issue using evidence-based reasoning and authentic communication.

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.