

## College Curriculum Committee Meeting Agenda

Tuesday, April 15, 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: March 18, 2025	2:00	Action	#4/15/25-1	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. New Course Proposals b. Notification of Proposed Requisites c. Foothill GE List for 2025-26 d. ADT Updates—New Annual Process e. ASCCC Spring Plenary Resolutions f. FW Grade Option	2:17	Information	#4/15/25-2–6 #4/15/25-7 #4/15/25-8–9  #4/15/25-10 #4/15/25-11–12	CCC Team
5. Consent Calendar a. Division Curriculum Committees	2:32	Action	#4/15/25-13	Kaupp
6. Stand Alone Application: R T 73	2:37	2nd Read/ Action	#4/15/25-14	Kaupp
7. New Certificate Application: Artificial Intelligence Empowered Instruction	2:40	1st Read	#4/15/25-15	Kaupp
8. SLO Framework & Assessment Process	2:45	Discussion	#4/15/25-16	Kaupp
9. Good of the Order	3:27			Kaupp
10. Adjournment	3:30			Kaupp

*\*Times listed are approximate*

### **Consent Calendar:**

#4/15/25-13      Division Curriculum Committees 4.15.25

### **Attachments:**

#4/15/25-1      Draft Minutes: March 18, 2025

#4/15/25-2–6      New Course Proposals: [APPT 121A](#), [APPT 127G](#), [APPT 128I](#), EMS 413,  
EMS 414

#4/15/25-7      CCC Notification of Proposed Requisites

#4/15/25-8      Foothill General Education 2025-26

#4/15/25-9      Foothill GE Changes for 2025-26

#4/15/25-10      2025 Spring Plenary Session Resolutions For Discussion from March 28 –  
April 10, 2025

#4/15/25-11–12      BP 4230 & AP 4230

#4/15/25-14      Stand Alone Application: [R T 73](#)

#4/15/25-15      New Certificate Application: [Artificial Intelligence Empowered Instruction](#)

#4/15/25-16      Student Learning Outcomes Framework and Assessment Process –  
Academic Senate Approved April 7, 2025

## **2024-2025 Curriculum Committee Meetings:**

<u>Fall 2024 Quarter</u>	<u>Winter 2025 Quarter</u>	<u>Spring 2025 Quarter</u>
<del>10/8/24</del>	<del>1/21/25</del>	4/15/25
<del>10/22/24</del>	<del>2/4/25</del>	4/29/25
<del>11/5/24</del>	<del>2/18/25</del>	5/13/25
<del>11/19/24</del>	<del>3/4/25</del>	5/27/25
<del>12/3/24</del>	<del>3/18/25</del>	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), 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)

## COLLEGE CURRICULUM COMMITTEE

Committee Members – 2024-25

Meeting Date: 4/15/25Co-Chairs (2)

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

Voting Membership (1 vote per division)

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

Non-Voting Membership (4)

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

Visitors


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Chris Allen\*, Bob Sandor\*, Paul Starer, Melanie Te\*, Nate Vennarucci\*

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\* Indicates in-person attendance

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

<b>Item</b>	<b>Discussion</b>
1. Minutes: March 4, 2025	Motion to approve <b>M/S</b> (Lee, Draper). <b>Approved.</b>  Lee noted error in item 4. Announcements—Eric Reed will be in Japan, not Lee. Vanatta will make correction.
2. Report Out from CCC Members	<b>Speaker: All</b> Apprenticeship: No updates to report.  BSS: No updates to report.  Counseling: No updates to report.  SRC: No updates to report.  Fine Arts & Comm.: Fong shared working on curriculum sheets and Title 5 courses.  HSH: Campbell shared working on Title 5 courses.  LRC: No updates to report.  STEM: Taylor shared working on curriculum sheets and Title 5 courses. Division still looking for second rep for spring quarter.  Kinesiology: No updates to report.  Gilstrap mentioned updates to ADT TMCs: Anthropology, Mathematics, Physics coming out with 2.0 versions, which means changes significant enough to require creation of new ADTs. Awaiting memo from state Chancellor's Office re: timeline, but we'll want them ready for fall 2026 activation. Gilstrap will reach out to faculty in spring quarter. Rcvd confirmation that updated TMCs for Elementary Teacher Education ADT and Environmental Science ADT available, and we have until fall 2026 to publish updated versions. Mentioned Common Course Numbering (CCN) Phase 2, which is now being split into Part A (templates have been released) and Part B (templates will be released in April or May). Part A incl. eight courses, in art history, economics, English, and history, and will go into effect for fall 2026. Part B won't go into effect until fall 2027. Cembellin asked if any updates about course sequences for quarter schools—Gilstrap responded, we've essentially been told to hold off, because articulation for entire system needs to be figured before quarter schools can be accommodated. Right now, we can do CCN for the one-to-one courses, but course sequences will need to stay non-CCN. Hueg asked about our participation in Phase 2—Gilstrap responded, will need to discuss with faculty. Gilstrap clarified that we can still offer the course sequences, they just can't be CCN courses for now. Should not impact articulation for those courses.  Kaupp shared that at yesterday's Academic Senate meeting, interim SLO Coordinator was affirmed for spring (Allison Meezan); will be looking for permanent person to start next academic year. Also held

	<p>first read of proposed SLO framework. Kaupp emphasized the importance of creating our SLO process and noted listening session will be held March 20 at 2:00 via Zoom. CCC will likely be involved in discussions next year. Mentioned this year’s Curriculum Institute (being held in Ontario, CA) and encouraged folks to attend.</p>
<p>3. Public Comment on Items Not on Agenda</p>	<p>Connell shared great news from Honors Institute: 134 UCLA TAP apps this year, a large increase from previous years; 16 Honors Symposium apps, also a large increase. Noted Tracee Cunningham will be on PDL next year and Connell will stepping down, so looking for faculty to take over those roles.</p> <p>Connell and Vanatta congratulated Kaupp and Ulysses Acevedo on being awarded tenure!</p> <p>Schultheis mentioned Research and Service Leadership Symposium (RSLs) app deadline of March 31, app workshops this week and next; please encourage students to apply!</p>
<p>4. Announcements  a. New Course Proposal   b. CORs for Update 2026-27 (Title 5 List)   c. Common Course Numbering Phase 3—Nominations &amp; Convenings</p>	<p><b>Speakers: CCC Team</b>  The following proposal was presented: PSYC 25H.</p> <p>Vanatta compiled list of courses that need to be reviewed/updated for the 2026-27 catalog; list was emailed to reps and deans on March 12. COR deadline for 2026-27, incl. Title 5 courses, is June 20. Gilstrap noted that any new courses or revisions being submitted for UC transfer approval need to be approved by division CC in CourseLeaf by June 1.</p> <p>Gilstrap provided quick overview of the three phases. Phase 3 will incl. 47 courses and goes into effect in fall 2027. Currently, ASCCC looking for faculty nominees to participate in faculty convenings in place in June. Nominations due by April 15; email Gilstrap if interested. Noted ASCCC will be selecting from nominations, so not guaranteed. For those who cannot participate in convenings, opportunity to provide feedback via surveys on ASCCC website—pre-surveys currently available, and additional surveys will come out after templates are released.</p>
<p>5. Consent Calendar  a. Division Curriculum Committees</p>	<p><b>Speaker: Ben Kaupp</b>  Document includes details about each division CC. Kaupp noted changes since previous meeting: updated meeting details for BSS &amp; HSH; updated LRC reps.</p> <p>Motion to approve <b>M/S</b> (Campbell, Draper). <b>Approved.</b></p>
<p>6. Course Deactivation Exemption Requests</p>	<p><b>Speaker: Ben Kaupp</b>  List of courses not taught in four years was distributed via email on Jan. 28; divisions submitted requests to exempt courses, per Policy on Course Currency. Requests for the following courses were reviewed and voted on as a group, with the option to pull any course for individual discussion/vote: ANTH 2B, 67B, 67C; APPT 126, 190; APSM 130, 131, 132, 133, 155B; ART 15D; BUSI 19, 88A, 96; CHLD 73, 74; C S 20A, 40A, 50B, 50C, 56B, 80A; EMS 200; ESLL 228, 248; HORT 24, 60G, 90E; JRYM 105, 106; LINC 95B; MATH 1BH, 1BHP; NCEL 447, 480; PHDA 18; PHOT 68C, 68E, 78B, 78C, 78D; R T 71, 201, 202; SOSC 20; SPAN 110, 111; THTR 7, 26.</p> <p>No discussion occurred regarding any individual courses. Brief discussion occurred re: courses being granted extensions year after year, but still not being taught.</p> <p>Motion to approve <b>M/S</b> (Connell, Fong). <b>Approved.</b></p>

<p>7. New Certificate Proposal: Vacuum Technology</p>	<p><b>Speaker: Ben Kaupp</b>                  Proposal for new Vacuum Technology Certificate of Achievement. Cembellin noted will be included in Semiconductor Engineering program, to build on the existing Semiconductor Processing cert.</p> <p>Motion to approve <b>M/S</b> (Fong, Schultheis). <b>Approved.</b></p>
<p>8. Degree Deactivation: Public Health Science ADT</p>	<p><b>Speaker: Ben Kaupp</b>                  Second read of deactivation of Public Health Science ADT, which is being replaced with new Public Health ADT in summer 2025.</p> <p>Motion to approve <b>M/S</b> (Lee, Fong). <b>Approved.</b></p>
<p>9. Updated Resolution: General Education Options for a Foothill College Associate's Degree</p>	<p><b>Speaker: Ben Kaupp</b>                  Second read of updated resolution, originally approved in May, 2011, to allow students the option of using CSU GE &amp; IGETC patterns for local AA/AS degrees (rather than allowing only use of Foothill GE pattern). Proposed updates allow students the option of using new Cal-GETC pattern, and notes that students with catalog rights for prior catalog years will continue to be able to use CSU GE &amp; IGETC.</p> <p>Motion to approve <b>M/S</b> (Campbell, Taylor). <b>Approved.</b></p>
<p>10. Stand Alone Application: R T 73</p>	<p><b>Speaker: Ben Kaupp</b>                  First read of Stand Alone Approval Request for R T 73. Will be permanently Stand Alone. Campbell explained the course allows students w/o state mammography license to cross-train while preparing to take state exam. Supports our clinical sites, as there is a shortage of mammographers.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>11. Foothill GE Area Groups</p>	<p><b>Speaker: Ben Kaupp</b>                  Continuing discussion from previous meeting, about how to move forward with broader conversations about Foothill GE pattern. Kaupp plans to provide opportunities in early spring quarter for faculty to come to him with feedback about how to approach this process. Will offer a variety of options to ensure everyone can participate. Plans to then draft a framework in late spring to bring to CCC for discussion.</p> <p>Brannvall and Fong provided feedback from their constituents: support the opportunity for cross-discipline discussion, and feel that inviting students and/or public could bog down process.</p>
<p>12. Catalog Start Term</p>	<p><b>Speaker: Kurt Hueg</b>                  Continuing discussion from previous meeting, about changing catalog start term from summer to fall. Hueg noted numerous benefits to changing, related to CCN and articulation agreements. Will not change anything related to timelines for catalog or academic year (contracts, assignments, distribution, etc.), but would impact when courses become active for catalog year (fall vs. summer). Fast-tracking option can be used if needed, for courses which do need to become active in summer. Mentioned topic at today's deans meeting, noting no pushback or discussion. Kaupp noted no concern from VRC, DRC, or international students.</p> <p>Gilstrap mentioned Financial Aid dept. and wondered if there could be any impact. Also mentioned if we're planning to make this change for 2026-27, he'll need to know by June, to ensure he uses the correct start term when submitting courses to UC. Kaupp mentioned students' catalog rights and asked if the change could make things more confusing—Lee responded, Counseling division is very in favor of change and shouldn't be an issue for students. Kaupp noted couldn't</p>

	<p>find anything in union or district policies which states we cannot make this change.</p> <p>Connell mentioned spoke w/ Dolores Davison, who has many years of experience in curriculum at the state level. Davison didn't see any issues with changing. Noted the change could actually help some students re: Financial Aid, because they receive aid for only three quarters. Some students start using it in summer and then run out by spring quarter.</p> <p>Group consensus in favor of changing catalog start term from summer to fall.</p>
13. Credit for Prior Learning	<p><b>Speaker: Kurt Hueg</b></p> <p>Hueg shared working on implementing Credit for Prior Learning (CPL) for EMS program, possibly using Military Articulation Platform (MAP); hopes to have first mapping completed by end of spring quarter. Would like to discuss which aspects of CPL we'd like to make progress on, and noted we don't currently offer many courses as Credit by Exam, which is one of the CPL options. Mirrored noncredit workforce/CTE courses are another option.</p> <p>Gilstrap asked if Admissions &amp; Records dept. has been involved in discussions, because transcripts must be annotated when CPL is used. Hueg agrees that they need to be included in discussions.</p> <p>Topic changed to discussing subject/numbering taxonomy created by the state for Common Course Numbering (CCN). Hueg mentioned today's memo from state Chancellor's Office, with guidance for colleges who wish to use taxonomy for non-CCN courses. Hueg wondering if we want to eventually change all our courses to be in alignment w/ CCN subject codes (e.g., POLS instead of POLI), noting he's leaning toward changing them. Gilstrap added that during CCN Phase 1 colleges were instructed by the state to not change subject codes for non-CCN courses, but that's no longer the messaging; it's now a local decision we can make.</p> <p>Vanatta provided example of numbering taxonomy in today's memo and clarified we have option to change subjects + numbers or just subjects, or nothing. Hueg would like more discussions on this topic during spring quarter, to include some examples of how numbering changes might look. Brannvall asked if we have any idea of what other colleges are doing—Hueg responded, believes we will learn more in the coming months, including at Curriculum Institute which is a valuable resource for connecting with colleagues from other colleges. Brannvall believes it will be helpful for Art History dept. to align all courses with subject code being used for CCN, to separate them from Art dept. courses.</p> <p>Taylor asked if there's an expected timeframe for when we'll get clarity on CCN course sequences—Gilstrap responded, re: General Chemistry courses in Phase 2, we simply won't be able to change them to CCN for the time being. Taylor wonders if those courses would instead be changed to the numbering taxonomy the state has created for non-CCN courses—Gilstrap believes this is an argument for not changing the numbers for our non-CCN courses, because some of those courses would then need to change, again, to CCN numbers. Also mentioned the state suggested the three quarter colleges meet to align our course sequences, but Gilstrap unsure how (and if) that will move forward.</p>

	Gilstrap noted that once the articulation piece is figured out re: course sequences, we will need to take action.
14. Good of the Order	Taylor mentioned today is Schultheis' last CCC meeting, and Kaupp noted it's Agyare's last CCC meeting until next year. Thanks to you both for your service as reps!
15. Adjournment	<b>3:03 PM</b>

**Attendees:** Micaela Agyare\* (LRC), Chris Allen (Dean, APPR), Jeff Bissell (KA), Cynthia Brannvall\* (FAC), Rachelle Campbell\* (HSH), Zach Cembellin\* (Dean, STEM), Sam Connell\* (BSS), Cathy Draper\* (HSH), Angie Dupree\* (BSS), Isaac Escoto\* (Interim Dean, CNSL), Jordan Fong\* (FAC), Evan Gilstrap\* (Articulation Officer), Ron Herman\* (Dean, FAC), Kurt Hueg\* (Administrator Co-Chair), Maritza Jackson Sandoval\* (CNSL), Ben Kaupp\* (Faculty Co-Chair), Natalie Latteri (BSS), Andy Lee\* (CNSL), Tim Myres (APPR), Richard Saroyan (SRC), Lisa Schultheis\* (STEM), Paul Starer (APPR), Kyle Taylor\* (STEM), Mary Vanatta\* (Curriculum Coordinator)  
\* Indicates in-person attendance

**Minutes Recorded by:** M. Vanatta

DRAFT

# Course Change Request

## New Course Proposal

Date Submitted: 04/01/25 5:54 pm

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

Last edit: 04/04/25 12:40 pm

Changes proposed by: Jonathan Clark (11052368)

### In Workflow

- 1ED Curriculum Rep
- Curriculum Coordinator
- Activation

### Approval Path

- 04/01/25 7:39 pm  
Tim Myres (TimM): Approved for 1ED Curriculum Rep

#### Course Proposal Form

Faculty Author	Jonathan Clark		
Effective Term	Fall 2026		
Subject	Apprenticeship: Pipe Trades (APPT)	Course Number	F121A
Department	Apprenticeship (A P)		
Division	Apprenticeship (1ED)		
Units	7		
Hours	108 hours total: 72 lecture, 36 lab		
Course Title	SP-101 BASIC SERVICE PLUMBING SKILLS		
Short Title			

Proposed Transferability: None

Proposed Description and Requisites: Orientation to the apprenticeship program, JATC policies and procedures. UA history and heritage will also be covered. Safety training is introduced, with instruction in general construction safety. This is followed up with necessary trade skills, including use and care of service plumbing tools, pipe and tube installations and repair, soldering, brazing, and other plumbing skills.

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

Proposed Discipline: Building Maintenance

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

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

No

Comments & Other Relevant Information for Discussion:

Provides an overview of safety training, focusing on general construction safety. Introduces essential trade skills such as service tool use and maintenance, pipe and tube repair, soldering, brazing, and fundamental plumbing repair techniques.

Reviewer Comments

# Course Change Request

## New Course Proposal

Date Submitted: 04/01/25 6:21 pm

Viewing: **APPT F127G : PLUMBING SIZING & DESIGN**

Last edit: 04/04/25 12:44 pm

Changes proposed by: Jonathan Clark (11052368)

### In Workflow

- 1ED Curriculum Rep
- Curriculum Coordinator
- Activation

### Approval Path

- 04/01/25 7:39 pm  
Tim Myres (TimM): Approved for 1ED Curriculum Rep

#### Course Proposal Form

Faculty Author Jonathan Clark

Effective Term Fall 2026

Subject Apprenticeship: Pipe Trades (APPT) Course Number F127G

Department Apprenticeship (A P)

Division Apprenticeship (1ED)

Units 2.5

Hours 54 hours total: 18 lecture, 36 lab

Course Title PLUMBING SIZING & DESIGN

Short Title

Proposed Transferability None

Proposed Description and Requisites: Students will learn to read and interpret simple residential plumbing systems within structures. Students learn the proper design and sizing of simple waste, water, and gas systems. An in-depth study of water supply systems will also be included.

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

Proposed Discipline Building Maintenance

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

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

No

Comments & Other Relevant Information for Discussion:

Students learn the proper design and sizing of simple waste, water and gas systems. An in-depth study of water supply systems will also be included.

Reviewer  
Comments

# Course Change Request

## New Course Proposal

Date Submitted: 04/01/25 6:27 pm

Viewing: **APPT F128I : BEGINNING DRAWING & DESIGN**

Last edit: 04/04/25 12:46 pm

Changes proposed by: Jonathan Clark (11052368)

### In Workflow

- 1ED Curriculum Rep
- Curriculum Coordinator
- Activation

### Approval Path

- 04/01/25 7:39 pm  
Tim Myres (TimM): Approved for 1ED Curriculum Rep

### Course Proposal Form

Faculty Author Jonathan Clark

Effective Term Fall 2026

Subject Apprenticeship: Pipe Trades (APPT) Course Number F128I

Department Apprenticeship (A P)

Division Apprenticeship (1ED)

Units 2.5

Hours 54 hours total: 18 lecture, 36 lab

Course Title BEGINNING DRAWING & DESIGN

Short Title

Proposed Transferability None

Proposed Description and Requisites: Drawing fundamentals to instruction in isometric drawing. Produce working isometric drawings of waste water and gas systems for a residential or small commercial application.

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

Proposed Discipline Building Maintenance

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

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

No

Comments & Other Relevant Information for Discussion:

Drawing fundamentals to instruction in isometric drawing. Produce working isometric drawings of waste water and gas systems for a residential or small commercial application.

Reviewer Comments

# Course Change Request

## New Course Proposal

Date Submitted: 02/23/25 9:20 pm

Viewing: **EMS F413. : 12-LEAD ECG: ACUTE CORONARY SYNDROMES & CONDUCTION ABNORMALITIES**

Last edit: 03/17/25 7:28 am

Changes proposed by: Glenn Kurisu (20546642)

### In Workflow

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

### Approval Path

1. 03/14/25 12:20 pm  
Catherine Draper (drapercatherine):  
Approved for 1BH Curriculum Rep

#### Course Proposal Form

Faculty Author	Glenn Kurisu		
Effective Term	Summer 2026		
Subject	Emergency Medical Services (EMT/EMR/ Paramedic) (EMS)	Course Number	F413.
Department	Emergency Medical Services (EMT/EMR/ Paramedic) (EMS)		
Division	Health Sciences and Horticulture (1BH)		
Units	0		
Hours	1.5 hours lecture		
Course Title	12-LEAD ECG: ACUTE CORONARY SYNDROMES & CONDUCTION ABNORMALITIES		
Short Title			

Proposed Transferability: None

Proposed Description and Requisites: This is the second course in a three-part 12 Lead ECG interpretation series. Building on the principles introduced in EMS 412, this course focuses on recognizing and interpreting ECG changes associated with acute coronary syndromes (ACS) and conduction system abnormalities. Students will develop the skills to differentiate ST-segment elevation myocardial infarction (STEMI) from non-ST-elevation acute coronary syndromes (NSTEMI-ACS) and identify bundle branch and fascicular blocks. Additional leads and STEMI equivalents will also be explored to enhance accuracy in patient assessment and management.

Advisory: EMT or higher level health care provider.

Proposed Discipline: Emergency Medical Technologies

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

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

No

Comments & Other Relevant Information for Discussion:  
None

Reviewer Comments

# Course Change Request

## New Course Proposal

Date Submitted: 02/23/25 9:28 pm

Viewing: **EMS F414. : MASTERING 12-LEAD ECG**

## **INTERPRETATION: ADVANCED TOPICS AND CLINICAL APPLICATIONS**

Last edit: 03/17/25 7:29 am

Changes proposed by: Glenn Kurisu (20546642)

### In Workflow

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

### Approval Path

1. 03/14/25 12:20 pm  
Catherine Draper (drapercatherine):  
Approved for 1BH Curriculum Rep

### Course Proposal Form

Faculty Author Glenn Kurisu

Effective Term Summer 2026

Subject Emergency Medical Services (EMT/EMR/ Paramedic) (EMS) Course Number F414.

Department Emergency Medical Services (EMT/EMR/ Paramedic) (EMS)

Division Health Sciences and Horticulture (1BH)

Units 0

Hours 1.5 hours lecture

Course Title MASTERING 12-LEAD ECG INTERPRETATION: ADVANCED TOPICS AND CLINICAL APPLICATIONS

Short Title

Proposed Transferability None

Proposed Description and Requisites: This is the third and final 12 Lead ECG course of a three-part series. This course covers topics essential for comprehensive ECG analysis in emergency and critical care settings. Students will refine their ability to differentiate STEMI mimics from true infarctions, analyze metabolic and toxicologic influences on ECG patterns, evaluate pacemaker rhythms, and integrate their knowledge through case-based learning. Successful completion of this course results in a certificate of completion, validating expertise in 12-lead ECG interpretation.

Advisory: EMT or higher level health care provider.

Proposed Discipline Emergency Medical Technologies

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

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

No

Comments & Other Relevant Information for Discussion:  
None

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
R T 73 ADVANCED CLINICAL EXPERIENCE: MAMMOGRAPHY	R. Campbell	Prereqs: Current ARRT and CRT certification as a Radiologic Technologist; R T 65 (MAMMOGRAPHY) or equivalent.	New requisites for 2025-26

# FOOTHILL COLLEGE GENERAL EDUCATION & GRADUATION REQUIREMENTS

## Overview

The Foothill College General Education (GE) pattern is designed to ensure that students meet the four institutional/general education student learning outcomes:

- 1. Communication:** Demonstrate analytical reading and writing skills, including evaluation, synthesis and research; deliver focused and coherent presentations; and demonstrate active, discerning listening and speaking skills in lectures and discussions.
- 2. Computation:** Demonstrate complex problem-solving skills, technology skills, computer proficiency and decision analysis through synthesis and evaluation; apply mathematical concepts and reasoning; and analyze and use numerical data.
- 3. Creative, Critical & Analytical Thinking:** Demonstrate judgment, decision-making skills and intellectual curiosity; demonstrate problem-solving skills through analysis, synthesis and evaluation; develop creativity and aesthetic awareness; conduct research methodology; and identify and respond to a variety of learning styles and strategies.
- 4. Community/Global Consciousness & Responsibility:** Demonstrate social perceptiveness, including citizenship, community service, cultural awareness, empathy, ethics, interpersonal skills, personal integrity, respect, self-esteem and sensitivity; and exhibit interest in and pursuit of lifelong learning.

## Foothill College General Education Requirements for 2025-2026

Completion of the Foothill College General Education pattern requires that students successfully earn a minimum of 30 units from the courses listed below, with at least one course in each GE area. Courses may only be used in one area.

### Area 1A: English Composition

Code	Title	Units
ENGL 1A	COMPOSITION & READING	5
or ENGL 1AH	HONORS COMPOSITION & READING	
ESLL 26	ADVANCED COMPOSITION & READING	5

Students who complete the major requirements for the Apprenticeship - Plumbing Technology program will satisfy Area 1A

### Area 1B: Oral Communication and Critical Thinking

Code	Title	Units
COMM 1A	PUBLIC SPEAKING	5
or COMM 1AH	HONORS PUBLIC SPEAKING	
COMM 1B	ARGUMENTATION & PERSUASION	5
COMM 2	INTERPERSONAL COMMUNICATION	5
COMM 3	INTRODUCTION TO COMMUNICATION STUDIES	5
COMM 4	GROUP DISCUSSION	5
COMM 55	CAREER & LEADERSHIP COMMUNICATION IN THE GLOBAL WORKPLACE	5

C S 1A	OBJECT-ORIENTED PROGRAMMING METHODOLOGIES IN JAVA	4.5
C S 1B	INTERMEDIATE SOFTWARE DESIGN IN JAVA	4.5
C S 1C	ADVANCED DATA STRUCTURES & ALGORITHMS IN JAVA	4.5
C S 2A	OBJECT-ORIENTED PROGRAMMING METHODOLOGIES IN C++	4.5
C S 2B	INTERMEDIATE SOFTWARE DESIGN IN C++	4.5
C S 2C	ADVANCED DATA STRUCTURES & ALGORITHMS IN C++	4.5
C S 3A	OBJECT-ORIENTED PROGRAMMING METHODOLOGIES IN PYTHON	4.5
ENGL 1B	COMPOSITION, CRITICAL READING & THINKING THROUGH LITERATURE	5
or ENGL 1BH	HONORS COMPOSITION, CRITICAL READING & THINKING THROUGH LITERATURE	
ENGL 50C	TECHNICAL WRITING	5
GEOG 11	INTRODUCTION TO MAPPING & SPATIAL REASONING	4
GIST 11	INTRODUCTION TO MAPPING & SPATIAL REASONING	4
MDIA 3	INTRODUCTION TO FILM & MEDIA CRITICISM	4
PHIL 1	CRITICAL THINKING & WRITING	5
PHIL 7	INTRODUCTION TO SYMBOLIC LOGIC	5

Students who complete the major requirements for any of the following Apprenticeship programs will satisfy Area 1B:

Air Conditioning and Refrigeration Technology (Pathway 1)
Plumbing Technology
Sheet Metal
Steamfitting and Pipefitting Technology
Test, Adjust and Balancing (TAB) Technician

### Area 2: Mathematical Concepts and Quantitative Reasoning

Code	Title	Units
C S 18	DISCRETE MATHEMATICS	5
MATH 1A	CALCULUS	5
or MATH 1AH	HONORS CALCULUS I	
MATH 1B	CALCULUS	5
or MATH 1BH	HONORS CALCULUS II	
MATH 1C	CALCULUS	5
MATH 10	ELEMENTARY STATISTICS	5
MATH 12	CALCULUS FOR BUSINESS & ECONOMICS	5
MATH 17	INTEGRATED STATISTICS II	5
MATH 22	DISCRETE MATHEMATICS	5
MATH 33	MATH FOR FINANCIAL THRIVING	5
MATH 40A	QUANTITATIVE REASONING	5
MATH 47	PATH TO CALCULUS	6
MATH 48A	PRECALCULUS I	5
MATH 48B	PRECALCULUS II	5
MATH 48C	PRECALCULUS III	5
PSYC 7	STATISTICS FOR THE BEHAVIORAL SCIENCES	5
SOC 7	STATISTICS FOR THE BEHAVIORAL SCIENCES	5

Students who complete the major requirements for any of the following Apprenticeship programs will satisfy Area 2:

Air Conditioning and Refrigeration Technology (Pathway 1)
Plumbing Technology
Sheet Metal
Steamfitting and Pipefitting Technology
Test, Adjust and Balancing (TAB) Technician

### Area 3: Arts and Humanities

Code	Title	Units
ART 1	INTRODUCTION TO ART	4.5
ART 2A	HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY	4.5
or ART 2AH	HONORS HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY	
ART 2B	HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE	4.5
or ART 2BH	HONORS HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE	
ART 2C	HISTORY OF WESTERN ART FROM THE BAROQUE TO IMPRESSIONISM	4.5
ART 2D	AFRICAN, OCEANIC & NATIVE AMERICAN ART	4.5
ART 2E	A HISTORY OF WOMEN IN ART	4.5
ART 2F	INTRODUCTION TO ASIAN ART	4.5
ART 2J	AMERICAN ART	4.5
ART 4A	FUNDAMENTALS IN DRAWING	4
ART 4G	MURAL MAKING: COMMUNITY ART PROJECT	4
ART 5A	2-D FOUNDATIONS	4
ART 5B	3-D FOUNDATIONS	4
ART 20	COLOR THEORY	4
ART 45B	BEGINNING CERAMICS POTTER'S WHEEL	4
BUSI 70	BUSINESS & PROFESSIONAL ETHICS	4
CRWR 6	INTRODUCTION TO CREATIVE WRITING	5
CRWR 9	INTRODUCTION TO CREATIVE NONFICTION	5
CRWR 25A	POETRY IN COMMUNITY	5
CRWR 39A	INTRODUCTION TO SHORT FICTION WRITING	5
CRWR 41A	POETRY WRITING	5
DANC 10	TOPICS IN DANCE HISTORY	5
ENGL 5	LOUD & QUEER: LITERATURE OF SEXUAL/GENDER IDENTITY	4
ENGL 7	NATIVE AMERICAN LITERATURE	4
ENGL 10A	LITERATURE & THE ENVIRONMENT	4
ENGL 12	AFRICAN AMERICAN LITERATURE	4
ENGL 12A	ALL POWER TO THE PEOPLE: LITERATURE OF THE BLACK PANTHER PARTY	4
ENGL 14	TRAVELING THE WORLD THROUGH CONTEMPORARY LITERATURE	4
ENGL 16	INTRODUCTION TO LITERATURE	4
or ENGL 16H	HONORS INTRODUCTION TO LITERATURE	
ENGL 17	INTRODUCTION TO SHAKESPEARE	4
ENGL 22	WOMEN WRITERS	4
ENGL 24	UNMASKING COMICS: THE DAWN OF THE GRAPHIC NOVEL	4
ENGL 27G	DETECTIVE & MYSTERY FICTION	4
ENGL 31	LATINO/A LITERATURE	4
ENGL 34C	LITERATURE INTO FILM	4
ENGL 37	SCIENCE FICTION LITERATURE: REIMAGINEERING REALITY	4
ENGL 38	LITERATURE OF PROTEST	4
ENGL 40	ASIAN AMERICAN LITERATURE	4
ENGL 43A	SURVEY OF BRITISH LITERATURE I: BEOWULF TO THE LATE 18TH CENTURY	5
or ENGL 43AH	HONORS SURVEY OF BRITISH LITERATURE I: BEOWULF TO THE LATE 18TH CENTURY	
ENGL 43B	SURVEY OF BRITISH LITERATURE II: THE ROMANTIC PERIOD TO THE PRESENT	5
or ENGL 43BH	HONORS SURVEY OF BRITISH LITERATURE II: THE ROMANTIC PERIOD TO THE PRESENT	
ENGL 45A	SURVEY OF AMERICAN LITERATURE I: BEGINNINGS TO 1865	5
or ENGL 45AH	HONORS SURVEY OF AMERICAN LITERATURE I: BEGINNINGS TO 1865	
ENGL 45B	SURVEY OF AMERICAN LITERATURE II: 1865 TO THE PRESENT	5
or ENGL 45BH	HONORS SURVEY OF AMERICAN LITERATURE II: 1865 TO THE PRESENT	
ENGL 49	CALIFORNIA LITERATURE: GOLDEN STATE CULTURES, GEOGRAPHIES & HISTORIES	4
ETHN 1	INTRODUCTION TO ETHNIC STUDIES	4
ETHN 2	INTRODUCTION TO AFRICAN AMERICAN STUDIES	4
ETHN 3	INTRODUCTION TO LATINX STUDIES	4
ETHN 4	INTRODUCTION TO NATIVE AMERICAN STUDIES	4
ETHN 5	INTRODUCTION TO ASIAN AMERICAN STUDIES	4
ETHN 7	INTRODUCTION TO PACIFIC ISLANDS & OCEANIA STUDIES	4
GID 1	HISTORY OF GRAPHIC DESIGN	4
HUMN 1	CULTURES, CIVILIZATIONS & IDEAS: THE ANCIENT WORLD	4
or HUMN 1H	HONORS CULTURES, CIVILIZATIONS & IDEAS: THE ANCIENT WORLD	
HUMN 2	CULTURES, CIVILIZATIONS & IDEAS: OF EMPIRES & CONFLICT	4
or HUMN 2H	HONORS CULTURES, CIVILIZATIONS & IDEAS: OF EMPIRES & CONFLICT	
HUMN 3	WORLD MYTHS IN LITERATURE ARTS & FILM	4
or HUMN 3H	HONORS WORLD MYTHS IN LITERATURE ARTS & FILM	
HUMN 4	TRAUMA & THE ARTS	4
or HUMN 4H	HONORS TRAUMA & THE ARTS	
HUMN 5	CULTURES, CIVILIZATIONS & IDEAS: THE MODERN WORLD	4
or HUMN 5H	HONORS CULTURES, CIVILIZATIONS & IDEAS: THE MODERN WORLD	
HUMN 6	THE SHOCK OF THE NEW: FROM THE MODERN TO THE CONTEMPORARY	4

or HUMN 6H	HONORS THE SHOCK OF THE NEW: FROM THE MODERN TO THE CONTEMPORARY	
HUMN 7	GLOBAL RELIGIONS: CONTEMPORARY PRACTICES & PERSPECTIVES	4
or HUMN 7H	HONORS GLOBAL RELIGIONS: CONTEMPORARY PRACTICES & PERSPECTIVES	
HUMN 8	EX MACHINA: THE PARADOX OF BEING HUMAN IN THE DIGITAL AGE	4
HUMN 9	ONCE UPON A TIME? THE IMMORTAL LURE OF FAIRY TALES	4
HUMN 10	ON THE MOVE: ARTISTIC REPRESENTATIONS OF MIGRANT EXPERIENCE	4
or HUMN 10H	HONORS ON THE MOVE: ARTISTIC REPRESENTATIONS OF MIGRANT EXPERIENCE	
HUMN 11	INTRODUCTION TO POPULAR CULTURE	4
or HUMN 11H	HONORS INTRODUCTION TO POPULAR CULTURE	
HUMN 12	POPULAR CULTURE & UNITED STATES HISTORY	4
or HUMN 12H	HONORS POPULAR CULTURE & UNITED STATES HISTORY	
HUMN 13	VIDEO GAMES & POPULAR CULTURE	4
HUMN 14	THE ART OF PEACE: NARRATIVE REPRESENTATIONS OF PACIFISM	4
HUMN 15	ETHICS IN ARTIFICIAL INTELLIGENCE	4
JAPN 14A	ADVANCED CONVERSATION I	4
JAPN 14B	ADVANCED CONVERSATION II	4
KINS 5	SPORTS & CINEMA	4
MDIA 1	INTRODUCTION TO FILM STUDIES	4
or MDIA 1H	HONORS INTRODUCTION TO FILM STUDIES	
MDIA 2A	HISTORY OF FILM 1895-1945	4
MDIA 2B	HISTORY OF FILM 1945-CURRENT	4
MDIA 2C	CURRENT TRENDS IN FILM, TV & THE INTERNET	4
MDIA 11	INTRODUCTION TO POPULAR CULTURE	4
or MDIA 11H	HONORS INTRODUCTION TO POPULAR CULTURE	
MDIA 12	POPULAR CULTURE & UNITED STATES HISTORY	4
or MDIA 12H	HONORS POPULAR CULTURE & UNITED STATES HISTORY	
MDIA 13	VIDEO GAMES & POPULAR CULTURE	4
MUS 1	INTRODUCTION TO MUSIC	4
MUS 2A	GREAT COMPOSERS & MUSIC MASTERPIECES	5
or MUS 2AH	HONORS GREAT COMPOSERS & MUSIC MASTERPIECES	
MUS 2B	GREAT COMPOSERS & MUSIC MASTERPIECES	5
or MUS 2BH	HONORS GREAT COMPOSERS & MUSIC MASTERPIECES	
MUS 2C	GREAT COMPOSERS & MUSIC MASTERPIECES	5
or MUS 2CH	HONORS GREAT COMPOSERS & MUSIC MASTERPIECES	
MUS 2D	WORLD MUSIC: ROOTS TO CONTEMPORARY GLOBAL FUSION	5
MUS 2F	HISTORY OF AMERICAN MUSICAL THEATRE	4
MUS 8	MUSIC OF AMERICAN CULTURES	5
or MUS 8H	HONORS MUSIC OF AMERICAN CULTURES	
MUS 11D	HISTORY OF ELECTRONIC MUSIC: ORIGINS-1970	4
MUS 11E	HISTORY OF ELECTRONIC MUSIC: 1970-PRESENT	4

PHIL 2	INTRODUCTION TO SOCIAL & POLITICAL PHILOSOPHY	4
PHIL 4	INTRODUCTION TO PHILOSOPHY	4
PHIL 11	INTRODUCTION TO THE PHILOSOPHY OF ART & AESTHETICS	4
PHIL 15	ETHICS IN ARTIFICIAL INTELLIGENCE	4
PHIL 20A	HISTORY OF WESTERN PHILOSOPHY FROM SOCRATES THROUGH ST. THOMAS	4
PHIL 20B	HISTORY OF WESTERN PHILOSOPHY FROM THE RENAISSANCE THROUGH KANT	4
PHIL 24	COMPARATIVE WORLD RELIGIONS: EAST	4
PHIL 25	COMPARATIVE WORLD RELIGIONS: WEST	4
PHOT 5	INTRODUCTION TO PHOTOGRAPHY	4
PHOT 8	PHOTOGRAPHY OF AMERICAN CULTURES	5
or PHOT 8H	HONORS PHOTOGRAPHY OF AMERICAN CULTURES	
PHOT 10	HISTORY OF PHOTOGRAPHY	4
or PHOT 10H	HONORS HISTORY OF PHOTOGRAPHY	
PHOT 11	CONTEMPORARY ISSUES IN PHOTOGRAPHY	4
or PHOT 11H	HONORS CONTEMPORARY ISSUES IN PHOTOGRAPHY	
SPAN 4	INTERMEDIATE SPANISH I	5
SPAN 5	INTERMEDIATE SPANISH II	5
SPAN 6	INTERMEDIATE SPANISH III	5
THTR 1	INTRODUCTION TO THEATRE	4
THTR 2A	HISTORY OF DRAMATIC LITERATURE: CLASSICAL TO MOLIÈRE	4
THTR 2F	HISTORY OF AMERICAN MUSICAL THEATRE	4
THTR 8	MULTICULTURAL THEATRE ARTS IN MODERN AMERICA	4
THTR 26	INTRODUCTION TO FASHION HISTORY & COSTUME DESIGN	4

**Area 4: Social and Behavioral Sciences**

Code	Title	Units
ANTH 2A	CULTURAL ANTHROPOLOGY	4
or ANTH 2AH	HONORS CULTURAL ANTHROPOLOGY	
ANTH 2B	PATTERNS OF CULTURE	4
ANTH 3	WORLD PREHISTORY: THE RISE & FALL OF EARLY CIVILIZATIONS	4
ANTH 5	MAGIC, SCIENCE & RELIGION	4
or ANTH 5H	HONORS MAGIC, SCIENCE & RELIGION	
ANTH 8	INTRODUCTION TO ARCHAEOLOGY	4
or ANTH 8H	HONORS INTRODUCTION TO ARCHAEOLOGY	
ANTH 12	APPLIED ANTHROPOLOGY	4
ANTH 14	LINGUISTIC ANTHROPOLOGY	4
ANTH 15	MEDICAL ANTHROPOLOGY: METHODS & PRACTICE	4
or ANTH 15H	HONORS MEDICAL ANTHROPOLOGY: METHODS & PRACTICE	
ANTH 20	NATIVE PEOPLES OF CALIFORNIA	4
ANTH 22	THE AZTEC, MAYA, INCA & THEIR PREDECESSORS: CIVILIZATIONS OF THE AMERICAS	4
BUSI 22	PRINCIPLES OF BUSINESS	5

or BUSI 22H	HONORS PRINCIPLES OF BUSINESS		PSYC 2	CULTURAL PSYCHOLOGY	4
CHLD 1	CHILD GROWTH & DEVELOPMENT: PRENATAL THROUGH EARLY CHILDHOOD	4	PSYC 4	INTRODUCTION TO BIOPSYCHOLOGY	5
CHLD 2	CHILD GROWTH & DEVELOPMENT II: MIDDLE CHILDHOOD THROUGH ADOLESCENCE	4	PSYC 9	POSITIVE PSYCHOLOGY	4
CHLD 51A	AFFIRMING DIVERSITY IN EDUCATION	4	PSYC 10	RESEARCH METHODS & DESIGNS	5
CNSL 3	IDENTITY, CULTURE & EDUCATION	4.5	PSYC 14	CHILD & ADOLESCENT DEVELOPMENT	4
or CNSL 3H	HONORS IDENTITY, CULTURE & EDUCATION		PSYC 21	PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES	4
ECON 1A	PRINCIPLES OF MACROECONOMICS	5	PSYC 22	PSYCHOLOGY OF PREJUDICE & DISCRIMINATION	4
ECON 1B	PRINCIPLES OF MICROECONOMICS	5	PSYC 25	PSYCHOLOGICAL DISORDERS & THEIR TREATMENTS	4
ECON 9	INTERNATIONAL POLITICAL ECONOMY	4	PSYC 30	SOCIAL PSYCHOLOGY	4
or ECON 9H	HONORS INTERNATIONAL POLITICAL ECONOMY		PSYC 33	INTRODUCTION TO PERSONALITY PSYCHOLOGY	4
ECON 25	THE GLOBAL ECONOMY	4	PSYC 40	HUMAN DEVELOPMENT	5
or ECON 25H	HONORS THE GLOBAL ECONOMY		PSYC 49	HUMAN SEXUALITY	4
GEOG 2	HUMAN GEOGRAPHY	4	SOC 1	INTRODUCTION TO SOCIOLOGY	5
GEOG 10	WORLD REGIONAL GEOGRAPHY	4	or SOC 1H	HONORS INTRODUCTION TO SOCIOLOGY	
HIST 3A	WORLD HISTORY FROM PREHISTORY TO 750 CE	4	SOC 8	POPULAR CULTURE	4
HIST 3B	WORLD HISTORY FROM 750 CE TO 1750 CE	4	SOC 10	SOCIAL RESEARCH METHODS & DESIGNS	5
HIST 3C	WORLD HISTORY FROM 1750 CE TO THE PRESENT	4	SOC 11	SOCIAL WORK & HUMAN SERVICES	5
HIST 4A	HISTORY OF WESTERN CIVILIZATION TO 800 CE	4	SOC 15	LAW & SOCIETY	4
HIST 4B	HISTORY OF WESTERN CIVILIZATION: 700-1800	4	SOC 19	ALCOHOL & DRUG ABUSE	4
HIST 4C	HISTORY OF WESTERN CIVILIZATION 1789-PRESENT	4	SOC 20	MAJOR SOCIAL PROBLEMS	4
HIST 8	HISTORY OF LATIN AMERICA	4	SOC 23	RACE & ETHNIC RELATIONS	4
HIST 10	HISTORY OF CALIFORNIA: THE MULTICULTURAL STATE	4	SOC 28	SOCIOLOGY OF GENDER	4
HIST 17A	HISTORY OF THE UNITED STATES TO 1815	4	SOC 30	SOCIAL PSYCHOLOGY	4
HIST 17B	HISTORY OF THE UNITED STATES FROM 1812 TO 1914	4	SOC 40	ASPECTS OF MARRIAGE & FAMILY	4
HIST 17C	HISTORY OF THE UNITED STATES FROM 1914 TO THE PRESENT	4	SOC 45	SOCIOLOGY OF SEXUALITY	4
HIST 18	INTRODUCTION TO MIDDLE EASTERN CIVILIZATION	4	WMN 5	INTRODUCTION TO WOMEN'S STUDIES	4
HIST 20	HISTORY OF RUSSIA & THE SOVIET UNION	4	WMN 21	PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES	4
KINS 2	SPORT IN SOCIETY	5	Students who complete the major requirements for any of the following Apprenticeship programs will satisfy Area 4:		
KINS 10	WOMEN IN SPORTS	5	Air Conditioning and Refrigeration Technology (Pathway 1)		
KINS 51	PERFORMANCE ENHANCING SUBSTANCES IN SPORT & EXERCISE	4	Plumbing Technology		
MDIA 8A	RACE & GENDER IN AMERICAN MEDIA	4	Sheet Metal		
POLI 1	POLITICAL SCIENCE: INTRODUCTION TO AMERICAN GOVERNMENT & POLITICS	5	Steamfitting and Pipefitting Technology		
POLI 3	INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY	5	Test, Adjust and Balancing (TAB) Technician		
or POLI 3H	HONORS INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY		<b>Area 5: Natural Sciences (with Laboratory)</b>		
POLI 4	CALIFORNIA POLITICS & GOVERNMENT	5	<b>Code</b>	<b>Title</b>	<b>Units</b>
POLI 9	INTERNATIONAL POLITICAL ECONOMY	4	ANTH 1 & 1L	INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY and BIOLOGICAL ANTHROPOLOGY LABORATORY	5
or POLI 9H	HONORS INTERNATIONAL POLITICAL ECONOMY		or ANTH 1H & 1HL	HONORS INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY and HONORS BIOLOGICAL ANTHROPOLOGY LABORATORY	
POLI 15	INTERNATIONAL RELATIONS/WORLD POLITICS	4	ANTH 13 & 13L	INTRODUCTION TO FORENSIC ANTHROPOLOGY and FORENSIC ANTHROPOLOGY LABORATORY	5
or POLI 15H	HONORS INTERNATIONAL RELATIONS/WORLD POLITICS		ASTR 10A & ASTR 10L	GENERAL ASTRONOMY: SOLAR SYSTEM and ASTRONOMY LABORATORY	6
PSYC 1	GENERAL PSYCHOLOGY	5	ASTR 10B & ASTR 10L	GENERAL ASTRONOMY: STARS, GALAXIES, COSMOLOGY and ASTRONOMY LABORATORY	6
or PSYC 1H	HONORS GENERAL PSYCHOLOGY				

ASTR 10BH & ASTR 10L	HONORS GENERAL ASTRONOMY: STARS, GALAXIES, COSMOLOGY and ASTRONOMY LABORATORY	6
BIOL 9 & 9L	ENVIRONMENTAL BIOLOGY and ENVIRONMENTAL BIOLOGY LABORATORY	5
BIOL 10	GENERAL BIOLOGY: BASIC PRINCIPLES	5
BIOL 13	MARINE BIOLOGY	5
BIOL 14	HUMAN BIOLOGY	5
BIOL 15	CALIFORNIA ECOLOGY/NATURAL HISTORY	5
BIOL 41	MICROBIOLOGY	6
CHEM 1A	GENERAL CHEMISTRY	5
CHEM 25	FUNDAMENTALS OF CHEMISTRY	5
CHEM 30A	SURVEY OF INORGANIC & ORGANIC CHEMISTRY	5
GEOG 1	PHYSICAL GEOGRAPHY	5
HORT 15	ORIENTATION TO ENVIRONMENTAL HORTICULTURE	4
PHYS 2A	GENERAL PHYSICS	5
PHYS 4A	GENERAL PHYSICS (CALCULUS)	6
PSE 20	INTRODUCTION TO PHYSICAL SCIENCE	5

Students who complete the major requirements for any of the following Apprenticeship programs will satisfy Area 5:

- Air Conditioning and Refrigeration Technology (Pathway 1)
- Plumbing Technology
- Sheet Metal
- Steamfitting and Pipefitting Technology
- Test, Adjust and Balancing (TAB) Technician

### Area 6: Ethnic Studies

Code	Title	Units
ETHN 1	INTRODUCTION TO ETHNIC STUDIES	4
ETHN 2	INTRODUCTION TO AFRICAN AMERICAN STUDIES	4
ETHN 3	INTRODUCTION TO LATINX STUDIES	4
ETHN 4	INTRODUCTION TO NATIVE AMERICAN STUDIES	4
ETHN 5	INTRODUCTION TO ASIAN AMERICAN STUDIES	4
ETHN 7	INTRODUCTION TO PACIFIC ISLANDS & OCEANIA STUDIES	4
ETHN 8	INTRODUCTION TO LAND & LABOR	4

### Area 7: Lifelong Learning

Code	Title	Units
ATHL 4	INTERCOLLEGIATE FOOTBALL I (MEN)	2
ATHL 4A	PRESEASON CONDITIONING FOR FOOTBALL	2
ATHL 4B	SPORT TECHNIQUES & CONDITIONING FOR FOOTBALL	2
ATHL 4C	FUNCTIONAL FITNESS FOR FOOTBALL	1
ATHL 4E	INTERCOLLEGIATE FOOTBALL (MEN)	1
ATHL 4F	INTERCOLLEGIATE FOOTBALL II (MEN)	3
ATHL 11	INTERCOLLEGIATE BASKETBALL I (MEN)	3
ATHL 11A	PRESEASON CONDITIONING FOR MEN'S BASKETBALL	2
ATHL 11B	SPORT TECHNIQUES & CONDITIONING FOR MEN'S BASKETBALL	2
ATHL 12	INTERCOLLEGIATE BASKETBALL I (WOMEN)	3

ATHL 12A	PRESEASON CONDITIONING FOR WOMEN'S BASKETBALL	2
ATHL 12B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S BASKETBALL	2
ATHL 21	INTERCOLLEGIATE SOCCER I (MEN)	2
ATHL 21A	PRESEASON CONDITIONING FOR MEN'S SOCCER	2
ATHL 21B	SPORT TECHNIQUES & CONDITIONING FOR MEN'S SOCCER	2
ATHL 21C	FUNCTIONAL FITNESS FOR MEN'S SOCCER	1
ATHL 21F	INTERCOLLEGIATE SOCCER II (MEN)	3
ATHL 22	INTERCOLLEGIATE SOCCER I (WOMEN)	2
ATHL 22A	PRESEASON CONDITIONING FOR WOMEN'S SOCCER	2
ATHL 22B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S SOCCER	2
ATHL 22C	FUNCTIONAL FITNESS FOR WOMEN'S SOCCER	1
ATHL 22F	INTERCOLLEGIATE SOCCER II (WOMEN)	3
ATHL 31	INTERCOLLEGIATE SOFTBALL I (WOMEN)	3
ATHL 31A	PRESEASON CONDITIONING FOR SOFTBALL	2
ATHL 32	INTERCOLLEGIATE SWIMMING I (MEN & WOMEN)	3
ATHL 32A	PRESEASON CONDITIONING FOR SWIMMING	2
ATHL 32C	FUNCTIONAL FITNESS FOR SWIMMING	1
ATHL 32F	INTERCOLLEGIATE SWIMMING II (MEN & WOMEN)	2
ATHL 33	INTERCOLLEGIATE WATER POLO I (WOMEN)	2
ATHL 33A	PRESEASON CONDITIONING FOR WOMEN'S WATER POLO	2
ATHL 33B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S WATER POLO	2
ATHL 33C	FUNCTIONAL FITNESS FOR WOMEN'S WATER POLO	1
ATHL 33F	INTERCOLLEGIATE WATER POLO II (WOMEN)	3
ATHL 34	INTERCOLLEGIATE BADMINTON I (WOMEN)	3
ATHL 34A	PRESEASON CONDITIONING FOR WOMEN'S BADMINTON	2
ATHL 34C	FUNCTIONAL FITNESS FOR WOMEN'S BADMINTON	1
ATHL 34F	INTERCOLLEGIATE BADMINTON II (WOMEN)	2
ATHL 42	INTERCOLLEGIATE VOLLEYBALL I (WOMEN)	2
ATHL 42B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S VOLLEYBALL	2
ATHL 42C	FUNCTIONAL FITNESS FOR WOMEN'S VOLLEYBALL	1
ATHL 42F	INTERCOLLEGIATE VOLLEYBALL II (WOMEN)	3
ATHL 44	INTERCOLLEGIATE TENNIS I (MEN)	3
ATHL 44A	PRESEASON CONDITIONING FOR MEN'S TENNIS	2
ATHL 44C	FUNCTIONAL FITNESS FOR MEN'S TENNIS	1
ATHL 44F	INTERCOLLEGIATE TENNIS II (MEN)	2
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ATHL 45A	PRESEASON CONDITIONING FOR WOMEN'S TENNIS	2
ATHL 45C	FUNCTIONAL FITNESS FOR WOMEN'S TENNIS	1
ATHL 45F	INTERCOLLEGIATE TENNIS II (WOMEN)	2
BIOL 8	BASIC NUTRITION	5
BIOL 9	ENVIRONMENTAL BIOLOGY	4

BIOL 12	HUMAN GENETICS	4	PHED 11A	WATER EXERCISE	1
BIOL 81	LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN STEM	4	PHED 11B	AQUATIC FITNESS	1
CHEM 81	LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN STEM	4	PHED 13	BEGINNING WATER POLO	1
CNSL 1	COLLEGE SUCCESS	3	PHED 13C	WATER POLO: GAME SKILLS	1
CNSL 56	LIFELONG LEARNING STRATEGIES	3	PHED 15A	BEGINNING PICKLEBALL	1
CNSL 72	STRESS, WELLNESS & COPING	3	PHED 15B	INTERMEDIATE PICKLEBALL	1
CNSL 90	INTRODUCTION TO ONLINE LEARNING	1.5	PHED 15C	ADVANCED PICKLEBALL	1
COMM 2	INTERPERSONAL COMMUNICATION	5	PHED 18	BEGINNING TAI CHI (TAIJI)	1
COMM 10	GENDER, COMMUNICATION & CULTURE	5	PHED 18B	INTERMEDIATE TAI CHI (TAIJI)	1
COMM 12	INTERCULTURAL COMMUNICATION	5	PHED 18C	ADVANCED TAI CHI (TAIJI)	1
COMM 55	CAREER & LEADERSHIP COMMUNICATION IN THE GLOBAL WORKPLACE	5	PHED 19B	KICKBOXING FOR FITNESS	1
CRLP 7	SELF-ASSESSMENT	4	PHED 19C	INTERMEDIATE KICKBOXING FOR FITNESS	1
CRLP 73	EFFECTIVE RESUME WRITING	1	PHED 19D	ADVANCED KICKBOXING FOR FITNESS	1
CRLP 74	SUCCESSFUL INTERVIEWING TECHNIQUES	1	PHED 21A	BEGINNING HATHA YOGA	1
C S 81	LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN STEM	4	PHED 21B	INTERMEDIATE HATHA YOGA	1
DANC 2A	BEGINNING MODERN DANCE	1	PHED 21C	ADVANCED HATHA YOGA	1
DANC 2B	INTERMEDIATE MODERN DANCE	1	PHED 22	BEGINNING FLEXIBILITY & MOBILITY	1
DANC 3A	BEGINNING JAZZ DANCE	1	PHED 22A	INTERMEDIATE FLEXIBILITY & MOBILITY	1
DANC 3B	INTERMEDIATE JAZZ DANCE	1	PHED 22B	PILATES & YOGA	1
DANC 4A	BEGINNING BALLROOM & SOCIAL DANCE	1	PHED 22C	CORE CONDITIONING	1
DANC 4B	INTERMEDIATE BALLROOM & SOCIAL DANCE	1	PHED 23A	TRAIL HIKING	1
DANC 4C	ADVANCED BALLROOM & SOCIAL DANCE	1	PHED 23B	DAY HIKING	1
DANC 13A	INTRODUCTION TO CONTEMPORARY DANCE	1	PHED 24	INTRODUCTION TO GOLF	1
DANC 13B	INTERMEDIATE CONTEMPORARY DANCE	1	PHED 24A	SWING DEVELOPMENT FOR THE EXPERIENCED GOLFER	1
DANC 14	DANCE CONDITIONING	1	PHED 25A	SWING ANALYSIS	1
DANC 18A	INTRODUCTION TO HIP-HOP DANCE	1	PHED 26	BEGINNING TENNIS SKILLS	1
DANC 18B	INTERMEDIATE HIP-HOP DANCE	1	PHED 26A	INTERMEDIATE TENNIS	1
HLTH 20	INTRODUCTION TO PUBLIC HEALTH	5	PHED 27	WALK FOR HEALTH	1
HLTH 21	CONTEMPORARY HEALTH CONCERNS	4	PHED 27A	RUN FOR FITNESS	1
HLTH 22	HEALTH & SOCIAL JUSTICE	4	PHED 27B	INTERMEDIATE RUN FOR FITNESS	1
HLTH 23	DRUGS, HEALTH & SOCIETY	4	PHED 27C	INTERMEDIATE WALK FOR HEALTH	1
KINS 4	CONCEPTS OF PHYSICAL FITNESS & WELLNESS	4	PHED 31A	FUTSAL: INDOOR SOCCER BEGINNING	1
KINS 16A	PREVENTION OF ATHLETIC INJURIES	3	PHED 31B	FUTSAL: INDOOR SOCCER INTERMEDIATE	1
KINS 16B	EMERGENCY ATHLETIC INJURY CARE	3	PHED 31C	FUTSAL: INDOOR SOCCER ADVANCED	1
KINS 16C	TREATMENT & REHABILITATION OF ATHLETIC INJURIES	3	PHED 33	BEGINNING TABLE TENNIS	1
KINS 49	MANAGING PHYSICAL STRESS	3	PHED 33A	INTERMEDIATE TABLE TENNIS	1
LIBR 10	INTRODUCTION TO COLLEGE RESEARCH	1	PHED 33B	ADVANCED TABLE TENNIS	1
or LIBR 10H	HONORS INTRODUCTION TO COLLEGE RESEARCH		PHED 36A	BEGINNING ARCHERY	1
MATH 83	LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN STEM	4	PHED 36B	INTERMEDIATE ARCHERY	1
PHDA 15A	MODIFIED TOTAL FITNESS	1	PHED 36C	ADVANCED ARCHERY	1
PHDA 16	MODIFIED GENERAL CONDITIONING	1	PHED 37	BEGINNING BADMINTON: SINGLES & DOUBLES	1
PHDA 17	MODIFIED RESISTIVE EXERCISE	1	PHED 37A	INTERMEDIATE BADMINTON: SINGLES & DOUBLES	1
PHDA 18	INDIVIDUALIZED EXERCISE FOR SPECIAL POPULATIONS	1	PHED 37B	ADVANCED BADMINTON: SINGLES & DOUBLES	1
PHDA 21B	MODIFIED WATER EXERCISE	1	PHED 38A	BASKETBALL FUNDAMENTALS	1
PHED 10A	AQUATICS: LEVEL I, BEGINNING SWIMMING	1	PHED 38B	BASKETBALL GAME SKILLS	1
PHED 10B	AQUATICS: LEVEL II, INTERMEDIATE SWIMMING	1	PHED 38C	BEGINNING BASKETBALL	1
			PHED 40	BEGINNING VOLLEYBALL	1
			PHED 40A	INTERMEDIATE VOLLEYBALL	1
			PHED 40C	VOLLEYBALL: GAME SKILLS	1
			PHED 45A	FOUNDATIONS OF STRENGTH & CONDITIONING	1

PHED 45C	CIRCUIT TRAINING	1
PHED 46	WEIGHT LIFTING FOR HEALTH & FITNESS	1
PHED 46A	INTERMEDIATE WEIGHT TRAINING FOR HEALTH & FITNESS	1
PHED 46B	ADVANCED WEIGHT LIFTING FOR HEALTH & FITNESS	1
PHED 47B	THIGHS, ABS & GLUTEUS (TAG)	1
PHED 47C	HIGH-INTENSITY INTERVAL TRAINING (HIIT)	1
PHED 49B	BOOT CAMP TRAINING	1
PSYC 49	HUMAN SEXUALITY	4
SOC 19	ALCOHOL & DRUG ABUSE	4
SOC 40	ASPECTS OF MARRIAGE & FAMILY	4

Students who complete the major requirements for any of the following Apprenticeship programs will satisfy Area 7:

Air Conditioning and Refrigeration Technology (Pathway 1)

Plumbing Technology

Sheet Metal

Steamfitting and Pipefitting Technology

Test, Adjust and Balancing (TAB) Technician

It is imperative to note that the Foothill College general education pattern is only appropriate for students pursuing the Foothill College associate in arts or associate in science degree. However, it is not appropriate for students pursuing an A.A.–T or A.S.–T degree. Students planning to earn an A.A.–T or A.S.–T must complete either the IGETC or CSU GE Breadth general education pattern or, beginning Fall Quarter 2025, the Cal-GETC pattern. Note that completion of the IGETC, CSU GE Breadth, or Cal-GETC pattern may also be used to satisfy the general education requirements for the Foothill A.A./A.S. degree. **Because there are significant differences between these patterns, students are strongly advised to meet with a counselor to determine which pattern will best meet the student's goals.**

Effective Summer Session 2025

4/15/25

**FOOTHILL COLLEGE**  
**CHANGES TO GENERAL EDUCATION & GRADUATION REQUIREMENTS 2025-26**

**Area 1A: English Composition** - *No changes*

**Area 1B: Oral Communication and Critical Thinking**

- Added: Apprenticeship - Test, Adjust and Balancing (TAB) Technician

**Area 2: Mathematical Concepts and Quantitative Reasoning**

- Added: MATH 47, Apprenticeship - Test, Adjust and Balancing (TAB) Technician
- Removed (deactivated): MATH 44

**Area 3: Arts and Humanities**

- Added: CRWR 9, ENGL 16H, HUMN 2H, HUMN 6H, HUMN 10H, HUMN 15, PHIL 15

**Area 4: Social and Behavioral Sciences**

- Added: ANTH 15H, ECON 25H, Apprenticeship - Test, Adjust and Balancing (TAB) Technician
- Removed (deactivated): GEOG 5

**Area 5: Natural Sciences (with Laboratory)**

- Added: Apprenticeship - Test, Adjust and Balancing (TAB) Technician

**Area 6: Ethnic Studies** - *No changes*

**Area 7: Lifelong Learning**

- Added: ATHL 34, ATHL 34A, ATHL 34C, ATHL 34F, Apprenticeship - Test, Adjust and Balancing (TAB) Technician
- Removed (deactivated): ATHL 12E, ATHL 31C, ATHL 41A, ATHL 41B, DANC 7, PHDA 21A, PHDA 23, PHED 41, PHED 41A, PHED 41B, PHED 45



**ACADEMIC SENATE**  
for California Community Colleges  
LEADERSHIP • EMPOWERMENT • VOICE

## 2025 Spring Plenary Session Resolutions

For Discussion from March 28 – April 10, 2025

**Disclaimer:**

The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion and debate by the field at the Spring 2025 ASCCC Plenary Session

**Resolutions Committee**

Robert L Stewart Jr, ASCCC Resolutions Chair, Area C  
Karen Chow, ASCCC Resolutions Second Chair, Area B  
Nikki Grose, Feather River College, Area A  
Jerome Hunt, Long Beach City College, Area D  
Yuting Lin, Sierra College, Area A  
Krystinne Mica, ASCCC Executive Director

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In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges uses the following resolution procedure:

- Pre-plenary resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-plenary area meetings for review.
- Amendments and new pre-plenary resolutions are generated in the area meetings.
- The Resolutions Committee meets to review all pre-plenary resolutions and combine, reword, append, or render moot these resolutions as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee before the posted deadlines by using the webform available on the Resolutions Process webpage.
- New resolutions submitted on the second day of the plenary session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- Resolutions and amendments are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

New delegates are strongly encouraged to watch the New Attendee Information pre-plenary webinar.

Explore California legal codes via <https://leginfo.legislature.ca.gov/faces/home.xhtml>

Explore California Code of Regulations, including title 5, via

<https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?transitionType=Default&contextData=%28sc.Default%29>

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with \*
- Resolutions and amendments submitted at area meetings are marked with +
- Resolutions and amendments submitted March 22, 2025 through April 10, 2025 are marked with #
- Amendments and urgent resolutions submitted on Friday April 25, 2025 are marked with ^

## MEMBER SENATE RESPONSIBILITY - DELEGATES TO ASCCC

In order to conduct the online resolutions voting, we will need each member Senate to verify that we have the college's correct delegate for voting. **The Senate President listed in the [Senate Directory](#) for each campus, will need to complete the [linked Delegate Form](#).** Unless this form is submitted, the Senate President or Delegate reported to the Senate Office in the Senate Directory will not be eligible to vote. Forms must be emailed to the ASCCC Office - [events@asccc.org](mailto:events@asccc.org) by **April 21, 2025**.

## ASCCC SPRING 2025 PLENARY PILOT RESOLUTIONS PROCESS/TIMELINE

- (Pre-session)/Pre-Area Meeting resolutions due to Resolutions Chair – February 17, 2025, for discussion at March Executive Committee Meeting.
- (Pre-session)/Pre-Area Meeting Resolutions packet to the field by March 14, 2025.
- Area Meetings| All Areas, Friday, March 21, 2025
- Mandatory Contacts Meeting immediately following the Area Meetings - 3:30pm-4:30pm
- March 28, 2025 – First packet of resolutions to the field (pre-session packet = pre-area meeting packet + Area meeting resolutions)
- **April 10, 2025 - Last day for resolution submission.**
- April 11, 2025 - mandatory contacts meeting - 9:00AM - 11:00AM

- April 17: Final Plenary Resolutions packet sent to the field (1 week before the first day of plenary).
- Plenary Session begins on April 24, 2025.
- April 25, 2025, 1:30PM: Amendments and urgent resolutions due (Fri of Plenary).
- Mandatory Contacts Meeting Friday, April 25, 2025 5:15pm

In order to propose amendments or urgent resolutions on the Friday of plenary session, you must be a registered **faculty** plenary attendee and provide your name and college, along with four registered delegate seconders. Amendments and Urgent resolutions must be emailed to [resolutions@asccc.org](mailto:resolutions@asccc.org) and submitted electronically using the submission link on the resolutions process page. Please email the [Resolutions Committee](#) if you have any questions.

**\*Urgent** is defined in the *Resolutions Handbook* as, “a time critical issue [that] has emerged after the resolution deadline” on April 10, 2025 and new information is presented between Friday April 11, 2025 and Friday April 25, 2025 (by the time indicated in the plenary program), which requires an established Academic Senate position before the next plenary session (pg. 6). **(updated here to accommodate the new pilot timeline)**

## CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the plenary session. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

\*+101.02 California General Education Transfer Curriculum (Cal-GETC) Approval of California Community Colleges (CCC) Ethnic Studies Courses

\*+101.03 S25 Honoring Approved IGETC Lists for Cal-GETC

\*+103.01 S25 Advancing Credit for Prior Learning (CPL) in Alignment with CCCCCO Vision 2030 (Apprenticeships, Veterans Sprint and Rising Scholars)

\*+103.02 S25 Enhancing Student Mobility: Credit for Prior Learning (CPL) and Transcript Reciprocity Among California Community Colleges

\*+103.03 S25 Ensuring Access and Equity: Removing Residency Barriers for Credit for Prior Learning (CPL)

\*+103.04 S25 Eliminating Financial Barriers: No Fees for Credit by Exam for Credit for Prior Learning (CPL)

\*+105.01.01 S25 Amend Resolution 105.01 Catalog Rights for Dual Enrollment Students

\*+108.01.01 S25 Amend 108.01 S25 Fraudulent BOT Enrollments in California Community Colleges Courses

\*111.01 S25 Update the ASCCC Document, "Standards of Practice for California Community College Counseling Faculty and Programs"

\*+111.02 S25 Senator Emeritus for Dr. Matthew "Matt" Merrill Clark (Posthumous)

\*+111.03 S25 Senator Emeritus for Dr. Peter John Stankas (Posthumous)

\*+111.04 S25 Support of Sanctuary Campus Designations

\*+111.05 S25 Advocating for the Inclusion of California Community Colleges Classified Senates in Title 5

\*+111.06 S25 Unapologetic Commitment to IDEAA and Academic Freedom

\*+111.07 S25 Laboratory Faculty and College Governance

\*+111.08 S25 Establishing a California Community Colleges AI Commons

\*+111.09 S25 Supporting a United Faculty Workplace for California Community Colleges

\*112.01 S25 Disciplines List – Art

\*112.02 S25 Disciplines List – Physical Education (Adapted)

\*+113.01 S25 Advocating for a 21st Century Ralph M. Brown Open Meeting Act

\*+113.02 S25 Revising SCFF Metrics to Better Serve All Students

\*114.01 S25 Empowering Faculty Voice in Rising Scholars Programming

\*+114.02 S25 Advocating for Systemwide Access to AI Tools and Training

\*+114.03 S25 Clarification of Noncredit Alternative Attendance Accounting Procedure for Asynchronous Classes

## RESOLUTIONS CATEGORIES

New resolutions categories that more closely align with the purview of the ASCCC were piloted for the 2024 Spring Plenary Session and approved for post-pilot use by the ASCCC Executive Committee at its May 2024 meeting. Numbering of these new categories begin from 101 for the first category, 102 for the second category, and so forth to distinguish them from the old categories. The approved new categories are:

101. Curriculum
102. Degree and Certificate Requirements
103. Grading Policies
104. Educational Program Development
105. Student Preparation and Success
106. Governance Structures
107. Accreditation
108. Professional Development
109. Program Review
110. Institutional Planning and Budget Development
111. Academic Senate for California Community Colleges
112. Hiring, Minimum Qualifications, Equivalency, and Evaluations
113. Legislation and Advocacy
114. Consultation with the Chancellor's Office

## 101. CURRICULUM

### 101.01 S25 Addressing Barriers to Articulation

Whereas, The California Community Colleges (CCC) system serves as the largest public higher education system in the nation, providing vital transfer pathways to the California State University (CSU), University of California (UC) system, and independent colleges and universities, yet students continue to experience challenges with articulation of courses, leading to duplication of coursework and barriers to timely degree completion<sup>1</sup>;

Whereas, The Course Identification Numbering System (C-ID) has played a significant role in facilitating articulation and transfer by providing a common framework for course comparability across CCCs, but gaps remain in the articulation of courses outside of the Transfer Model Curriculum and Associate Degree for Transfer;

Whereas, The implementation of AB 1111 (Berman, 2021) mandates common course numbering across the CCC system, which has the potential to improve transfer and articulation but does not resolve the systemic issues with inconsistent articulation policies between CCC, CSU, and UC, nor does it address disparities in how courses are evaluated for equivalency; and

Whereas, The existing articulation process relies on faculty-driven review and articulation agreements through ASSIST, yet discrepancies between CCC, CSU, and UC articulation practices, coupled with lengthy approval timelines, create significant challenges for students seeking seamless transfer pathways<sup>2</sup>;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates, Articulation Officers, and system offices including the California Community Colleges Chancellor's Office, California State University Chancellor's Office, and University of California Office of the President, to reimagine articulation processes, ensuring that efforts such as the Course Identification Numbering System (C-ID) and common course numbering effectively support streamlined transfer pathways; and

Resolved, That the Academic Senate for Community Colleges work with the Intersegmental Committee of the Academic Senates, Articulation Officers, and system offices including the California Community Colleges Chancellor's Office, California State University Chancellor's Office, and University of California Office of the President to advocate for improved transparency, consistency, and timeliness in articulation decisions, and identify systemwide policies and processes to ensure articulation agreements are consistent across institutions.

Contact: ASCCC Executive Committee

### \*+101.02 California General Education Transfer Curriculum (Cal-GETC) Approval of California Community Colleges (CCC) Ethnic Studies Courses

Whereas, Effective fall 2021, students have been required to complete an ethnic studies course as part of an intersegmental general education transfer pattern with California State University General Education Breadth (CSU GE/B) Area F Ethnic Studies, and Intersegmental General Education Transfer Curriculum (IGETC) Area 7 Ethnic Studies effective fall 2023, with both replaced by California General Education Transfer Curriculum (Cal-GETC) Area 6 Ethnic Studies effective fall 2025;

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<sup>1</sup> <https://www.kqed.org/news/11956322/california-community-college-students-face-tough-barriers-when-transferring>

<sup>2</sup> <https://www.auditor.ca.gov/wp-content/uploads/2024/09/2023-123-Report-WP.pdf>

Whereas, CCC faculty have developed ethnic studies courses approved by their local curriculum committees only to be denied transfer CSU GE Area F/IGETC Area 7 approval and, even after addressing concerns from reviewers, were subsequently denied<sup>3</sup>;

Whereas, Articulated California community college (CCC) ethnic studies courses are being held to a higher standard for review and approval for the transfer general education ethnic studies requirement than the articulated California State University (CSU) and University of California (UC) ethnic studies courses<sup>4</sup>; and

Whereas, CSU students often take CCC ethnic studies courses that are accepted and approved for their CSU campus ethnic studies general education requirements, however, these same CCC ethnic studies courses were not approved for CSU GE Area F, therefore CCC students take the same CCC ethnic studies courses that count for the CSU students' ethnic studies requirement, but don't count for the CCC students for the transfer general education ethnic studies requirement<sup>5</sup>;

Resolved, That Academic Senate for California Community Colleges (ASCCC) work with the Intersegmental Committee of Academic Senates to develop and implement a policy, effective Fall 2026, that any California community college (CCC) ethnic studies course that is articulated to any California State University (CSU) or University of California (UC) course approved for ethnic studies general education and/or graduation requirements, be automatically approved for Cal-GETC Area 6.

Contact: David Degroot, Allan Hancock College, Area C

### **\*+101.03 S25 Honoring Approved IGETC Lists for Cal-GETC**

Whereas, The California General Education Transfer Curriculum (Cal-GETC) Implementation Guidance Memo dated February 14 2024<sup>6</sup> specifies that only "courses approved for an IGETC area in ASSIST.org as of August 1, 2024, with the exception of Area 1C, will migrate to the corresponding Cal-GETC area by ASSIST.org<sup>7</sup>, and Intersegmental General Education Transfer Curriculum (IGETC) provides a structured pathway for California community college students to fulfill lower-division general education requirements before transferring to the University of California (UC) or California State University (CSU) systems;

Whereas, The California General Education Transfer Curriculum (Cal-GETC) has been developed to standardize the transfer process and ensure that coursework taken at a California community college aligns with general education requirements across California public institutions;

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<sup>3</sup> San Diego Mesa College Chicana/o History courses were denied CSU GE Area F inclusion. The San Diego Mesa College faculty addressed the denial comments after the first denial and resubmitted only to be denied again. After two submissions without acquiring approval, the San Diego Mesa College Chicana/o Studies faculty decided to suspend their effort

<sup>4</sup> Ohlone College CHS 101 and CHS 106A are both approved for Sonoma State's Critical Race Studies Graduation Requirement<sup>4</sup>, CHS 101, ETHN 100, ETHN 105, ETHN 114A, and ETHN 114B are approved for UCSB's College of Engineering, and College of Letters and Science GE Ethnicity Requirement<sup>4</sup> and CHS 101 and ETHN 100 are approved for UCSC's Ethnicity and Race General Education Requirement<sup>4</sup>. These courses were initially approved for CSU GE Area F but now have a Fall 2026 phase-out term. (The CSUCO required that the courses be reviewed again for 2024 but upon a request by Ohlone College as to why, no reason for the request was given and the course were subsequently denied approval).

<sup>5</sup> San Diego State University (SDSU) students took San Diego Mesa College ethnic studies courses that were approved for meeting the ethnic studies requirements at SDSU but the San Diego Mesa College courses were not approved for CSU GE Area F

<sup>6</sup> [California General Education Transfer Curriculum \(Cal-GETC\) Implementation Guidance Memo dated February 14 2024](#)

<sup>7</sup> [ASSIST.org](#)

Whereas, Students rely on accurate and consistent articulation agreements to make informed decisions about their academic coursework and transfer eligibility and discrepancies in the retroactive application of Cal-GETC course lists could result in unfair barriers for students who have completed IGETC coursework in good faith; and

Whereas, From IGETC Standards 2.4, section 5.1.1 California Community College Course Application Rights Certification, coursework completed for IGETC will be honored provided that a course was on a college's approved IGETC list when it was completed;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates (ICAS) to ensure that certification of coursework completed for IGETC will be honored for Cal-GETC, provided that all courses were previously listed on the California Community College's approved IGETC list at the time it was completed by the student (except for IGETC Area 1C); and

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates to ensure transparency and consistency in the recognition of IGETC coursework to uphold student transfer rights and promote seamless educational progress and that this policy be included in the Cal-GETC Standards publication.

Contact: Melain McIntosh, Compton College, Area C

## 102. DEGREE AND CERTIFICATE REQUIREMENTS

## 103. GRADING POLICIES

### **\*+103.01 S25 Advancing Credit for Prior Learning (CPL) in Alignment with the CCCC Vision 2030 (Apprenticeships, Veterans Sprint, and Rising Scholars)**

Whereas, The California Community Colleges Chancellor's Office (CCCCO) Vision 2030<sup>8</sup> emphasizes equitable access to education by advocating for the removal of systemic barriers to student success, including the recognition and awarding of Credit for Prior Learning (CPL), and aligns with the core academic and professional matters outlined in the "10+1"<sup>9</sup> by fostering student achievement and seamless transfer pathways;

Whereas, The CCCC Apprenticeship programs<sup>10</sup> provide innovative pathways for students to gain hands-on experience and earn college credit through paid on-the-job training, aligning with the Vision 2030 goal of preparing students for in-demand careers and fostering economic mobility;

Whereas, The CCCC Veterans Sprint<sup>11</sup> initiative focuses on supporting veterans by streamlining CPL processes, ensuring their military training and experiences are recognized as valuable academic credit, and promoting their successful transition into civilian careers; and

Whereas, The CCCC Rising Scholars<sup>12</sup> initiative supports system-impacted and formerly incarcerated students, providing equitable access to education and creating opportunities to recognize prior learning experiences gained through life and work, aligning with the Vision 2030 goals of inclusivity and student success;

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<sup>8</sup> <https://www.cccco.edu/About-Us/Vision-2030>

<sup>9</sup> [Title 5 Section 53200 - 10+1](#)

<sup>10</sup> <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/apprenticeship>

<sup>11</sup> <https://map.rccd.edu/>

<sup>12</sup> <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Rising-Scholars-Network>

Resolved, That the Academic Senate for California Community Colleges supports the expansion and implementation of the California Community Colleges Chancellor's Office Apprenticeship Sprint initiative to provide equitable access to career-focused learning opportunities and credit for on-the-job training;

Resolved, That the Academic Senate for California Community Colleges supports the California Community Colleges Chancellor's Office Veterans Sprint initiative, advocating for streamlined policies that recognize military training and experience as academic credit, to ensure equitable educational opportunities for veterans; and

Resolved, That the Academic Senate for California Community Colleges supports the goals of the California Community Colleges Chancellor's Office Rising Scholars Initiative, encouraging colleges to implement CPL policies that recognize the prior learning of system-impacted and formerly incarcerated students to foster inclusivity and equity in educational opportunities.

Contact: Dr. Sigrid Williams, Norco College, Area D

### **\*+103.02 S25 Enhancing Student Mobility: Credit for Prior Learning (CPL) and Transcript Reciprocity Among California Community Colleges**

Whereas, Not every student begins and ends their academic career at the same college, and with the increasing trend of students transferring between institutions of higher education, it is incumbent upon the California Community Colleges system to facilitate a seamless and efficient transfer process for transfers;

Whereas, The California State University (CSU) system accepts students' transcripts wholesale, including CPL, however the California Community Colleges (CCC) system does not have a written policy on a reciprocity agreement between California community colleges when it involves the transcription of CPL, leading to inconsistencies in how colleges accept transcripts from other community colleges within the state;

Whereas, Some evaluators within our colleges and districts already accept official transcripts of courses completed or awarded using CPL without question, while others create roadblocks for students, not accepting these official transcripts, thereby impacting student progress; and

Whereas, There is a difference between transcript reciprocity and articulation reciprocity, whereby transcript reciprocity focuses on the acceptance of official transcripts from one institution by another, simplifying the transfer process by recognizing the credits and grades from the sending institution's transcripts without requiring a detailed course-by-course evaluation, and articulation reciprocity refers to agreements between institutions that ensure a smooth transfer process for students, outlining how credits from one institution will be recognized and applied toward degree requirements at another institution. However, with the current curriculum structure, course outlines of records and learning outcomes may not always align with the receiving college, creating conflicts;

Resolved, That the Academic Senate for California Community Colleges recommends the development of a standardized transcript reciprocity policy within the California Community Colleges system, aligned with the California State University policy for Credit for Prior Learning (CPL). This policy ensures that CPL credits and grades are accepted and applied toward transfer requirements without additional evaluations; and

Resolved, That the Academic Senate for California Community Colleges encourages the University of California (UC) to consider adopting a similar policy to promote student mobility and ensure equitable access to educational opportunities.

Contact: Dr. Sigrid Williams, Norco College, Area D

### **\*+103.03 S25 Ensuring Access and Equity: Removing Residency Barriers for Credit for Prior Learning (CPL)**

Whereas, The California community colleges recognize the value of prior learning and the importance of acknowledging the knowledge and skills students bring to their educational journey;

Whereas, Credit for Prior Learning (CPL) provides students with the opportunity to receive academic credit for validated skills and knowledge gained outside of traditional coursework;

Whereas, The California Community Colleges Chancellor's Office Vision 2030<sup>13</sup> emphasizes the importance of equity in access and success, including dismantling systemic barriers to education and expanding opportunities for all learners; and

Whereas, Residency requirements and/or minimum unit attainment should not obstruct the timely recognition and awarding of credit for prior learning, so that students can benefit from their prior learning experiences beginning their first semester of enrollment;

Resolved, that the Academic Senate for California Community Colleges recommends colleges eliminate such barriers to awarding CPL by removing residency requirements to promote equitable access to credit for prior learning in alignment with the goals and principles of the California Community Colleges Chancellor's Office Vision 2030.

Contact: Dr. Sigrid Williams, Norco College, Area D

### **\*+103.04 S25 Eliminating Financial Barriers: No Fees for Credit by Exam for Credit for Prior Learning (CPL)**

Whereas, California community colleges are committed to ensuring equitable access to Credit for Prior Learning (CPL) for all students, recognizing the diverse experiences and knowledge students bring to their educational journeys;

Whereas, While the California Education Code permits community colleges to charge students a fee for administering a credit by exam, and according to California Code of Regulations, Title 5, Section 55050<sup>14</sup>, a district may charge a fee for administering the examination as long as the fee does not exceed the enrollment fee for the course for which the student seeks credit, and it is essential to consider student equity when determining these fees to ensure they do not place an undue financial burden on students seeking CPL, thereby limiting access to CPL;

Whereas, Section 55050 of the Credit for Prior Learning regulation states that the determination to offer credit by examination rests solely on the discretion of the discipline faculty, and that a separate examination shall be conducted for each course for which credit is to be granted; and

Whereas, Credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college;

Resolved, That the Academic Senate for California Community Colleges recommends that no fee be assessed for Credit for Prior Learning (CPL) examinations.

Contact: Dr. Sigrid Williams, Norco College, Area D

## **104. EDUCATIONAL PROGRAM REQUIREMENTS**

### **104.01 S25 Reimagining Transfer Alignment Efforts**

Whereas, ASCCC adopted Resolution 15.01 F17<sup>15</sup> resolved that “the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California to

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<sup>13</sup> <https://www.cccco.edu/About-Us/Vision-2030>

<sup>14</sup> [Title 5, Section 55050](#)

<sup>15</sup> <https://asccc.org/resolutions/aligning-transfer-pathways-california-state-university-and-university-california-systems>

identify a single pathway in each of the with an Associate Degree for Transfer to ensure that students will be prepared to transfer into either the California State University or the University of California systems”;

Whereas, The Transfer Alignment Project (TAP)<sup>16</sup> and the Course Identification Number (C-ID)<sup>17</sup> system have been working with faculty from all three segments to modify transfer model curriculum (TMCs)<sup>18</sup> to encompass the major preparation requirements for both the California State University (CSU) and University of California (UC) systems;

Whereas, Many UC Transfer Pathways (UCTPs)<sup>19</sup> in high unit science, technology, engineering, and mathematics (STEM) disciplines cannot be converted into a TMC, even with modifications to the California General Education Transfer Curriculum (Cal-GETC)<sup>20</sup>, because they have too many units to fit within the 66 units permitted by AB 2057 (Berman, 2023)<sup>21</sup> requiring removal of courses from the preferred major preparation to create a compliant Associate Degree for Transfer (ADT); and

Whereas, Any aligned transfer pattern should provide students with the equivalent preparation as students that began their studies at a CSU or UC campus and that community college students completing this transfer pattern should be prepared for junior level coursework in their chosen major at a campus in either system;

Resolved, That the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California, and each segment’s systems office to propose and develop an aligned alternative to the Associate Degree for Transfer for high unit science, technology, engineering, and mathematics (STEM) majors that includes guaranteed admission and any major preparation course required by either segment.

Contact: Craig Rutan, Santiago Canyon College, C-ID Curriculum Director

## 105. STUDENT PREPARATION AND SUCCESS

### 105.01 S25 Catalog Rights for Dual Enrollment Students

Whereas, California Code of Regulations Title 5 §40401<sup>22</sup> establishes a system-wide catalog rights policy for undergraduate students of the California State University, which include California community college transfer students, and allows

“ An undergraduate student remaining in attendance in regular sessions at any California State University campus, at any California community college, or any combination of California community colleges and campuses of The California State University may for purposes of meeting graduation requirements elect to meet the requirements in effect at the campus from which the student will graduate either:

- (1) at the time the student began such attendance or
- (2) at the time of entrance to the campus, or
- (3) at the time of graduation”;

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<sup>16</sup> <https://transferalignment.org/>

<sup>17</sup> <https://www.c-id.net/>

<sup>18</sup> <https://www.c-id.net/tmc>

<sup>19</sup> <https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/uc-transfer-programs/transfer-pathways/>

<sup>20</sup> <https://icas-ca.org/cal-getc/>

<sup>21</sup> [AB 2057 \(Berman 2023\)](#)

<sup>22</sup> [Title 5 §40401](#)

Whereas, Dual enrollment students, who are California community college (CCC) students, who start at a CCC may establish community college catalog rights at the semester they first start taking courses at a CCC, but the California State University (CSU) will not honor those catalog rights as dual enrollment students may only establish catalog rights with the CSU after they graduate from high school<sup>23</sup>; and

Whereas, With the implementation of the California General Education Transfer Curriculum (Cal-GETC), dual enrollment students graduating high school on or after Spring 2025 who completed courses to satisfy the California State University General Education Breadth or the Intersegmental General Education Transfer Curriculum will be considered new first-year students who are required to complete Cal-GETC, and thus might have to either take additional courses or repeat courses to meet Cal-GETC requirements, which is inequitable;

Resolved, That the Academic Senate for California Community Colleges advocate to the Academic Senate of the California State University and the California State University Office of the Chancellor to allow dual enrollment students to establish catalog rights during a student's first term of attendance at a California community college.

**Contact:** Mark Edward Osea, ASCCC Executive Committee

### **\*+105.01.01 S25 Amend Resolution 105.01 Catalog Rights for Dual Enrollment Students**

Amend first resolved:

Resolved, That the Academic Senate for California Community Colleges advocate to the Academic Senate of the California State University and the California State University Office of the Chancellor to allow dual enrollment students to establish catalog rights during a student's first term of transcriptable attendance at a California community college.

Contact: Voltaire Villanueva, Foothill College, Area B

## 106. GOVERNANCE STRUCTURES

## 107. ACCREDITATION

## 108. PROFESSIONAL DEVELOPMENT

### **108.01 S25 Fraudulent Bot Enrollments in California Community Colleges Courses**

Whereas, In the past several years, the dramatic rise in fraudulent enrollments, mainly from bots mimicking students, has disrupted the enrollment of California community college courses, and created financial impacts on California Community Colleges (CCC), and despite the California Community Colleges Chancellor's Office (CCCCO) efforts to prevent and mitigate fraud systemwide,<sup>24</sup> the CCC system lost more than \$7.5 million annually to financial aid fraud in 2024;<sup>25</sup>

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<sup>23</sup> [CSU Transfer Programs Appendix A: Cal-GETC Catalog Rights Chart](#)

<sup>24</sup> <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/fraud-prevention>

<sup>25</sup> [Ed Source: Financial aid fraud is growing at California's community colleges.](#)

Whereas, The influx of fraudulent enrollments has prevented local students from being able to access needed courses<sup>26</sup>, causing further scheduling complications and making it more difficult for students to register for required courses to make progress on their academic and professional goals;

Whereas, Faculty need support, including professional development for pedagogical strategies<sup>27</sup> to accurately identify and drop fraudulent students, so that add codes can be given to real students to enroll in their place before the add deadline; and

Whereas, Currently each California community college/district is attempting to combat this fraud separately, incurring significant costs for individual colleges/district in terms of staff time and technology, and leveraging a systemwide approach may help address the local need and uplift fraud trends that can be addressed statewide;

Resolved, That the Academic Senate for California Community Colleges commend the California Community College Chancellor's Office on efforts already underway to mitigate fraud, including enhancements to CCCApply<sup>28</sup>;

Resolved, That the Academic Senate for California Community Colleges urge the California Community College Chancellor's Office to increase efforts towards supplying systemwide technology and/or funding to help local colleges' efforts to combat fraud in enrollment and financial aid; and

Resolved, That the Academic Senate for California Community Colleges work with system partners to provide professional development support to faculty around student engagement and regular substantive interaction practices that can help quickly detect fraudulent students so that course enrollments can be stabilized with real student enrollments, by spring 2026.

Contact: Ric Epps, Imperial Valley College, ASCCC Educational Policies Committee

### **\*+108.01.01 S25 Amend 108.01 S25 Fraudulent Bot Enrollments in California Community Colleges Courses**

Amend first whereas:

Whereas, In the past several years, the dramatic rise in fraudulent enrollments, mainly from bots mimicking students, has disrupted the enrollment of California community college courses, necessitated larger than normal adjustments to P1 reporting, and created financial impacts on California Community Colleges (CCC), and despite the California Community Colleges Chancellor's Office (CCCCO) efforts to prevent and mitigate fraud systemwide, the CCC system still lost more than \$7.5 million annually to financial aid fraud in 2024;

Add second resolved:

Resolved, That the Academic Senate for California Community Colleges recommend the California Community College Chancellor's Office assess the extent that fraudulent enrollments are affecting apportionment received by community college districts under the Student-Centered Funding Formula and advance mitigations to offset negative impacts.

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

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<sup>26</sup> <https://calmatters.org/education/higher-education/2024/04/financial-aid-fraud/>

<sup>27</sup> <https://asccc.org/content/how-student-engagement-can-mitigate-enrollment-fraud>

<sup>28</sup> <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/fraud-prevention>

## 109. PROGRAM REVIEW

## 110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

## 111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

### **\*111.01 S25 Update the ASCCC Document, “Standards of Practice for California Community College Counseling Faculty and Programs”**

Whereas, The document, “Standards of Practice for California Community College Counseling Faculty and Programs” (the document), was originally adopted by the delegates in the 1997 Academic Senate for California Community Colleges (ASCCC) Spring Plenary Session, and revised and adopted by the delegates at the 2008 Fall Plenary Session, and has not been updated since;

Whereas, It is recommended that the document be reviewed at least every six years<sup>29</sup>; and

Whereas, Since the update of the document, new technologies, implementation of Guided Pathways<sup>30</sup>, and the COVID-19 pandemic has necessitated that California community colleges re-envision how counseling services are offered;

Resolved, That the Academic Senate for California Community Colleges review and update the document, “Standards of Practice for California Community College Counseling Faculty and Programs,” by the 2026 Academic Senate for California Community Colleges Spring Plenary Session.

Contact: Mark Edward Osea, ASCCC Executive Committee

### **\*+111.02 S25 Senator Emeritus for Dr. Matthew “Matt” Merrill Clark (Posthumous)**

Whereas, Dr. Matthew “Matt” Merrill Clark, beloved Woodland Community College (WCC) Statistics Professor for 32 years; dedicated Yuba Community College District faculty leader: founding member of WCC’s provisional senate who played a crucial role in the college’s successful accreditation and establishment as California’s 110th community college in 2008, continued his service for over 15 years in the WCC Academic Senate serving as its 3rd and 5th Academic Senate President (both prime numbers), and consistent and reliable faculty voice while navigating “growing pains” into a new multi-college district inclusive of program development, curriculum realignment, and governance; passed unexpectedly on June 21, 2024;

Whereas, Matt served for over a decade as a delegate to the Academic Senate for California Community Colleges (ASCCC), where he provided thoughtful amendments and counterpoints during Area A meetings to clarify potential outcomes, provided insights consistently centered on student support and IDEAA (inclusion, diversity, equity, antiracism and accessibility), advocated for faculty primacy in 10+1 matters, advocated for higher education, communicated the unique perspective of small and rural community colleges, introduced many of his colleagues to statewide service; and empowered leadership through ASCCC plenaries, institutes, and regional meetings;

Whereas, Matt demonstrated exceptional dedication through his service on the Academic Senate for California Community Colleges (ASCCC) Relations with Local Senates Committee, resulting in the contribution to the development of the initial version of the ASCCC Local Senate Handbook<sup>31</sup>, and his work on the ASCCC Math and Quantitative Reasoning Taskforce was an invaluable resource to the ASCCC in advancing faculty-driven work on

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<sup>29</sup> P.19 [Standards of Practice for California Community College Counseling Faculty and Programs](#)

<sup>30</sup> <https://www.cccco.edu/College-Professionals/Guided-Pathways>

<sup>31</sup> <https://www.asccc.org/papers/local-senates-handbook>

AB 705 and AB 1705, providing guidance on the implications of these legislative mandates for mathematics instruction, placement practices, and student equity, leaving a lasting impact on colleagues, students, and our statewide community; and

Whereas, Matt's encouragement has supported many faculty across Area A, including ASCCC Executive Committee members, and 3 ASCCC Presidents, and his service of leadership, empowerment, and faculty voice embodies the mission of ASCCC and will be deeply missed by the colleagues he inspired.

Resolved, That the Academic Senate for California Community Colleges hereby grant its highest honor of Senator Emeritus posthumously to Dr. Matthew "Matt" Merrill Clark.

Contact: Aree Metz, Woodland Community College, Area A

### **\*+111.03 S25 Senator Emeritus for Dr. Peter John Stanskas (Posthumous)**

Whereas, The ASCCC expresses deep gratitude to Dr. Peter "John" Stanskas for his unwavering dedication to students, San Bernardino Valley College, and the California Community Colleges System and honor a genuine and stylish leader who celebrated life and made us all smile with his legendary shiny, shiny blue shoes;

Whereas, John earned his Doctorate in Nuclear Chemistry from the University of Maryland and pursued his passion for teaching at San Bernardino Valley College, beginning as an adjunct faculty member in 2001 and becoming a full-time Chemistry faculty member in 2002; and during his tenure, John served in numerous leadership roles, including Academic Senate for California Community Colleges President, San Bernardino Valley College Dean of Science, and the California Community Colleges' Vice Chancellor of Academic Affairs, profoundly impacting the lives of students and colleagues;

Whereas, John lead the California Community Colleges system through the tumultuous racial reckoning of 2020 with a Call to Action, providing direction for faculty and empowering local academic senates to create their own plans of action, all while helping to lead the California Community Colleges Diversity Equity and Inclusion (DEI) Task Force, setting the direction of DEI efforts in the system; and

Whereas, John mentored many current and future senate leaders, introducing faculty to statewide service and encouraging them to take leadership roles, often serving as a sounding board to discuss the many questions one might have about statewide leadership with kindness, humility, and encouragement;

Resolved, That the Academic Senate for California Community Colleges hereby grant its highest honor of Senator Emeritus posthumously to Dr. Peter John Stanskas.

Andrea Hecht, San Bernardino Valley College, Area D

### **\*+111.04 S25 Support of Sanctuary Campus Designations**

Whereas, The Academic Senate for California Community Colleges is committed to inclusivity, dignity and respect for all of its diverse student body, faculty, and staff through education in a safe and tolerant environment which celebrates and protects the core values of academic freedom, wherein all students, faculty and staff may express and challenge ideas and beliefs without threat or fear of retaliation, including actions on the part of governments of the State of California and the United States of America;

Whereas, The aforementioned values have been radically challenged by the rhetoric and actions of some elected and appointed officials of the federal government of the United States which, in turn, have emboldened statements and acts of intolerance within the state of California, including from the California Community Colleges system; and

Whereas, The November 15, 2024 California Community Colleges Chancellor’s Office memo “California and its Community Colleges Remain Sanctuary Jurisdictions”<sup>32</sup> states the Chancellor’s Office “anticipate[s] that the president-elect will issue new executive orders similar in scope and intent to Executive Order 13768, [and since] the president-elect’s party has won control of both branches of Congress, additional anti-immigrant legislation may soon be enacted”; but also asserts “our system will refrain from cooperating in federal enforcement of national immigration laws unless compelled to do so by state or federal law and, the system does not capture information on undocumented students, therefore our colleges will not release personally identifiable student information related to immigration status unless required by judicial order”;

Resolved, That the Academic Senate for California Community Colleges recognize that individual campuses’ sanctuary designations are part of a systemwide commitment to inclusion, diversity, equity, anti-racism, antiracism and accessibility;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates work with their college administration to designate their college a “sanctuary campus,”; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to provide professional development opportunities and guidance regarding the formal adoption of the designation of “sanctuary campus”.

Contact: Joshua Scott, Solano Community College, Area B

### **\*+111.05 S25 Advocating for the Inclusion of California Community Colleges Classified Senates in Title 5**

Whereas, Education Code §70902(b)(7)<sup>33</sup> states that the Board of Governors shall “[e]stablish procedures that are consistent with minimum standards...to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance,” and Title 5 §51023.5<sup>34</sup> states “[s]taff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff,” but Title 5 does not recognize local classified senates, nor does it include classified staff areas of purview appropriate to classified professionals and analogous to those delineated for academic senates in §53200<sup>35</sup> and student leadership in §51023.7<sup>36</sup>, leaving classified senates without a formalized position within the structure of local colleges and districts that could reinforce the principles of participatory, accountability, and inclusivity within California’s educational institutions;

Whereas, Local classified professionals make up 60% of the California Community Colleges system’s full-time workforce but are often underrecognized for their roles and responsibilities within participatory governance since they do not have a formally recognized representative body within the college governance structures;

Whereas, The California Community College Classified Senate represents all classified professionals and plays a vital role in promoting transparent, equitable, and effective governance by ensuring that the concerns and recommendations of classified professionals are considered in the decision-making processes of our colleges and system; and

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<sup>32</sup> [Legal Advisory 24-11-15: California and its Community Colleges Remain Sanctuary Jurisdictions](#)

<sup>33</sup> [California Education Code §70902](#)

<sup>34</sup> [Title 5 Section 51023.5](#)

<sup>35</sup> [Title 5 Section 53200](#)

<sup>36</sup> [Title 5 Section 51023.7](#)

Whereas, The inclusion of the California Community College Classified Senate in Title 5 along with a delineation of the purview of classified senates would bring consistency among participatory governance practices that are already institutionalized by the long time existence of the Student Senate for California Community Colleges and the Academic Senate for California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to advocate for a commitment to fostering a culture of participatory governance by ensuring that the insights and expertise of local classified senates are integrated into institutional participatory governance processes;

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, advocate for the formal recognition of local classified senates in Title 5, including the designation of areas of purview explicitly acknowledged alongside those of Academic Senate and student leadership; and

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, advocate for formal recognition of the California Community Colleges Classified Senate as the official voice of classified professionals in participatory governance at the state level to safeguard the interests of classified professionals and enhance the collaborative framework of the California Community Colleges system.

Julie Bruno, Sierra College, Area A

### **\*+111.06 S25 Unapologetic Commitment to IDEAA and Academic Freedom**

Whereas, The Academic Senate for California Community Colleges (ASCCC) has consistently championed inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) as fundamental to its mission<sup>37</sup> and goals, as reflected in numerous resolutions supporting IDEAA -related initiatives<sup>38</sup>;

Whereas, ASCCC President, Cheryl Aschenbach's, statement titled "Upholding ASCCC Values" dated February 14, 2025, reaffirmed the organization's unwavering commitment to fostering an inclusive and equitable academic environment despite ongoing national political challenges and opposition to IDEAA efforts in education, and IDEAA principles are essential for ensuring equitable access and success for students from historically marginalized and underrepresented backgrounds, aligning with the California community colleges' mission to serve all students with excellence;

Whereas, Faculty primacy in academic and professional matters, as established in Title 5 §53200<sup>39</sup> (the "10+1"), includes curriculum, professional development, and student support programs, all of which are strengthened by a commitment to IDEAA, ensuring that course content, faculty hiring, and institutional practices reflect the diverse experiences and needs of California's students; and

Whereas, Academic freedom is essential to the role of faculty in higher education<sup>40</sup>, protecting critical inquiry, research, and teaching without fear of censorship, retaliation, or political interference, and threats to IDEAA efforts represent a broader attack on faculty autonomy and the integrity of academic institutions;

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<sup>37</sup> <https://www.asccc.org/about/mission>

<sup>38</sup> [Resolution 09.07 F21 supporting revisions to Title 5 to include DEIA in course outlines of record;](#)  
[Resolution 03.02 S21 adding anti-racism to ASCCC's vision statement;](#)  
[Resolution 19.01 F19 supporting DEIA-focused hiring practices;](#)  
[Resolution 03.01 S21 Include Cultural Competence in Faculty Evaluations](#)

<sup>39</sup> [Title 5 Section 53200](#)

<sup>40</sup> Academic Senate for California Community Colleges. (1998, Spring). *Academic Freedom and Tenure: A Faculty Perspective*.  
Academic Senate for California Community Colleges. (1999, Fall). *Academic Freedom, Privacy, Copyright and Fair Use in a Technological World*.  
Academic Senate for California Community Colleges. (2020, Fall). *Protecting the Future of Academic Freedom During a Time of Significant Change*.  
American Association of University Professors. (1940). [1940 Statement of Principles on Academic Freedom and Tenure](#).  
American Association of University Professors. (n.d.). [Endorsers of the 1940 Statement](#).

[1.](#) The full text of the referred resolution [Define Academic Freedom in Title 5](#).

[2.](#) Full text of all [ASCCC resolutions](#).

[3.](#) The full text of [SR 45](#) (Min, 2021)

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to resist efforts to diminish or eliminate inclusion, diversity, equity, anti-racism, and accessibility initiatives within their 10+1 purview; and

Resolved, That the Academic Senate for California Community Colleges affirms the indivisible nature of academic freedom and inclusion, diversity, equity, anti-racism, and accessibility (IDEAA), upholding faculty rights to teach, conduct research, and participate in professional discourse on IDEAA matters free from threats of political mischief, suppression, or institutional retaliation.

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

### **\*+111.07 S25 Laboratory Faculty and College Governance**

Whereas, Title 5 §55002.5<sup>41</sup> defines all credit hours as total student work and does not differentiate between work completed in lecture, lab, or outside the classroom; and Title 5 §55002<sup>42</sup>(a)(2)(C) states that credit courses shall treat “subject matter with a scope and intensity that requires students to study independently outside-of-class time”;

Whereas, The Academic Senate for California Community Colleges (ASCCC) affirmed in ASCCC Resolution 09.02 (Spring 2001)<sup>43</sup> that modern teaching pedagogy “has shifted to best meet student learning needs, including a movement to lecturing with various technology platforms in a laboratory setting and the inclusion of laboratory-like group collaborations and peer assisted learning in lecture formats”;

Whereas, The Academic Senate for California Community Colleges affirmed in Resolution 19.02 (Spring 2016)<sup>44</sup> that the “differential between a lecture and a laboratory or activity course full-time load hours is a governance concern that affects all programs containing laboratory or activity courses”; and

Whereas, Women and faculty of color are underpaid in many disciplines compared to their White male counterparts, particularly in STEM and Health Professions disciplines that require extensive laboratory instruction<sup>45</sup>;

Resolved, That the Academic Senate for California Community Colleges assert that the discrepancy between lecture and laboratory compensation is not grounded in modern pedagogical practices or the actual work performed and instead creates inequities among faculty groups;

Resolved, That the Academic Senate for California Community Colleges recommend colleges to prioritize eliminating historical structural inequities in faculty load and pay determinations as part of their processes of instructional planning and budget development; and

Resolved, That the Academic Senate for California Community Colleges investigate how load hours difference between lectures and laboratory or activity courses impacts the recruitment, hiring, and retention of faculty in disciplines with laboratory instruction.

Contact: Preston Pipal, San José City College, Area B

### **\*+111.08 S25 Establishing a California Community Colleges AI Commons**

Whereas, The rapid integration of artificial intelligence (AI) technologies in higher education necessitates coordinated support for faculty, staff, and students across the California Community Colleges system;

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<sup>41</sup> [Title 5 Section 55002.5](#)

<sup>42</sup> [Title 5 Section 55002](#)

<sup>43</sup> <https://www.asccc.org/resolutions/lablectures>

<sup>44</sup> <https://www.asccc.org/resolutions/career-technical-education-and-laboratoryactivity-faculty-and-college-governance>

<sup>45</sup> <https://www.cupahr.org/surveys/research-briefs/representation-and-pay-equity-in-higher-ed-faculty-trends-april-2024/>

Whereas, The California State University system has successfully implemented a centralized AI Commons<sup>46</sup> that provides tools, resources, professional development, and guidance for ethical AI implementation across their institutions;

Whereas, Faculty, classified professionals, and students across the California community colleges have expressed growing interest in understanding and effectively integrating AI tools in their teaching practices, as evidenced by increased participation in Academic Senate for California Community Colleges (ASCCC) and California Community Colleges Chancellor's Office webinars and trainings related to AI; and

Whereas, The Academic Senate for California Community Colleges has previously acknowledged the importance of addressing AI in education through various resolutions, including ASCCC resolutions Spring 2023; 13.05<sup>47</sup> and Fall 2024; 108.01<sup>48</sup>, which have called for the development of resources, frameworks, and criteria for evaluating AI tools for educational use;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Chancellor's Office, in partnership with industry, faculty, and statewide organizations such as the California Community Colleges Digital Center for Innovation and Learning Lab, establish a centralized California Community Colleges AI Commons that provides system-wide access to generative artificial intelligence tools, resources, and professional development opportunities,

Resolved, That the Academic Senate for California Community Colleges confirm that the governance, content curation, and educational frameworks within the AI Commons are academic and professional matters that require primary reliance upon the advice and judgment of California Community College faculty; and

Resolved, That the Academic Senate for California Community Colleges develop and implement a comprehensive plan for the California Community Colleges AI Commons including vetted system-wide AI tool access, professional development pathways, and resources for ethical and responsible implementation and use across diverse disciplines and learning environments, by spring 2026.

Contact: Mark Branom, San José City College, Area B

### **\*+111.09 S25 Supporting a United Faculty Workplace for California Community Colleges**

Whereas, The Academic Senate for California Community Colleges (ASCCC) is a statewide steward of academic and professional matters, or the “10+1,” as outlined in Title 5 §53200(c)<sup>49</sup>, with a long history advocating for equity and equal rights for part-time faculty, and formally working with various faculty groups such as Faculty Association of California Community Colleges (FACCC)<sup>50</sup> through the Council of Faculty Organizations (CoFO) on common issues under academic and professional matters and overlapping purview—all of which are essential to equitable and high-quality education;

Whereas, California community colleges currently operate under a divided, or “two-tier” faculty system<sup>51</sup> comprised of part-time (adjunct) and full-time (tenure-track) faculty who often operate under wholly separate rules, guidelines, and affordances, creating many inequities in both working conditions and academic and professional matters, including collegial consultation, professional development opportunities, curriculum development, governance structures, strategic & institutional planning, and more;

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<sup>46</sup> <https://genai.calstate.edu>

<sup>47</sup> <https://www.asccc.org/resolutions/considering-merits-and-faults-artificial-intelligence-community-college-classroom>

<sup>48</sup> <https://www.asccc.org/resolutions/selecting-and-evaluating-artificial-intelligence-faculty-use>

<sup>49</sup> [Title 5 Section 53200\(c\)](#)

<sup>50</sup> <https://www.faccc.org/>

<sup>51</sup> [The One-Tier Concept for Advancing Student Success and Achieving Faculty Equality](#)

Whereas, The persistence of the two-tier faculty system deprives the California Community Colleges system the opportunity to benefit from the diverse viewpoints and professional expertise, especially in CTE, of the largest portion of every campus' faculty body<sup>52</sup> and causing disparities, which may be described as “rankism” or “tenurism,”<sup>53</sup> that belie the equitable treatment of faculty and deny basic professional dignity, undermining the principles of equity and just working conditions as outlined in Article 23.1 of the Universal Declaration of Human Rights<sup>54</sup>; and

Whereas, The current two-tiered structure has produced a [divided faculty and inequitable service to students](#)<sup>55</sup>, the united faculty model (also referred to as the one-tier model) emphasizes the elimination of the two employment tiers to create a structure that [will better serve students, colleges, and the state of California](#)<sup>56</sup> and which will also relieve full time faculty overburdened by college governance duties and other non-instructional duties by greatly increasing the number of faculty participating in college governance as well as working with students outside of the classroom,

Resolved, That the Academic Senate for California Community Colleges continue the work called for in their Fall 2023 resolution 17.03<sup>57</sup>, “Supporting Equal Rights for Part-time Faculty” promoting and supporting legislation enacting the united faculty model for all California community colleges and actively encouraging system-wide changes to ratify the united faculty system;

Resolved, That the Academic Senate for California Community Colleges, within its 10+1 purview, work in solidarity with the Faculty Association of California Community Colleges (FACCC), the California Part-time Faculty Association (CPFA), the California Federation of Teachers (CFT)<sup>58</sup>, Community College Association (CCA),<sup>59</sup> and other faculty organizations by endorsing the united faculty model and encouraging colleges and districts to ensure all instructors, regardless of rank or tenure status, have equitable access to job security, professional development opportunities; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to collaborate with local collective bargaining units to provide equal access to opportunities in curriculum development, governance roles, professional development, and institutional planning for those part-time faculty who wish to engage in such work.

Contact: Pablo Martin, San Diego Miramar College, Area D

## 112. HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

### \*112.01 S25 Disciplines List – Art

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following revision of the art discipline:

Master’s in fine arts, or art, ~~or art history~~

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<sup>52</sup> [CCCCO Faculty and Staff Demographics](#)

<sup>53</sup> <https://cpfa.org/tenurism/>

<sup>54</sup> [Article 23.1 of the Universal Declaration of Human Rights](#)

<sup>55</sup> [https://www.faccc.org/assets/docs/PolicyPapers/1-Tier Legislative Briefing Memo.pdf](https://www.faccc.org/assets/docs/PolicyPapers/1-Tier%20Legislative%20Briefing%20Memo.pdf)

<sup>56</sup> <https://www.insidehighered.com/news/2010/06/21/adjuncts-and-retention-rates>

<sup>57</sup> <https://www.asccc.org/resolutions/supporting-equal-rights-part-time-faculty>

<sup>58</sup> <https://aft1493.org/march-april-2022-advocate-cft-passes-resolution-to-end-two-tier-wage-system/>

<sup>59</sup> <https://cca4us.org/the-one-tier-system/>

OR

Bachelor's in any of the above AND Master's in ~~humanities~~ art history.

OR

the equivalent

(NOTE: "Master's in fine arts" as used here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, creative writing or other nonplastic arts.); and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed revision to the Disciplines List for art.

Contact: Christopher J. Howerton, ASCCC Executive Committee

### **\*112.02 S25 Disciplines List – Physical Education (Adapted)**

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following revision of the physical education (Adapted) discipline:

Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, ~~adaptive~~ adapted physical education

OR

Bachelor's in any of the above AND masters in any life science, dance, physiology, health education, recreation administration or physical therapy

OR

the equivalent AND 15 semester units of upper division or graduate study ~~in~~ related to adapted physical education; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed revision to the Disciplines List for physical education (adapted).

Contact: Christopher J. Howerton, ASCCC Executive Committee

## 112.03 S25 Disciplines List – Brewing, Fermentation, and Distillery Sciences

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following addition of the brewing, fermentation, and distillery sciences discipline:

Any bachelor’s degree or higher and two years of professional experience,

OR

Any associate’s degree and six years of professional experience; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for brewing, fermentation, and distillery sciences.

Contact: Christopher J. Howerton, ASCCC Executive Committee

## 113. LEGISLATION AND ADVOCACY

### \*+113.01 S25 Advocating for a 21st Century Ralph M. Brown Open Meeting Act

Whereas, The Academic Senate for California Community Colleges (ASCCC), has affirmed the value of flexible, remote participation in governance through prior resolutions<sup>60</sup>, recognizing that faculty and staff have demonstrated success and effectiveness using remote platforms since the COVID-19 pandemic;

Whereas, Rigid in-person meeting requirements of the Ralph M. Brown Open Meeting Act including limitations on teleconferencing, posting mandates for private locations, and arbitrary caps on remote attendance reflect a workplace structure of a previous generation and do not meet the needs of dynamic, modern academic institutions seeking to expand access, transparency, and participation across geographically diverse and time-constrained constituencies;

Whereas, Institutions globally are integrating digital processes to support inclusion, sustainability, and equity, and California’s community colleges have demonstrated that public, accessible remote meetings can be effective, transparent, and broadly engaging<sup>61</sup>, and;

Whereas, Expanding remote participation in public meetings aligns with Chancellor Christian’s *Vision 2030* Goal 5, ‘Equitable Distribution of Resources,’ by reducing barriers and enabling wider public involvement’;

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<sup>60</sup> ASCCC Resolution S22 01.04: *Support for Brown Act Teleconferencing Legislation* <https://asccc.org/resolutions/support-brown-act-teleconferencing-legislation>

ASCCC Resolution S21 6.03: *Support for AB 417 (McCarty, 2021)* <https://asccc.org/resolutions/support-ab-417-mccarty-2021-march-8-2021>

ASCCC Resolution S21 6.03: *Support for AB 417 (McCarty, 2021)* <https://asccc.org/resolutions/support-ab-417-mccarty-2021-march-8-2021>

<sup>61</sup>Chancellor’s Office Vision Resource Center <https://visionresourcecenter.azurewebsites.net/events/>

Resolved, That the Academic Senate for California Community Colleges express support for AB 259 (Rubio, 2025)<sup>62</sup> to preserve flexible teleconferencing options; and

Resolved, that the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and California's Legislature to advocate for policy changes that expand remote participation options in modern academic governance processes in ways that uphold transparency and public participation while supporting equity, access, inclusion, and sustainability.

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

### **\*+113.02 S25 Revising SCFF Metrics to Better Serve All Students**

Whereas, The Student-Centered Funding Formula (SCFF)<sup>63</sup> was designed to incentivize student success and equity outcomes but does not adequately account for the realities faced by working adults and nontraditional students, including students who enroll part-time due to work and family obligations, and a concern the Academic Senate for California Community Colleges has addressed by calling for new approaches to measure their success;<sup>64</sup>

Whereas, Current SCFF metrics<sup>65</sup> prioritize full-time enrollment, degree/certificate completion, and transfer rates, which disproportionately disadvantage institutions serving a high percentage of working adults, lifelong learners, and students who pursue career education in shorter increments that do not align with traditional academic pathways;

Whereas, Many working adult students benefit from skills-building, upskilling, and short-term stackable credentials that improve employability and economic mobility, but many are not captured within the existing SCFF completion metrics, thereby disincentivizing ongoing education and skill development<sup>66</sup>; and

Whereas, The fact that from 2022-2023 to 2023-2024 the statewide success rates for four-year transfer and living wage (neither of which is fully within the control of colleges) declined despite the fact that the statewide success rates for Associate Degree for Transfer (ADT) completion, Associate of Arts (AA) and Associate of Science (AS) degree completion, certificate completion, and completion of 9+ Career Technical Education (CTE) units all improved, penalizing colleges for declines in these two metrics—both of which are influenced by factors outside their control—suggesting that the current SCFF is fundamentally flawed;

Resolved, That the Academic Senate for California Community Colleges advocate for revisions to the Student-Centered Funding Formula metrics that recognize and appropriately fund colleges for serving all of their students, including working adults and nontraditional students, to include success metrics that measure all levels of incremental skills attainment, all wage gains, transfer, and completion of short-term industry-recognized credentials, regardless of student status;

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<sup>62</sup> AB 259 (Rubio, 2025): Open meetings: local agencies: teleconferences [Bill Text - AB-259 Open meetings: local agencies: teleconferences.](#)

<sup>63</sup> <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

<sup>64</sup> Resolution S23 07.03 Defining Success for Part-Time Students: <https://www.asccc.org/resolutions/defining-success-part-time-students>

<sup>65</sup> [SCFF metrics](#)

<sup>66</sup> See ASCCC legislative advocacy letter, February 28, 2019, Revising the “Student Centered Funding Formula” to Incentivize Student-Focused Outcomes: <https://www.asccc.org/sites/default/files/Revising%20the%20Student%20Centered%20Funding%20Formula%2028.19.1.pdf>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other interest holders to explore alternative funding metrics and models that account for the success of all students, including part-time students, adult learners, and workforce education participants, ensuring equitable funding for colleges serving diverse student populations;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to analyze disaggregated student success data to ensure that Student-Centered Funding Formula adjustments support equitable outcomes for all student demographics, with particular focus on nontraditional transfers and working adults; and

Resolved, That the Academic Senate for California Community Colleges collaborate with local academic senates to develop recommendations for Student-Centered Funding Formula modifications that promote student-centered policies without disadvantaging colleges with significant working adult and part-time student populations.

Leticia Barajas, East Los Angeles College, Area C

## 114. CONSULTATION WITH THE CHANCELLOR'S OFFICE

### **\*114.01 S25 Empowering Faculty Voice in Rising Scholars Programming**

Whereas, Rising Scholars<sup>67</sup> is a commitment made in the California Community Colleges Chancellor's Office Vision 2030<sup>68</sup>: "California and the California Community Colleges Chancellor's Office (Chancellor's Office) have institutionalized the Rising Scholars Network and grant program to specifically bring educational opportunities to justice-involved young people and adults";

Whereas, Successful Rising Scholars program development and implementation aligns with the following areas of 10+1<sup>69</sup>: #1 Curriculum, #2 Degree and certificate requirements, #4 Educational program development, #5 Standards or policies regarding student preparation and success, #8 Policies for faculty professional development activities, #9 Processes for program review, #10 Processes for institutional planning and budget development;

Whereas, Current Rising Scholars programs across the state rely on intentional decision-making, informed by faculty expertise, about the unique strengths, needs, and barriers that Rising Scholars' students face; and

Whereas Rising Scholars students generate higher levels of apportionment for local colleges;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to learn about, explore, and advocate intentionally for Rising Scholars;

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office to include in their Rising Scholars Guidelines that state funding specifically resources faculty coordination for Rising Scholars programs;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and partner organizations, such as the California Community Colleges Chief Instructional Officers, and the Chief Student Services Officers, to provide professional development, grounded in faculty expertise, so that all interest holders understand their impact on and accountability to Rising Scholars students and how to best support Rising Scholars faculty; and

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<sup>67</sup> <https://risingscholarsnetwork.org/>

<sup>68</sup> <https://www.cccco.edu/About-Us/Vision-2030>

<sup>69</sup> [Title 5 Section 53200](#)

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to encourage awareness of the involvement of faculty in budget processes, and to provide guidance and expectations for colleges to make sure funds generated by Rising Scholars programming via increased apportionment, go directly back into Rising Scholars programming, thus creating a budgeting structure that ensures Rising Scholars programs get the highest portion of the income they generate.

Contact: Mitra Sapienza, ASCCC Executive Committee, ASCCC Rising Scholars Faculty Advisory Committee

### **\*+114.02 S25 Advocating for Systemwide Access to AI Tools and Training**

Whereas, The California State University and University of California systems have launched major systemwide artificial intelligence (AI) initiatives to provide coordinated access to tools, training, and research capacity thus ensuring their students, faculty, and staff are prepared to engage with evolving technologies and workforce needs<sup>70</sup>;

Whereas, The California community colleges are currently the only public higher education system in California without funded systemwide access to vetted AI tools and training, leaving 116 colleges to navigate implementation independently, which exacerbates inequities, strains local budgets, and hinders coordinated innovation;

Whereas, *Vision 2030* calls on the California Community Colleges to “embrace emerging technologies such as artificial intelligence to prepare students for jobs of the future and support educators in adapting to rapidly evolving tools and pedagogies,” directly linking AI adoption to the system’s goals for workforce responsiveness, equity, and academic excellence<sup>71</sup>; and

Whereas, The absence of centralized AI support results in duplication of effort and spending, as local colleges independently evaluate tools, negotiate licenses, and develop training creating inefficiencies that a systemwide strategy could address through shared procurement, equitable rollout, and coordinated professional development;

Resolved, that the Academic Senate for California Community Colleges advocate for and work with the California Community Colleges Chancellor's Office to lead a systemwide initiative to provide equitable access to vetted AI tools, training, and support for faculty, staff, and students in the California Community Colleges system.

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

### **\*+114.03 S25 Clarification of Noncredit Alternative Attendance Accounting Procedure for Asynchronous Classes**

Whereas, The Academic Senate for California Community Colleges Resolution F22 07.13 Overhaul of Attendance Accounting<sup>72</sup> was instrumental in updating the Standardized Attendance Accounting Regulations for all credit courses but neglected to update the noncredit accounting methods;

Whereas, Title 5 58003.1(f)(2)<sup>73</sup> and the 2024 Attendance Accounting Manual<sup>74</sup> (section 3, pages 23-25) provide confusing and sometimes contradictory guidance for the calculation of student attendance according to hours of

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<sup>70</sup> CSU unveils massive AI venture (LA Times, Feb 2025)

<https://www.latimes.com/california/story/2025-02-04/california-state-university-unveils-massive-ai-venture>

UC Artificial Intelligence Council <https://ai.universityofcalifornia.edu/tools-and-resources.html>

<sup>71</sup> Vision 2030, California Community Colleges Chancellor's Office

<https://www.cccco.edu/About-Us/Vision-2030> (Goal 4: Responsiveness to Community and Workforce Needs)

<sup>72</sup> [Academic Senate for California Community Colleges Resolution F22 07.13 Overhaul of Attendance Accounting](#)

<sup>73</sup> [Title 5 Section 58003.1\(f\)\(2\)](#)

<sup>74</sup> [2024 Attendance Accounting Manual](#)

instruction, hours of outside study, and instructor contact, the latter of which has been discouraged at conference presentations;

Whereas, The current example provided with the guidance appears to impose a credit model of two hours of study for every hour in class instead of taking into account the pedagogical approaches that are the basis of noncredit course outline design and that underpin actual noncredit teaching and learning practices, in and out of class; and

Whereas, Establishing explicit guidance on basing apportionment on hours in the course outline in compliance with Title 5 should alleviate internal accounting tensions and will aid institutions in the calculation of Full-Time Equivalent Student (FTES) for asynchronous and combination asynchronous/synchronous scheduling patterns for distance education sections of noncredit courses;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers Board and the California Community Colleges Chancellor's Office to form a task force or work group to explore options for regulatory changes that would overhaul the current noncredit asynchronous attendance accounting rules;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to review and revise the guidance for the noncredit alternative attendance accounting procedure that is used to calculate Full-Time Equivalent Student (FTES) for both fully asynchronous and combination asynchronous/synchronous online course delivery to reflect actual noncredit approaches and to provide apportionment equitably with in-person classes;

Resolved, That the Academic Senate for California Community Colleges advocate to the California Community Colleges Chancellor's Office for the inclusion of noncredit faculty to review a clear noncredit asynchronous accounting approach that can be used system wide; and

Resolved, That the Academic Senate for California Community Colleges request the California Community Colleges Chancellor's Office to publish an updated guidance document for noncredit accounting, with particular attention to asynchronous courses, to be disseminated by the Academic Senate for California Community Colleges Spring 2026 Plenary Session.

Contact: Alexis Litzky, City College of San Francisco, Area B

Academic Senate for California Community Colleges  
One Capitol Mall, Suite 230 Sacramento, CA 95814  
(916) 445-4753 [info@asccc.org](mailto:info@asccc.org) [www.asccc.org](http://www.asccc.org)



**FOOTHILL-DE ANZA  
Community College District**

Book	Board Policy
Section	Chapter 4 - Academic Affairs (including former Article 6 - Instruction and Curriculum)
Title	Grading
Code	BP 4230
Status	Active
Legal	<a href="#">California Code of Regulations, Title 5, Section 55002</a> <a href="#">California Code of Regulations, Title 5, Sections 55020 et seq.</a> <a href="#">California Code of Regulations, Title 5, Sections 55030 et seq.</a> <a href="#">California Code of Regulations, Title 5, Sections 55040 et seq.</a> <a href="#">California Code of Regulations, Title 5, Section 55050</a> <a href="#">California Code of Regulations, Title 5, Section 55253</a> <a href="#">California Code of Regulations, Title 5, Section 56029</a> <a href="#">California Code of Regulations, Title 5, Section 58161</a> <a href="#">Education Code Section 70901</a> <a href="#">Education Code Section 70902</a> <a href="#">Education Code Section 76224</a> <a href="#">Education Code Section 76232</a>
Adopted	January 19, 1981
Last Revised	June 10, 2019

The grading practices of the colleges in the Foothill-De Anza Community College District shall conform to the uniform grading practices set forth in Title 5 (Section 55021). These practices shall include pass-no pass options (Section 55022), provisions for credit by examination (Section 55050), plus/minus grading (Section 55023), and the FW grade for unofficial withdrawal.

Grading records shall be maintained by use of the academic record symbols and grade point average system prescribed in Title 5, Section 55023, and procedures for grade changes shall conform to Section 55025. Course repetition regulations shall be consistent with the regulations set forth in Title 5, Sections 55040-55044, 55253, 56029, and 58161. Academic regulations shall conform to Title 5, Sections 55020 et seq., 55030 et seq., and 55040 et seq.

Standards for probation, procedures for appeal of probationary status, and standards for removal from probation shall be consistent with Title 5, Sections 55031 and 55032. Standards for dismissal shall conform to Title 5, Section 55033, and notification of probation and dismissal shall be carried out as prescribed in Section 55034.

These grading practices shall apply to all graded courses which meet the course standards set forth in Title 5, Section 55002.

Each college shall publish in every edition of the college catalog detailed explanations, procedures, and regulations for the implementation of this policy. Challenges to an assigned course grade must occur within two years as stated in the college catalog.

*[See Administrative Procedure 4230 Grading and Academic Record Symbols](#)*

Adopted 1/19/81

Amended 3/2/98, 4/19/04, 4/5/10

Amended and renumbered 4/7/14 (formerly BP 6125)

Amended 6/10/19



**FOOTHILL-DE ANZA  
Community College District**

Book	Administrative Procedures
Section	Chapter 4 - Academic Affairs (including former Article 6 - Instruction and Curriculum)
Title	Grading and Academic Record Symbols
Code	AP 4230
Status	Active
Legal	<a href="#">California Code of Regulations, Title 5, Section 55023</a> <a href="#">California Code of Regulations, Title 5, Section 55024</a>
Adopted	April 19, 2019

Grades from a grading system shall be averaged on the basis of the point equivalencies to determine a student's grade point average using only the following evaluative symbols:

**Evaluative Symbols:**

**A+** – Excellent (Grade Point = 4.0)

**A** – Excellent (Grade Point = 4.0)

**A-** – Excellent (Grade Point = 3.7)

**B+** – Good (Grade Point = 3.3)

**B** – Good (Grade Point = 3)

**B-** – Good (Grade Point = 2.7)

**C+** – Satisfactory (Grade Point = 2.3)

**C** – Satisfactory (Grade Point = 2)

**D+** – Less than satisfactory (Grade Point = 1.3)

**D** – Less than satisfactory (Grade Point = 1)

**D-** – Less than satisfactory (Grade Point = .7)

**F** – Failing (Grade Point = 0)

**FW** – Unofficial withdrawal (Grade Point = 0) (the “FW” grade symbol is used to indicate that a student has both ceased participating in a course some time after the last day to officially withdraw from the course without having achieved a final passing grade, and that the student has not received district authorization to withdraw from the course under extenuating circumstances. The “FW” symbol may not be used if a student has qualified for and been granted military withdrawal.

**P** – Passing (At least satisfactory – units awarded not counted in GPA)

**NP** – No Pass (Less than satisfactory, or failing – units not counted in GPA)

**SP** – Satisfactory Progress towards completion of the course (Used for noncredit courses only and is not supplanted by any other symbol)

**Non-Evaluative Symbols:**

**I** – Incomplete: Incomplete academic work for unforeseeable, emergency and justifiable reasons. The condition for the removal of the “I” shall be stated by the instructor in a written record. The record shall contain the conditions for the removal of the “I” and the grade assigned in lieu of its removal. The record must be given to the student with a copy on file with the registrar until the “I” is made up or the time limit has passed. A final grade shall be assigned when the work

stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The “I” may be made up no later than one year following the end of the term in which it was assigned. The “I” symbol shall not be used in calculating units attempted nor for grade points.

**IP** — In Progress: The “IP” symbol shall be used only in courses which extend beyond the normal end of an academic term. It indicates that work is “in progress,” but that assignment of an evaluative symbol (grade) must await its completion. The “IP” symbol shall remain on the student’s permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student’s permanent record for the term in which the course is completed. The “IP” symbol shall not be used in calculating grade point averages. If a student enrolled in an “open-entry, open-exit” course is assigned an “IP” and does not re-enroll in that course during the subsequent term, the appropriate faculty will assign an evaluation symbol (grade) to be recorded on the student’s permanent record for the course.

**RD** — Report Delayed: The “RD” symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. “RD” shall not be used in calculating grade point averages.

**W** — Withdrawal: The “W” symbol may be used to denote withdrawal in accordance with the requirements of Title 5 Section 55024.

**MW** — Military Withdrawal: The “MW” symbol may be used to denote military withdrawal in accordance with Title 5, Section 55024.

**EW** — Excused Withdrawal: The “EW” symbol may be used to denote withdrawal in accordance with Title 5, Section 55024.

[See Board Policy 4230 Grading](#)

[See Board Policy 5075 Credit Course Drops and Withdrawals](#)

[See Administrative Procedure 5075 Credit Course Adds, Drops, and Withdrawals](#)

Approved 4/19/19

## Foothill College Curriculum Committee Consent Calendar

4/15/25

### 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, Lisa Schultheis
- **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

# **R T F073. : ADVANCED CLINICAL EXPERIENCE: MAMMOGRAPHY**

**Proposal Type**

Course Revision

**Effective Term**

Summer 2025

**Subject**

Radiologic Technology (R T)

**Course Number**

F073.

**Department**

Radiologic Technology (R T)

**Division**

Health Sciences and Horticulture (1BH)

**Units**

5

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

5

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

192

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

This is a 6 week course - 32 hours clinical laboratory per week.

**Total Contact Hours**

192

**Total Student Learning Hours**

192

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

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

No

**Grading**

Letter Grade Only

**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

In California, a licensed Radiologic Technologist 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

#### Need/Justification

This course is an opportunity for licensed Radiologic Technologists to gain focused clinical experience in mammography prior to sitting for the state Mammography Exam. This is the only pathway to gain clinical experience 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; 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**

Rotation to a clinical affiliate with mammographic equipment.

**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
Peart, Olive	Mammography & Breast Imaging Prep, 3rd ed.	2022

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

**Other Materials**

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

Reading assignments as required by the mammography department.

### 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:

Feb. 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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#### C-ID Notation

#### Transferability

CSU

#### Validation Date

2/13/25

### Division Dean Only

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#### Seat Count

6

#### Load

.229

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

141141 - Radiologic Technology

**Account Code**

1320

**Program Code**

122500 - Radiologic Technology

# 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		
<b>Code</b>	<b>Title</b>	<b>Units</b>
<a href="#"><u>LINC F051C</u></a>	ARTIFICIAL INTELLIGENCE LITERACY & ETHICS IN EDUCATION	3
<a href="#"><u>LINC F051D</u></a>	ARTIFICIAL INTELLIGENCE INTEGRATION IN EDUCATIONAL PRACTICES	3

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

Course List		
<b>Code</b>	<b>Title</b>	<b>Units</b>
<a href="#"><u>LINC F075A</u></a>	INTRODUCTION TO TECHNOLOGY-ENHANCED INSTRUCTION	3

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

**Total Units:** 12

**Proposed Sequence**

<b>Term</b>	<b>Units</b>
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%



# 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
<b>Total</b>	<b>30,861</b>	<b>33,001</b>	<b>2,140</b>	<b>7%</b>	<b>14,760</b>	<b>2,953</b>	<b>\$39</b>	<b>\$51</b>

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
<b>Total</b>	<b>8,244</b>	<b>8,946</b>	<b>702</b>	<b>9%</b>	<b>3,976</b>	<b>796</b>	<b>\$42</b>	<b>\$56</b>

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
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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
<b>Total</b>	<b>-</b>	<b>75</b>	<b>75</b>

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 College 0860.00
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 CCCC Data Mart and CTE Launchboard.

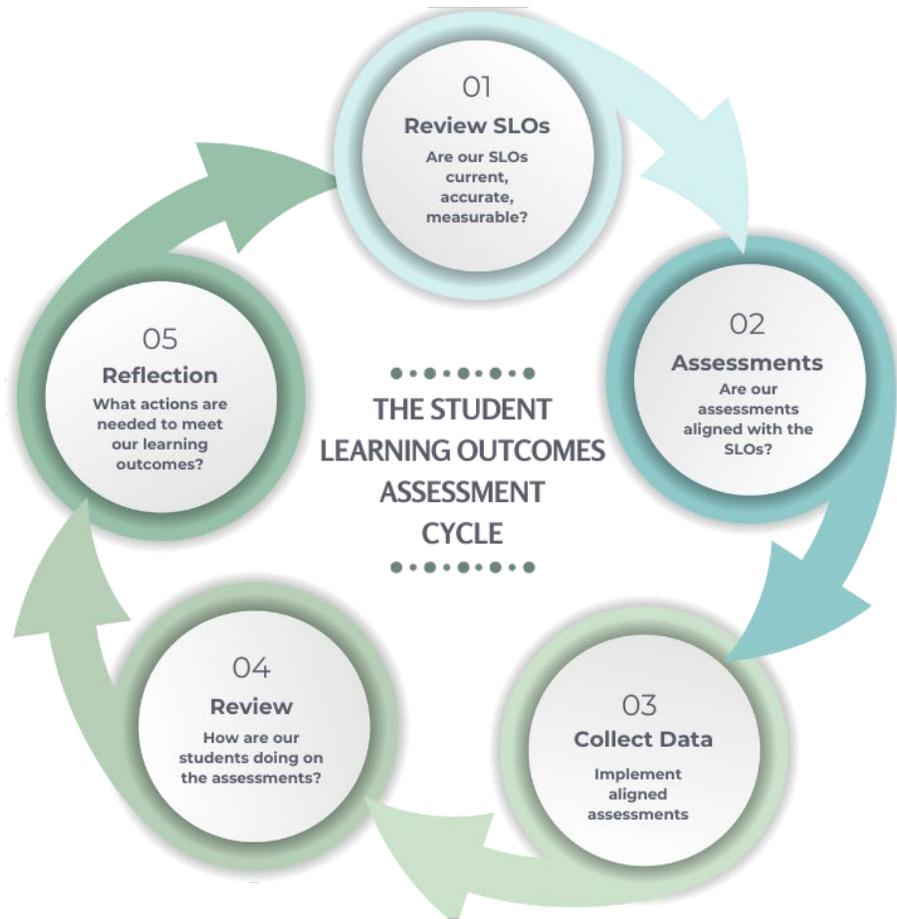
## Sources

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:

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



# Student Learning Outcomes Framework and Assessment Process

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Foothill College Academic Senate Student Learning Outcomes Work Group

Sally Baldwin  
Jordan Fong  
Ben Kaupp  
Allison Meezan  
Rosa Nguyen  
Lynette Vega  
Voltaire Villanueva  
Judith Walgreen



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## Executive Summary

The Student Learning Outcomes (SLO) process at Foothill College is designed to promote equity-minded learning assessment and ensure that students develop critical thinking skills. Through an iterative cycle of assessment, reflection, and implemented changes, the process supports inclusive pedagogy, responsive curricula, and student success. Broad campus collaboration, including faculty, staff, administrators, and students, is essential to maintaining an effective SLO framework. Institutional support, professional development, and recommended college actions play key roles in fostering meaningful assessment practices that align with the college's mission.

Oversight of the SLO process is managed by a SLO Committee, which includes faculty, administrators, student services professionals, institutional researchers, and students to maintain broad institutional input. The SLO coordinator, a 50% release position, facilitates communication across various levels of outcome reporting, ensuring continuity between course, department, and institutional goals. Faculty engagement is reinforced through dedicated discussions on teaching and learning and structured assessment reflections. The faculty are required to reflect on at least one SLO in each course that they teach every quarter, with biannual department meetings to discuss progress and areas for improvement.

The SLO assessment cycle follows a structured documentation and review process to integrate findings into institutional planning and actions. Programs and Career Academic Pathway (CAP) groups submit reports outlining student learning trends, proposed improvements, and recommended actions for improvement. The administration reviews and responds to these reports to ensure alignment with strategic priorities, providing responses to program recommended actions. This structured and transparent approach ensures that assessment data informs institutional decision-making, fostering continuous improvement in student learning. The first full implementation of this process will take place in the 2025-26 academic year, with a goal of assessing each course's SLOs at least once every five years.

## Background

### Overview

The Student Learning Outcomes (SLO) process at Foothill College is designed to align with and reinforce the college's mission by fostering an inclusive and equity-driven approach to learning assessment. By systematically evaluating student achievement across diverse disciplines, the SLO process ensures that all learners receive the support and opportunities necessary to develop critical thinking skills and engage meaningfully with the discipline and the complex societal issues and challenges to which it is related.

Through an iterative cycle of assessment, reflection, and improvement, the SLO process strengthens educational pathways that prepare students to thrive in a global workforce and pursue a lifelong journey of inquiry. Additionally, by emphasizing community-building and inclusive pedagogical strategies, the SLO framework supports faculty and staff in creating responsive curricula that address the evolving needs of a diverse student population.

Successful implementation of the SLO process requires broad campus buy-in and collaboration among faculty, staff, students and administrators. Institutional support including professional development, institutional resources, and a shared commitment to using assessment data for continuous improvement is essential for the success of the SLO process.

### Oversight

The SLO Committee is a representative body that includes faculty from each academic division, student services professionals, institutional research staff, instruction office representatives, and students to ensure diverse perspectives and institutional alignment. The Student Learning Outcomes (SLO) Committee conducts institutional learning outcome reflections, reviews Program Level Outcome (PLO) reports, coordinates Career Academic Pathways (CAP) and Institution Level Outcome (ILO) reflections and assessment and provides a comprehensive overview of the learning outcomes assessment process.

Each year, the committee reviews PLO and CAP level outcomes, analyzing student success data disaggregated by demographic groups. The SLO committee makes recommendations for actions based on identified needs in PLO and CAP level reports. The reports are reviewed by the appropriate administrative offices at the Vice President (VP) level and the Institutional Effectiveness Committee (IEC) which will consider each recommendation and forward it to the college Mission Informed Planning Council (MIPC) or provide justification for alternative decisions. This annual review ensures that learning outcomes assessment is integrated through the college planning process, is supported with resources and is aligned with the college's mission and values.

In addition, the SLO committee will provide integrated oversight to the entire process of campus-wide review by coordinating ILO reflection and revision. The committee will discuss the ways in which the college community has met, and not met the objectives of the ILOs and what actions can be taken as

part of the institutional culture and the committee will recommend actions to the Institutional Effectiveness Committee to help all members of the campus community better meet the college ILOs.

## Roles and Responsibilities

### Faculty

Faculty are central to the Student Learning Outcomes (SLO) process by developing and refining course and program learning outcomes as part of a continuous cycle of improvement of our teaching strategies. Through assessment, reflection, and responsive adjustments, faculty ensure that their instructional practices effectively support student success in each course that they teach. Participation in assessing course level outcomes and engaging with colleagues in discussion and reflection on the results of assessments in is a contractual obligation for both full-time and part-time faculty as described in the Agreement<sup>1</sup>. Faculty would be responsible for completing reflections on the learning outcomes successes and areas for growth in each course that they teach every quarter. These reflection logs would be due to department chairs or program directors or when grades for the quarter are due.

### Department Chairs/Program Directors

Department Chairs or Program Directors play a crucial leadership role in the Student Learning Outcome (SLO) and Program Level Outcome (PLO) process by coordinating faculty engagement and assessment reflections. They receive compensation or release time to compile SLO reflections from faculty and facilitate discussions—whether synchronously or asynchronously—on course assessment results and the effectiveness of program-level outcomes. Department Chairs and Program Directors lead ongoing discussion groups within their departments focusing on creating outcomes, building assessments aligned with the course outcomes, reflecting on the results and refining instructional practices.

SLO discussions will whenever possible default to align with the Title 5 curriculum update cycle. Department/Program biannual discussions will focus on learning outcomes in approximately 20% of the department courses each year. Faculty reflection logs may be used by faculty to inform discussion. Biannual department discussions will focus on successes and areas for growth in the SLOs of the courses that the department agrees to examine each year, approximately aligning with the Title 5 curriculum update cycle.

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<sup>1</sup> For PT faculty: section 7.25 and 7.26; For full time faculty, SLO requirements are called out in the J1's:

- J1.A - item 29
- J1.B - item 32
- J1.C - item 33
- J1.D - item 34
- J1.E - item 32
- J1.F - item 32

Article 25.5.2 States the SLO coordination can be part of the duties of a Division or Department Chairs and Schedulers, as long as it is clearly stated as one of the expected duties of that position.

The chairs are supported in leading ongoing discussion, reflection and refinement of SLOs by deans, the college SLO coordinator and institutional research. Deans provide administrative oversight and ensure faculty participation in the SLO assessment and ongoing discussions. The college SLO coordinator provides support for the Department Chair or Program Director to lead conversations surrounding learning outcomes and reflections. In addition, chairs or directors are supported by institutional research staff, who supply data summaries disaggregated by demographic groupings and support interpretation of these data. These data insights help identify success patterns and areas for improvement, enabling chairs to guide faculty in evaluating program effectiveness and making informed curricular adjustments.

## SLO Coordinator

The SLO Coordinator has 50% annual release time and provides leadership in the Student Learning Outcome (SLO) process. The SLO coordinator works closely with the Academic Senate to shape SLO policies and practices. The coordinator supports faculty and Department Chairs and Program Directors in developing and revising SLOs, designing effective assessments, and leading discussions on assessment results and instructional improvements.

The SLO coordinator works directly with the faculty Department Chairs and Program Directors, Academic Senate and instruction office to guide the assessment process and college wide conversations. The coordinator also compiles Career Academic Pathway (CAP) summaries of program level outcomes and collaborates with Department Chairs and Program Directors and student services to coordinate requests for actions to improve SLO and PLO success.

The SLO coordinator is the chair of the SLO committee, which is tasked with assessing, revising and reflecting on ILOs. In this role, the SLO coordinator works directly with all stakeholders to facilitate and centralize the communication of information between levels of outcome reporting (SLO/SAO, PLO, CAP, ILO) and coordinate requests for action stemming from outcome reflections. The SLO coordinator is jointly supervised by the President of the Academic Senate and the Vice President of Instruction. These two positions will provide guidance and feedback to the SLO coordinator.

The SLO coordinator will lead the organization of SLO focused professional development initiatives and provide professional development to help faculty refine their SLOs and assessment strategies. This role involves both coordinating the rollout of new professional development programs tailored for SLOs and fosters ongoing department and campus-wide conversations surrounding learning outcomes and assessment strategies to ensure continuous improvement and engagement. The SLO coordinator will ensure that professional development is both accessible to all faculty by integrating multiple formats and modalities for the SLO focused professional development and that it is responsive to the evolving needs of the campus community.

## Deans and Instruction Office

Deans and the instruction office play a vital role in supporting and ensuring accountability in the Student Learning Outcome (SLO) and Program Level Outcome (PLO) process. Deans will actively reach out to faculty who have not completed the required SLO reflections for their courses and work with the faculty

to provide support to complete the SLO assessments as needed. Deans or the Instruction office will meet with each Department Chair or Program Director annually to provide support, feedback and guidance on the chair's work to guide the department or program SLO process. Additionally, deans oversee the collection of course syllabi, ensuring that current SLOs are accurately included. The deans and instruction office also support faculty conversations on assessment and improvement by providing opportunities for professional development including workshops and learning communities.

## Institutional Research

The Institutional Research office contributes to the SLO process by providing faculty and departments and programs with course-level and instructor-level data on student success, disaggregated by demographic groups. This data enables faculty to assess equity gaps, identify trends, and evaluate the effectiveness of instructional strategies. In collaboration with the instruction office, institutional researchers help guide faculty in interpreting these data patterns, fostering informed discussions about student learning and curricular improvements.

## College President

The college president plays a key leadership role in shaping the institutional culture around the Student Learning Outcome (SLO) process. By prioritizing SLO related conversations across the college and recognizing and valuing the work of faculty and staff in assessment efforts, the president reinforces the college's commitment to continuous improvement in teaching and learning. Through institutional messaging and public acknowledgments, the president highlights how the interconnected continuum of SLOs, Program Level Outcomes (PLOs), Career Academic Pathway (CAP) outcomes, and Institutional Level Outcomes (ILOs) aligns with and advances the college's mission, fostering a culture of excellence and equity in education.

## Students

Students play an active role in the SLO process by becoming agents of their own learning, gaining awareness of the expected outcomes for their courses, programs, and degrees. By understanding these learning objectives, students can better engage with course material and take ownership of their academic progress. Additionally, students contribute to the continuous improvement of assessment practices by participating in the college-level SLO committee, where they provide valuable input on the effectiveness and equity of assessments and learning outcomes. Their perspectives help ensure that educational practices remain student-centered, inclusive, and aligned with their academic and career goals.

## Faculty Development and Engagement

### Preparing for the SLO Cycle

To ensure the college is fully prepared for the upcoming SLO cycle assessment, investment in faculty professional development is essential during Spring and Summer 2025. Faculty need structured support to update and align course learning outcomes, and prepare to engage in a systematic, college-wide cycle

of SLO reflection. Professional development opportunities—including workshops, learning communities, and collaborative working groups—will be critical in equipping instructors with the necessary skills and resources. By dedicating funding and institutional support to this effort, Foothill college can ensure that faculty are prepared to engage meaningfully in the assessment process beginning in Fall 2025.

## Set Aside Time for Faculty Discussions

The college will set aside two half-days for faculty discussions on teaching and learning each academic year. The first meeting should be at the beginning of the academic year, and the second meeting should take place early in Spring quarter. For faculty to have focused discussions, classes should not meet during these times, and other college business requiring faculty input should not take place during these meetings. Meetings should be hybrid or online to ensure maximum engagement by full-time and part-time faculty. In addition, the college will support multiple quarterly workshops and learning communities on SLO writing and assessment.

## Reflecting on Teaching and Learning

Teaching and assessment are intrinsically linked, so a structure of creating outcomes, building assessments, reflecting on the results and refining instructional practices is foundational to the success of the learning outcomes assessment process. Faculty at Foothill will actively engage in ongoing discussion groups with department colleagues, centered on effective instructional and assessment strategies in their discipline. These conversations will be supported by the SLO coordinator. Discussions should be ongoing at the department level and can include multiple modalities to maximize access and engagement.

## Accreditation and Institutional Compliance

### SLO Documentation

Documentation of SLOs will be housed within the curriculum management system

### Documentation of Success and Reflections

#### *SLO/SAO and PLO Documentation*

Faculty will reflect on each course that they teach every quarter by completing a SLO log, a short, guided form. The faculty will convene in department meetings twice a year and engage in a guided discussion of student success and areas for growth led by the Department Chair or Program Director and supported through guidance from the Office of Instruction. Department Chairs and Program Directors or designees will fill out a one-page summary of the conversations for each course discussed following the spring department/program meeting.

Faculty in the department/program will discuss and reflect on Program Level Outcomes (PLOs) using data from SLO summaries as well as disaggregated demographic data supplied by Institutional Research. These conversations will be supported by guidance and insights from Institutional Research. Summaries

will be posted in a repository accessible to all department faculty and shared with CAP level outcome compilers to facilitate larger conversations on program and CAP level outcomes

### *CAP Outcome and ILO Documentation*

The SLO Committee will compile all program-level outcome reflections and collaborate with representatives from each Career Academic Pathway (CAP) to develop comprehensive reflections on student success. These CAP-level reflections will then inform institutional learning outcome reflections (ILOs), ensuring alignment across all levels of learning. The reflection reports will be posted on the college website annually. By synthesizing insights from programs and CAPs, the committee will help create a cohesive understanding of student achievement and areas for improvement, supporting continuous institutional growth and alignment with the college's mission and values.

## Resources

### SLO Coordinator

To effectively support student learning outcomes (SLO) assessment and improvement, dedicated resources are needed to establish a 50% annual release time position for an SLO Coordinator. This role is essential for collaborating with the Academic Senate to shape and refine SLO policies and practices, ensuring alignment with institutional goals. The SLO Coordinator will provide critical support to faculty and Department Chairs and Program Directors in their assessment and reflection efforts, fostering a culture of meaningful inquiry and continuous improvement. In addition, the position will chair the SLO committee and lead discussions on Career Academic Pathways (CAP) outcomes and Institutional Learning Outcomes (ILO) and collaborate with Department Chairs and Program Directors and student services to align resource requests identified in program reflections.

The SLO coordinator works directly with all stakeholders to facilitate and centralize the communication of information between levels of outcome reporting (SLO/SAO, PLO, CAP, ILO) and coordinate recommended actions stemming from outcome reflections. The SLO coordinator is jointly supervised by the President of the Academic Senate and the Vice President of Instruction. These two positions will provide guidance and feedback to the SLO coordinator.

### Professional Development

To strengthen faculty engagement in Student Learning Outcomes (SLO) assessment and reflection, robust professional development opportunities are essential. In Spring and Summer 2025, there will be an intensive emphasis on workshops and multi-modal learning communities to provide faculty with the knowledge, tools, and collaborative spaces needed to enhance their SLO efforts. These offerings will include in-person, online, and hybrid sessions to accommodate diverse faculty needs and schedules. By fostering ongoing dialogue and skill-building, this professional development initiative will ensure that faculty are well-supported in designing meaningful assessments, aligning instruction and assessments with course outcomes, interpreting data, and using findings to improve student learning and success.

## Department Chair/Program Director

To ensure the effective coordination and integration of Student Learning Outcomes (SLO) assessment within departments or programs, Department Chairs or Program Directors need designated release or reassigned time to lead these efforts. Their responsibilities include guiding faculty through the SLO assessment process, summarizing and compiling individual instructor reflections, compiling and summarizing recommendations for action to help students better meet course and program outcomes, and ensuring that assessment results inform meaningful improvements in curriculum and pedagogy.

The job description for Department Chairs and Program Directors must be reevaluated to explicitly include SLO leadership duties, with commensurate compensation and workload adjustments to reflect the expanded scope of responsibility. Investing in this structural support will enhance the quality and impact of SLO assessment across programs.

## Support for Small Departments

For departments with fewer than three full-time faculty members, funds will be allocated to compensate adjunct faculty who support the Department Chairs or Program Directors by taking on the responsibility of summarizing and documenting SLO findings for courses. Faculty chairs of small departments may be grouped with departments that have adjacent curriculum to facilitate conversations about effective teaching and assessment strategies with the college SLO coordinator. This ensures that all departments, regardless of size, have the necessary support to engage in meaningful assessment and reflection.

## Career Academic Pathways (CAP) Outcomes Coordinators

To support the development and assessment of Career Academic Pathways (CAP) outcomes, dedicated CAP Outcomes Coordinators are needed to lead this critical work. These faculty members would be compensated for their efforts in creating CAP-level outcomes, establishing meaningful metrics for assessment, and collaborating with Department Chairs or Program Directors, as well as the SLO Coordinator, to evaluate CAP outcomes effectively. Additionally, CAP Coordinators would contribute valuable insights to the SLO Committee by reflecting on Institutional Learning Outcomes (ILOs) and their alignment with CAP assessment efforts. While the initial year would require intensive work to establish outcomes and assessment frameworks, the workload would decrease in subsequent years as the processes become more refined and institutionalized.

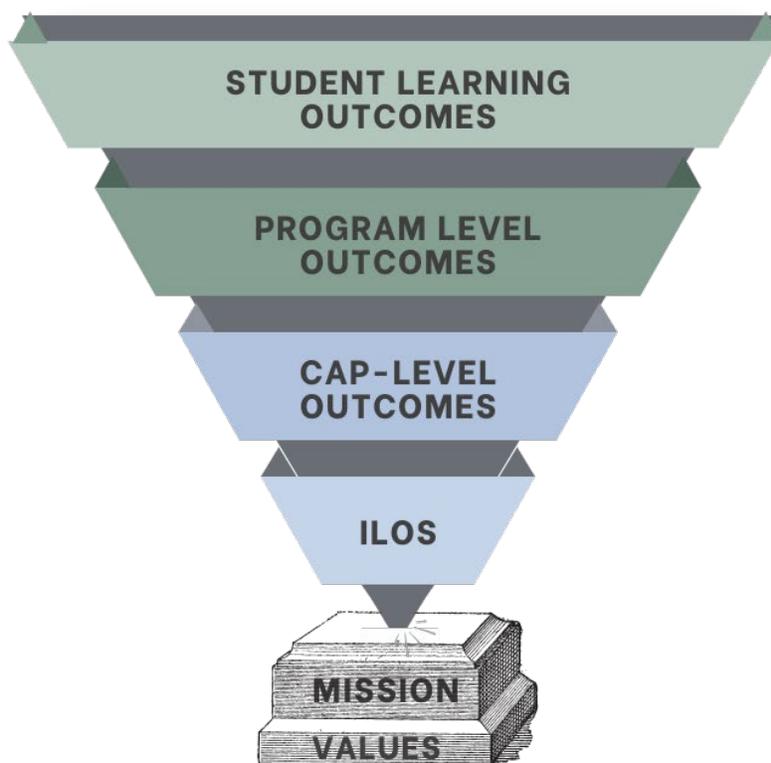
## College Commitment to Dedicated Time for SLO Discussions

To ensure meaningful engagement in Student Learning Outcomes (SLO) assessment and reflection, the college must dedicate structured time for faculty discussions. A half-day during Opening Week activities and a second half-day in early Spring Quarter—free from classes or other college commitments—will provide faculty the necessary space to collaborate, analyze assessment results, and strategize improvements. This institutional commitment will foster a culture of continuous learning and strengthen the impact of SLO efforts on student success.

## Process

### ILO/PLO/CAP/SLO/SAO Relationship

#### Learning Outcomes Are Based on Institutional Values



The relationship between Institutional Learning Outcomes (ILOS), Program Learning Outcomes (PLOs), Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), and Career Academic Pathways (CAPs) is integral to creating a cohesive and integrated assessment framework at Foothill College.

The outcomes are built upon the Foothill College mission and values, and these directly form and guide our ILOS. The ILOS structure the CAP level outcomes which guide the PLO's, which then inform the SLO's. This process not only aligns with the college's mission but also honors the history of SLOs at Foothill and thoughtful work completed during the 2022-2024 academic years by the ILO feedback workgroup.

#### Institutional Learning Outcomes (ILOS)

ILOS define the broad competencies and attributes all students are expected to develop, encompassing critical thinking, communication, computation, and community/global consciousness. These outcomes reflect Foothill College's commitment to equity-minded education and support the development of

lifelong learners. The ILO feedback workgroup emphasized that ILOs are not just about learning content but about nurturing critical consciousness and adaptability.

### Career Academic Pathways (CAPs)

CAPs are structured academic and career-focused pathways that integrate SLOs and PLOs within specific fields of study or career clusters. CAPs ensure that learning outcomes not only support academic achievement but also prepare students for career readiness and lifelong learning. There were recent efforts to define and validate CAP learning outcomes in areas such as Health Sciences & Wellness, Society, Culture & Human Development, and Business to demonstrate the alignment of CAPs with institutional goals.

### Program Learning Outcomes (PLOs)

Program Learning Outcomes (PLOs) define the specific knowledge, skills, and abilities that students are expected to acquire within their chosen academic program (e.g., degree or certificate). PLOs act as a link between Institutional Learning Outcomes (ILOs) and Student Learning Outcomes (SLOs) by translating broad institutional goals into program-specific outcomes. By aligning PLOs with ILOs, academic programs contribute to the overall institutional vision while ensuring that the curriculum remains relevant.

### Student Learning Outcomes (SLOs)

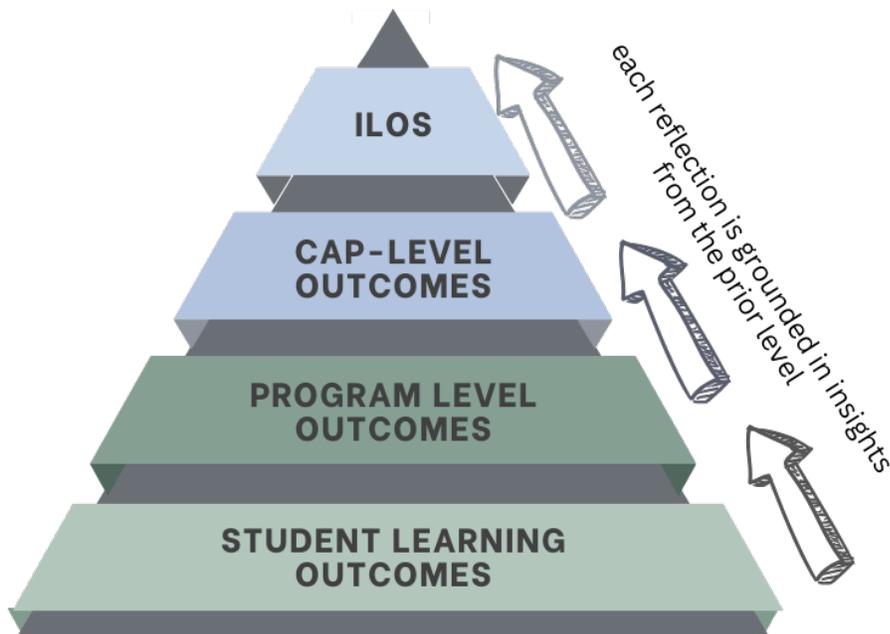
SLOs are course-specific outcomes that outline what students should know or be able to do by the end of a course. The SLO process is collaborative and built on continuous assessment, reflection, and improvement. SLOs provide measurable benchmarks that support both PLOs and ILOs, ensuring a structured approach to student learning.

### Service Area Outcomes (SAOs)

SAOs apply to non-instructional areas and measure how support services contribute to student development and success. These outcomes align with ILOs by promoting a holistic educational experience, often supporting the academic and personal growth necessary to meet course and program outcomes.

## Assessment Methods

### Outcomes Reflections



Each level of outcome builds upon and informs the next, creating a cohesive, interdependent framework where course, program, CAP, and institutional outcomes support and strengthen one another. Annually the college SLO committee will select a theme of one or more ILOs as the focus of annual campus reflections. Each SLO, PLO and CAP level outcome will map to one or more ILOs. Through this thematic assessment the campus will be able to engage in collaborative discussions and identify complimentary learning goals across campus.

The SLO process will allow faculty to assess student progress toward broader program goals and identify areas for improvement. Program-level reflections, in turn, support and inform Career Academic Pathway (CAP) reflections, ensuring alignment across disciplines. CAP-level reflections contribute to institutional learning outcome assessments, fostering a cohesive approach to student success. These discussions are framed within the ILOs which are rooted in the college’s mission and values.

#### Student Learning Outcomes (SLO)

SLOs are grounded in course articulation agreements and scaffold into the outcomes of the program, CAP and Institutional Outcomes. This ensures alignment with transfer and degree requirements and ensures that all students at Foothill will build a cognitive schema that reinforces the institutional outcomes.

Faculty will collaborate to create Student Learning Outcomes (SLOs) for a course, and individual faculty will maintain the academic freedom to design their own assessment methods. Departments have the

flexibility to develop and refine SLOs based on the evolving nature of their teaching and assessment practices, ensuring that outcomes remain relevant and responsive to student learning needs. This balance between structure and autonomy supports both institutional consistency and pedagogical innovation.

Faculty will convene regularly within their departments to discuss student learning outcomes, sharing insights from course-level assessments and reflections. The Department Chair and Program Director will compile these reflections, which will then be used to evaluate program-level outcomes.

### *10 Questions for Formation, Assessment and Reflection of SLOs*

1. What do we want students to know/be able to accomplish at the end of this course? OR What are the knowledge, skills and abilities that students should gain by the end of this course?
2. Are the outcomes as described in #1 aligned with the articulated curriculum (C-ID)?
3. What ways do discipline faculty measure 'success' of #1?
4. Are our assessments aligned with our learning outcomes? OR Are we assessing our students on the course outcomes?
5. Are our students being successful as defined in #1?
6. What instructional strategies are effective in achieving successful mastery of benchmarks of success?
7. In what ways are students not achieving the benchmarks for success?
8. What patterns do we observe among the students who are not achieving the benchmarks of success?
9. What resources could be leveraged to help students achieve success?
10. How can the course—including design, content, instruction & delivery—support all students to achieve learning outcomes?

### *Assessment of a SLO Across Multiple Course Sections*

When assessing a single SLO across multiple course sections, individual faculty have the academic freedom to tailor their assessment methods to align with their instructional style and approach. This flexibility allows for diverse and innovative assessment strategies while maintaining the integrity of the learning outcome. However, to ensure consistency in measuring student success, faculty should engage with department colleagues in regular and ongoing dialogue to discuss effective instructional methods, share assessment insights, and evaluate whether students are meeting the course's learning goals. Through collaboration, faculty can refine their approaches, enhance student learning, and uphold the shared academic standards of the course.

## **Program Learning Outcomes (PLOs)**

Program Learning Outcomes (PLOs) are developed through collaborative discussions among discipline faculty to ensure alignment with program goals and student needs. These outcomes are assessed annually using a variety of methods which may include course-embedded assessments, capstone projects, and student performance data.

Faculty may assess the success of their program outcomes through qualitative or quantitative metrics. Reflections will consider disproportionate impacts using disaggregated data provided by Institutional Research with a goal of eliminating gaps in student success across demographic groups. Institutional Research will collaborate with departments to guide them through the provided data. Through this ongoing cycle of assessment and reflection, faculty refine PLOs to enhance curriculum effectiveness and support continuous improvement in student learning.

### Career Academic Pathway (CAP) Level Outcomes

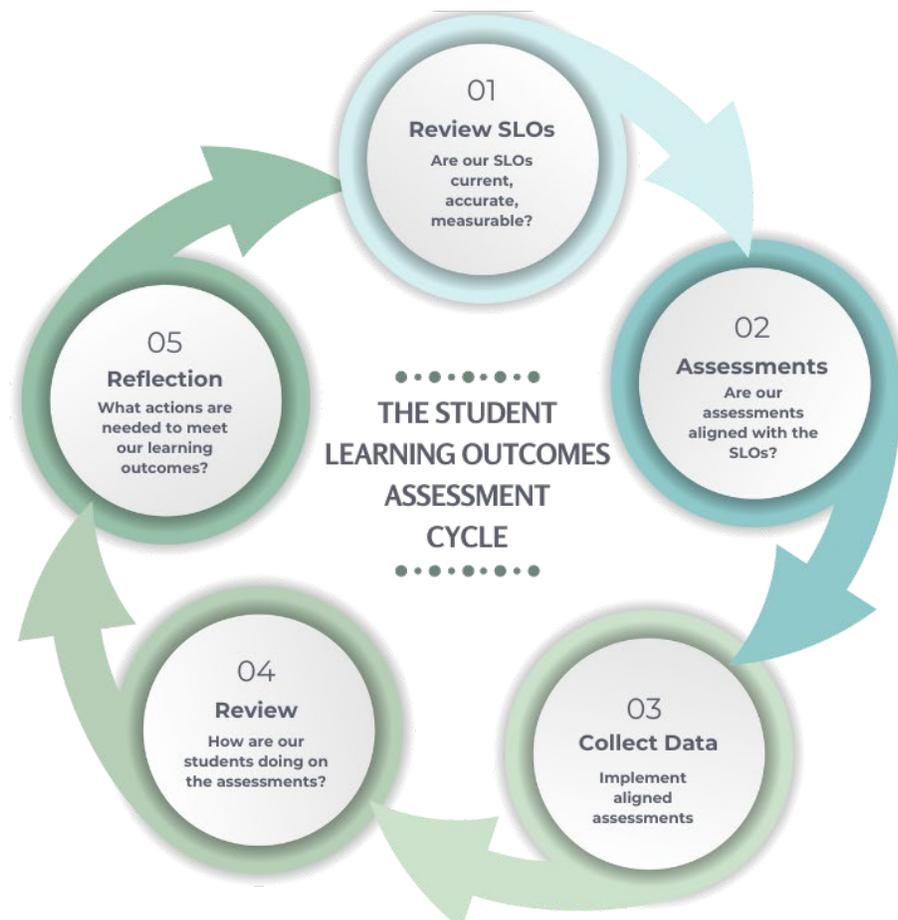
Career Academic Pathway (CAP) outcomes are developed through a synthesis of the knowledge, skills, and abilities essential for success in the CAP area, informed by the program-level outcomes that feed into them. These outcomes will be assessed and refined through collaborative input from faculty within the CAP disciplines, with leadership from the CAP Coordinator. Reflections will consider disproportionate impacts using disaggregated data provided by Institutional Research with a goal of eliminating gaps in student success across demographic groups. Assessment and reflections will be grounded in student outcomes data, ensuring that CAP outcomes remain relevant, measurable, and responsive to student and industry needs.

### Institutional Learning Outcomes (ILO)

Institutional Learning Outcomes (ILOs) will be assessed and refined through collaborative input from the entire campus community, including faculty, staff, administrators, and students. These reflections will be informed by outcomes data from Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and CAP-level assessments, ensuring that ILOs remain aligned with institutional goals and responsive to the evolving needs of students and the community.

## Reporting and Documentation

### The SLO & PLO Cycle: Faculty, Department Chairs and Program Directors



The documentation cycle for the SLO process is structured to ensure ongoing assessment, reflection, and institutional responsiveness. Each faculty member reflects upon SLOs for each course that they teach. Reflection logs are completed by each faculty member along with grade submissions.

Faculty convene twice per academic year in a time set aside by the college for SLO-focused reflection, to discuss and document progress on Student Learning Outcomes, review assessment data, and discuss revisions to curriculum, instructional strategies, and student support initiatives. SLO discussions will whenever possible focus on courses up for revision in the Title 5 curriculum update cycle.

In these meetings faculty will reflect on student proficiency and examine patterns of student proficiency by demographic groups. These meetings also serve as a forum for identifying needs, such as professional development, instructional materials, supplemental instructional support or technology enhancements, which are then incorporated into requests for action in formal PLO reports. A summary of the faculty discussion for each of the courses discussed in depth will be documented by the Department Chair/

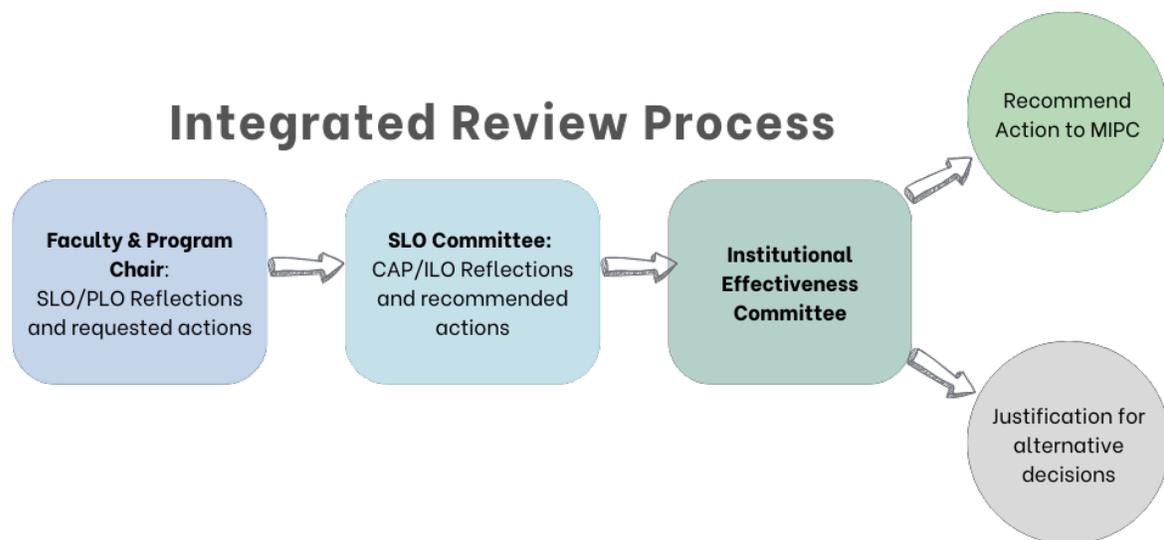
Program Director and posted to the public-facing SLO documentation college website maintained by the college SLO coordinator.

## Career Academic Pathways (CAP) Assessment and Reflection

Program Level Outcome (PLO) reports are submitted by departments/programs to Career Academic Pathways (CAP) coordinators. The CAP coordinator will compile and summarize requests for actions from their constituent programs and communicate proposed actions based on data-driven insights.

Annually, the Institutional Effectiveness Committee (IEC) reviews these requests and provides a formal response, detailing either approval and forwards the recommended action to the college Mission Informed Planning Council (MIPC) or a justification for alternative actions. This structured documentation cycle ensures that faculty engagement in SLO assessment directly informs institutional planning, creating a transparent and iterative process for continuous improvement in student learning.

## Cycle of Continuous Improvement: SLO Committee & Administration



The reports generated through SLO and PLO discussions by departments and programs undergo an integrated review process by the SLO committee and the Institutional Effectiveness Committee to ensure that institutional decisions align with student success goals. Academic departments and programs submit reports containing requests for action and improvement based on SLO and PLO assessment findings. These reports outline specific areas where student learning could be enhanced and request actions such as curriculum adjustments, faculty development initiatives, instructional support enhancements, or technology investments.

The SLO Committee synthesizes these reports into recommended actions which are then presented to the Institutional Effectiveness Committee (IEC). The IEC then considers the recommendations in the

context of institutional priorities, feasibility, and available funding, ensuring that proposed improvements align with broader strategic goals.

Following this review, the IEC provides a structured response to each recommendation from the SLO Committee, detailing measurable actions, or a justification for decisions that deviate from department/program and CAP group requests. If a recommendation is approved, the IEC forwards the recommendations for action to the college Mission Informed Planning Council (MIPC) which then identifies specific funding sources, staffing considerations, and timelines for implementation, ensuring accountability and transparency.

If a recommendation is not implemented, the IEC provides evidence-based reasoning, such as conflicting institutional priorities or budgetary constraints. This iterative process fosters a collaborative and transparent approach to continuous improvement, ensuring that faculty, staff, and administration work together to enhance student learning while making data-informed decisions about institutional investments and priorities. CAP level reports and resource decisions made by the IEC will be posted on the college website to maintain transparency for the campus community.

## Institutional Learning Outcomes (ILO) Reporting and Documentation

Institutional Learning Outcomes (ILOs) will be documented and reflected upon through the SLO Committee. The SLO committee will embrace the variety of ways in which ILO skills and attributes can be demonstrated through its reflections.

Each year the ILO committee will convene in the spring to reflect on the CAP level outcomes and reflections and Program Level Outcomes and reflections from the annual cycle of assessment. The committee will discuss the ways in which the college community has met, and not met the objectives of the ILOs and what actions can be taken as part of the institutional culture and allocation of resources to help all members of the campus community better meet the ILOs.

The SLO committee will document these findings in a report posted on the college website. As part of a continuous process of inquiry, ILOs will always be in revision, ensuring they remain relevant, reflective of evolving community needs, and responsive to diverse forms of engagement.

## Implementation Timeline & Next Steps

**Timeline:** The first full year of SLO assessments and reflections will take place in the 2025-26 academic year, with a goal of assessing every SLO in every course once every five years. The Program and Career Academic Pathways assessment will take place in spring 2026 based on the input and reflection from the 2025-2026 SLO reflections. Recommendations for action will then be made based on CAP level reports and recommendations from the SLO committee in Spring 2026.

The Institutional Learning Outcomes assessment and reflection will take place in the SLO committee in Spring 2026 based on the input, resource requests and resource allocations made for the PLO and CAP

assessments in Spring 2026. A final report on the 2025-2026 Academic Year assessment cycle will be completed by Fall 2026 and will be posted on the college website.

## Pilot: Spring 2025

Up to four academic departments will pilot one quarter of the SLO assessment process in Spring 2025. The pilot project will include departments from Language Arts, Fine Arts, STEM, Health Sciences and Social Sciences. Pilot SLO faculty will work through the SLO course assessment process and identify areas for improvement. The course SLO documentation process will be finalized in summer 2025 to reflect lessons learned from the pilot cohort.

## Year 1 Implementation: 2025-26

### *1. Institutional Learning Outcome (ILO) Theme*

The SLO Committee will select one ILO as the overarching theme for the college's SLO assessment cycle for the year. This selected ILO will serve as a focal point for campus-wide discussions, fostering a shared understanding of its significance and application across disciplines.

Throughout the year, faculty and staff will engage in conversations exploring how this ILO is expressed in different courses and programs, the various instructional strategies that support its development, and effective methods for assessing student achievement. By aligning assessment efforts with a common institutional goal, the college aims to enhance student learning, promote interdisciplinary collaboration, and strengthen the integration of core competencies throughout the curriculum.

### *2. Preliminary Meeting and Selection of SLOs*

At the beginning of the academic year, department faculty will convene to identify and select Student Learning Outcomes (SLO) from each course up for department/program review to focus on for reflection and assessment. The SLO selected should map to the ILO selected as the theme for campus-wide reflection in the annual cycle. This selection will also be based on departmental priorities, alignment with course objectives, and relevance to broader program goals. Faculty will ensure that the selected SLOs are measurable, clearly defined, and meaningful in assessing student learning and will revise their selected SLO as needed.

### *3. Establishing Criteria for Success*

Once one or more SLOs are chosen for each course, faculty will determine the standards by which student achievement of the learning objective will be evaluated. This may include defining performance benchmarks, identifying appropriate assessment methods (e.g., exams, essays, projects, presentations), and agreeing on a shared understanding of what constitutes successful demonstration of the learning outcome.

#### *4. Mid-Year Reflection and Discussion*

During the early part of the spring quarter, faculty will reconvene to discuss preliminary assessment results and share observations on student performance related to the SLO. At this time, Institutional Research will provide each department with reports on student success by demographic groups, highlighting areas of disproportionate impact.

This meeting will serve as an opportunity to:

- Evaluate student progress and identify patterns or challenges.
- Discuss instructional strategies that have been effective in supporting student learning.
- Explore potential modifications to teaching methods or resources to improve student achievement of the SLO.
- Examine how well the SLO supports and reflects the intended skills and knowledge students should gain.
- Discuss whether the SLO needs to be revised to better reflect the evolving needs of the curriculum.
- Identify additional resources, professional development, or instructional adjustments that may be necessary to enhance student success.

#### *5. Documentation and Summary of Findings*

Following the department discussions, the Department Chair or Program Director or a designated faculty member will compile a summary document that includes:

- The SLOs assessed for each course.
- Key findings from faculty discussions.
- Proposed revisions to SLOs, if necessary.
- Identified actions or strategies to support student learning.

This document will serve as a record of the department's ongoing efforts to assess and improve student learning.

#### *6. Career Academic Pathways (CAP) Level Review and Reporting*

In Spring 2026, a designated coordinator for each CAP will review the PLO summaries, identify common themes, and compile a CAP-wide report on SLO assessment. In addition, a survey of the utility and impact of SLO assessment on stakeholders in the course and department level SLO process will be summarized. This report will highlight:

- Trends in student learning and areas for improvement.
- Disproportionate impact on demographic groups.
- Recommendations for action to improve outcomes.

- Recommendations to modify the SLO and PLO level assessment process to ensure it remains meaningful and relevant to all stakeholders.

The coordinator will submit the report to the SLO committee for integration into broader planning. The SLO committee will finalize recommendations for action based on needs identified in the PLO and CAP level reports. If the resource allocation process made by the administration does not match the recommendations of the SLO committee, the administration will provide specific feedback and justification for alternative actions taken.

### *7. SLO Committee Discussion of ILOs*

In Spring 2026 (following the CAP Level reporting), the SLO Committee will convene to review and reflect on Institutional Level Outcomes (ILOs) and their assessments, using disaggregated demographic data to ensure equity and inclusivity in student outcomes. The committee will apply CAP and Program-level outcomes and reflections in their ILO discussions. In addition, the SLO committee will review whether administrative actions made in the Institutional Effectiveness Committee (IEC) and the Mission Informed Planning Council (MIPC) align with recommendations from SLO committee to ensure that the administration's actions effectively support the achievement of institutional values and mission.

## **Foothill College Cycle of Continuous Improvement**

This SLO planning document is a living document that reflects our college's commitment to continuous improvement in student learning and institutional effectiveness. Designed to be responsive and adaptable, it will evolve as we assess outcomes, implement changes, and reflect on progress. The SLO Committee will engage in ongoing reflection on the planning process to evaluate its effectiveness, identify areas for refinement, and ensure alignment with our broader goals for equity, learning, and success. Through this iterative process, we aim to foster a culture of meaningful assessment and informed action.