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

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: February 17, 2026	2:00	Action	#3/3/26-1	Kaupp
2. Report Out from CCC Members	2:02	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:12	Information		
4. Announcements a. New Course Proposal b. ASCCC Spring Plenary c. Courses not Taught in Four Years Deadline Reminder: This Friday 3/6! d. Distinguished Honors Scholar Notation on Student Transcripts	2:17	Information	#3/3/26-2	CCC Team
5. Division Curriculum Committees	2:22	Action	#3/3/26-3	Kaupp
6. New Certificate Application: Spanish for Health Care Workers	2:27	2nd Read/ Action	#3/3/26-4	Kaupp
7. GE Application: Area 5: Inside Wireman Apprenticeship Program (Pathway 3 - Local 6 students)	2:32	1st Read	#3/3/26-5	Kaupp
8. Foothill GE Application Criteria: Area 7	2:37	Discussion	#3/3/26-6	Kaupp
9. Foothill GE Application Breadth Criteria & Breadth Mapping	3:07	3rd Read	#3/3/26-7–8	Kaupp
10. Good of the Order	3:27			Kaupp
11. Adjournment	3:30			Kaupp

**Times listed are approximate*

Attachments:

#3/3/26-1	Draft Minutes: February 17, 2026
#3/3/26-2	New Course Proposal: R T 71B
#3/3/26-3	Division Curriculum Committees 3.3.26
#3/3/26-4	New Certificate Application: Spanish for Health Care Workers
#3/3/26-5	Foothill General Education Application for Area 5—Natural Sciences (with Lab): Inside Wireman Apprenticeship Program (Pathway 3 - Local 6 students)
#3/3/26-6	Foothill GE Application for Area 7
#3/3/26-7	Foothill GE Breadth Criteria & Breadth Mapping draft updates
#3/3/26-8	Foothill College Institutional Learning Outcomes

2025-2026 Curriculum Committee Meetings:

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

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

2025-2026 Curriculum Deadlines:

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

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

Updated 1/20/26

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2025-26

Meeting Date: 3/3/26

Co-Chairs (2)

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

Voting Membership (1 vote per division)

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

Non-Voting Membership (4)

	Anaya Kendall		ASFC Rep.	asfc.kaylaun@gmail.com
✔*	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
			Evaluations	
			SLO Coordinator	

Visitors

Chris Allen*, John Fox

** Indicates in-person attendance*

College Curriculum Committee
Meeting Minutes
Tuesday, February 17, 2026
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom

Item	Discussion
1. Minutes: February 3, 2026	Motion to approve **M/S** (Taylor, Draper). **Approved.**
2. Report Out from CCC Members	**Speaker: All** Apprenticeship: No updates to report. BSS: Dupree provided update re: Certified Wellness Coaching (CWC) cert. being developed, noting recent info session. Sociology faculty Patricia Gibbs and BSS Dean Aaron Korngiebel were awarded a grant, which provides resources to colleges offering an associate degree in Social Work to fill gaps in curriculum to ensure the requirements for CWC cert. are included. Ultimately, students who earn the associate degree will also earn CWC cert. and be eligible for state certification. Current work involves faculty in Social Work, Sociology, Psychology, and Child Development depts. Reach out to Gibbs with any questions. Noted division also working on Courses not Taught in Four Years list. Counseling: No updates to report. Fine Arts & Comm.: Walgren mentioned proposals on today's agenda; working on Courses not Taught in Four Years list. HSH: No updates to report. Kinesiology: No updates to report. Language Arts: No updates to report. LRC: No updates to report. SRC: Kaupp shared working on Courses not Taught in Four Years list. STEM: Sinclair shared working on new curriculum re: artificial intelligence. Gilstrap shared still working on updating language re: catalog rights and continuous enrollment, and will likely bring to CCC a resolution related to GE, which particularly affects Allied Health students. Recently attended conference re: community college bachelor degrees which affirmed the equitable nature of our bachelor degree offerings. Mentioned state creating Data Science C-ID descriptors and TMC (for ADT)—will forward info to relevant faculty. Kaupp shared he's finishing up creating shared OneDrive folder with updated Foothill GE application forms, to allow folks to review and provide feedback; Vanatta will include link in CCC Communiqué and Kaupp will announce at Academic Senate. Brannvall asked for clarification on the nature of feedback Kaupp is looking for—Kaupp responded, any and all feedback is welcome and will be used to inform final drafts, to be presented at CCC for final review and approval.
3. Public Comment on Items Not on Agenda	No comments.

4. Announcements a. New Course Proposals	**Speakers: CCC Team** The following proposals were presented: C S 31B, 47A; GID 444A, 461, 471; MATH 210C; NCBS 410C; PSYC 27. Cembellin explained C S 31B will be a bridge between existing C S 31A & 48A, and will allow us to provide certification in the related field. C S 47A is survey course on artificial intelligence (AI) and focuses on how AI is used in variety of ways and across all disciplines; meant to appeal to all students, regardless of major, and will serve as intro course in forthcoming AS degree in AI. Walgren explained GID courses are CTE mirrored noncredit versions of existing credit courses. Sinclair explained MATH & NCBS courses are support for STAT C1000, credit and noncredit options. Dupree explained PSYC 27 designed to fill gap in Psychology dept., to introduce research methods/strategies/skills to students studying counseling. Gilstrap asked if PSYC 27 related to CWC cert.—Dupree responded, doesn't believe so.
b. Notification of Proposed Requisites	New requisites for V T 83A & 83B.
c. Academic Senate Elections	Gilstrap announced elections being held for President, Secretary-Treasurer, and Part-time Faculty Rep; email with requirements sent last week to all full-time and part-time faculty. If interested, please apply! Kaupp noted release time offered for President and Secretary-Treasurer, and Part-time Faculty Rep receives stipend.
5. Division Curriculum Committees	**Speaker: Ben Kaupp** Document includes details about each division CC. Kaupp noted update since previous version, to HSH. Motion to approve **M/S** (Sinclair, Gilstrap). **Approved.**
6. Stand Alone Application: APPT 121A	**Speaker: Ben Kaupp** Second read of Stand Alone application for APPT 121A. *See item 9 for motion/approval details.*
7. Stand Alone Application: APPT 128I	**Speaker: Ben Kaupp** Second read of Stand Alone application for APPT 128I. *See item 9 for motion/approval details.*
8. Stand Alone Applications: CWE 60A, 65A, 65B, 65C, 65D	**Speaker: Ben Kaupp** Second read of Stand Alone applications for CWE 60A, 65A, 65B, 65C & 65D. *See item 9 for motion/approval details.*
9. Stand Alone Application: JRYM 100	**Speaker: Ben Kaupp** Second read of Stand Alone application for JRYM 100. Group agreed to vote on items 6-9 together. Motion to approve items 6-9 **M/S** (Brannvall, Dupree). **Approved.**
10. Stand Alone Application: R T 473	**Speaker: Ben Kaupp** Second read of Stand Alone application for R T 473. Motion to approve **M/S** (Brannvall, Draper). **Approved.**
11. New Certificate Proposal: Graphic and Interactive Design (noncredit)	**Speaker: Ben Kaupp** Proposal for new Graphic and Interactive Design noncredit certificate. *See item 14 for comments and motion/approval details.*
12. New Certificate Proposal: Graphic Design (noncredit)	**Speaker: Ben Kaupp** Proposal for new Graphic Design noncredit certificate.

	See item 14 for comments and motion/approval details.
13. New Certificate Proposal: Illustration (noncredit)	**Speaker: Ben Kaupp** Proposal for new Illustration noncredit certificate. *See item 14 for comments and motion/approval details.*
14. New Certificate Proposal: Visual Storytelling and Comic Arts (noncredit)	**Speaker: Ben Kaupp** Proposal for new Visual Storytelling and Comic Arts noncredit certificate. Gilstrap noted these are noncredit versions of existing credit certs. Group agreed to vote on items 11-14 together. Motion to approve items 11-14 **M/S** (Brannvall, Kurisu). **Approved.**
15. New Certificate Application: Spanish for Health Care Workers	**Speaker: Ben Kaupp** First read of new Spanish for Health Care Workers Certificate of Achievement. Dworsky explained cert. addresses high demand for health care workers who have Spanish language skills. Mentioned late update to Core Courses, not reflected on attachment—SPAN 111 added as option for SPAN 110; Vanatta noted Narrative will be updated for second read. Draper commented on third Program Learning Outcome, noting many of the students earning cert. will not be prescribing treatment; wonders if outcomes are in alignment with the likely student population. Dworsky appreciates the comment and wonders if the faculty meant students will be able to articulate in Spanish a prescribed course of treatment, rather than actually prescribe it; will follow up with faculty. Draper noted HSH division CC meeting later this week and can discuss and follow up with feedback. Second read and possible action will occur at next meeting.
16. Foothill GE Application Criteria: Area 6	**Speaker: Ben Kaupp** Today's discussion is about Depth Criteria/Mapping for Area 6: Ethnic Studies. Kaupp noted Ethnic Studies area is new for this year, so current version of form was created from scratch. Brannvall mentioned issue related to Minimum Qualifications affecting which faculty may teach ETHN courses and wonders if Foothill GE can help address this. Gilstrap explained Ethnic Studies core competencies developed at the state level, which identify four autonomous disciplines: American Indian/Native American Studies, African American/Black Studies, Asian American Studies, and Chicana/o/x/Latina/o/x Studies. Statewide, there's been a push to use separate subject codes for each, rather than offering all courses in single Ethnic Studies code, and individual ADT templates were created for each discipline. Noted that although there is a lot of guidance from the state, UC, and CSU, Area 6 is the expertise of our Ethnic Studies faculty, so they should be involved in conversation. Noted that for a course to be approved for Cal-GETC Ethnic Studies it needs to meet just three of the five core competencies. Agyare asked if current Area 6 Depth Criteria based on these core competencies—Kaupp responded, no. Agyare asked if they should align—Gilstrap responded, that's our decision; noted he wanted to provide this info to inform the conversation, and again stressed that Ethnic Studies faculty be included. Kaupp shared he feels Area 6 form is the most in need of revision, since he wrote so much of it himself. While current form doesn't necessarily align with core competencies shared by Gilstrap, since it's for local GE there's no requirement for it to align. Brannvall strongly believes it should align, noting Ethnic Studies has its own methods

	which should be respected; shared that during state-wide Common Course Numbering meetings for Art History, a lot of discussion took place re: Ethnic Studies. White asked if Ethnic Studies faculty should attend CCC to discuss, noting they have been invited—Gilstrap and Brannvall believe would be very helpful. Kaupp offered to meet w/ Ethnic Studies faculty separately if they cannot attend CCC, noting it has been a hard fought discipline and wants to ensure they're included. Displayed aforementioned core competencies on screen, and Gilstrap suggested linking to them in CCC Communiqué. Kaupp noted we should keep in mind that we can write our local GE criteria in such a way that allows a wide range of courses to apply for a given area, or narrows down the types of courses eligible. Taylor suggested that if we do decide to align w/ state's core competencies, Ethnic Studies faculty could be presented with this proposition, for their feedback. Dworsky commented this could help make the process less onerous for them. Kaupp determined the group's consensus is that no edits will be made to Area 6 form without Ethnic Studies faculty involvement, but encouraged today's discussion to continue. Sinclair commented criteria meant to define what a GE course should be for a particular area and expressed some concern related to allowing a non-Ethnic Studies course to satisfy Area 6 (i.e., course in a different dept.). Brannvall believes we should update GE forms (in general) based on a mix of tailoring them to what we want and something that's backed by data, and cautioned against using them as a means of retaliation to disallow certain courses from being approved. Armerding commented that Ethnic Studies is not just course content or subject matter, it's a specific discipline that has its own methodology and framework, and wonders if we would run afoul of state regulations if we mandate that Area 6 courses be restricted to only certain subject codes, such as ETHN. Gilstrap responded, no, we wouldn't be violating any state requirements; also noted, from the webinars he's attended, subject code is the preferred method of Ethnic Studies faculty for identifying courses. Kaupp believes we should be mindful of future-proofing, noting the potential for changes to subject codes; also pointed out very specific language in state's core competencies re: Chicana/o/x and Latina/o/x doesn't include Chicane or Latine, and noted these terms are in flux. Gilstrap again reminded the group that we have a lot of freedom re: local GE, but in his opinion we should keep it closely aligned w/ Cal-GETC to help protect students who change from one to the other. Kaupp noted GE forms also used by students to petition for course substitution or to apply for courses taken at other colleges to satisfy Foothill GE. Armerding commented on future-proofing, noting importance of ensuring CCC has a process to allow for updates to be made to GE forms. His preference is that the forms lean toward being stricter, rather than more permissive, with a process put in place for ease of updating by CCC when needed. Kaupp noted this applies to all of the forms, not just Area 6. Dworsky noted that even if we don't require Area 6 courses be in ETHN subject code, using the state's core competencies as written would restrict the types of courses which could be approved. Kaupp thanked the group for the thoughtful discussion.
17. Foothill GE Application Breadth Criteria and Breadth Mapping	**Speaker: Ben Kaupp** Second read of updated Foothill GE Breadth Criteria and Breadth Mapping, which will be included on all Foothill GE application forms. Draft has been updated based on feedback during first read and

	presents two potential options. First option builds on previous draft to prompt for one short essay-style response, and adds check-boxes for faculty to indicate which Institutional Learning Outcomes (ILOs) the course aligns with; second option also includes ILO check-boxes, but prompts for separate responses for each ILO selected. Draper prefers second option, believing it better holds faculty accountable by requiring they specifically address each ILO. Gilstrap asked if second option asking for narrative response or copy/paste from COR—Kaupp prefers steering away from copy/paste but noted it's the group's decision, and believes would be helpful to ask faculty to include examples from COR along with narrative response. Agyare recommended changing "Information and/or Digital Tools" to "Information and/or Digital Literacy"—no argument against from the group. Dupree noted reviewed draft from perspective of both faculty member applying and CCC member reviewing application, and wonders if it might be helpful for both parties for forms to refer directly to ILOs' measurable outcomes [attachment 28]—Vanatta noted final version of forms can include link to full text of ILOs. Agyare wonders if necessary/repetitive to include Information and/or Digital Literacy separately, as this is already integrated into the four ILOs. Kaupp agrees it is an outlier and suggested that instead of including it as its own check-box, forms include a note that ILO-specific responses are expected to also address this topic. Kaupp noted not hearing much support for first option—group agreed. Kaupp believes suggestion is to use second option and change Information and/or Digital Literacy from its own check-box/response to being included in responses to all ILOs. Asked if ~250 words should be total or for each ILO response—most agreed, each. Kaupp asked for thoughts re: copy/paste from COR—Agyare responded, it's fine as long as faculty also describe narratively how course supports ILOs; Walgren and Gilstrap agreed. Allen asked for clarification that this will be used for degree programs applying for Foothill GE, as well—Kaupp responded, yes. Kaupp asked if copy/paste or examples could come from somewhere other than COR (e.g., syllabi)—group consensus is no, should come from COR; one member commented that syllabi not always publicly available. Gilstrap asked Allen if ~250 words enough for responses related to degree programs—Allen responded, believes so. Kaupp asked the group for thoughts on the Step 2 instructions—Dupree likes them, believes they allow for flexibility. Gilstrap asked for clarification re: "what students do" (#1)—Kaupp responded, he's open to suggestions for re-wording. Dupree suggested getting rid of parenthetical language in #1 ("e.g., analyze X...") and adding "please refer to the measurable outcomes in this ILO document [with link to document]". Kaupp plans to incorporate of this feedback in an updated draft and asked the group if CCC could presumably have one more read, followed by vote at final meeting of winter quarter—group believes so.
18. Good of the Order	
19. Adjournment	**3:28 PM**

Attendees: Micaela Agyare* (LRC), Chris Allen* (Dean, APPR), Ben Armerding (LA), Cynthia Brannvall* (FAC), Rachelle Campbell (HSH), Zach Cembellin (Dean, STEM), Cathy Draper* (HSH), Angie Dupree* (BSS), Rachael Dworsky (LA), Kelly Edwards (KA), John Fox (BSS), Evan Gilstrap* (Articulation Officer), Catrin Haberfield, Ron Herman (Dean, FAC), Maritza Jackson Sandoval (CNSL), Ben

Kaupp* (Faculty Co-Chair), Glenn Kurisu* (HSH), Andy Lee (CNSL), Jennifer Sinclair* (STEM), Kyle Taylor* (STEM), Mary Vanatta* (Curriculum Coordinator), Kristina Vennarucci (APPR), Judy Walgren* (FAC), Sam White* (LA)
** Indicates in-person attendance*

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 02/10/26 2:19 pm

Viewing: R T F071B : ADVANCED CLINICAL EXPERIENCE: MAGNETIC RESONANCE IMAGING II

Last edit: 02/20/26 2:56 pm

Changes proposed by: Grant Lackey (11346360)

In Workflow

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

Approval Path

1. 02/20/26 12:18 pm Shaelyn St Onge-Cole (stonge-coleshaelyn): Approved for 1BH Curriculum Rep

Course Proposal Form

Faculty Author	Grant A. Lackey		
Effective Term	Fall 2027		
Common Course Numbering?	No		
Subject	Radiologic Technology (R T)	Course Number	F071B
Department	Radiologic Technology (R T)		
Division	Health Sciences and Horticulture (1BH)		
Units	14		
Lecture Units	1	Lab Units	13
Hours	40 hours clinical laboratory per week for 12 weeks, with 16 hours of didactic content (lecture)		
Course Title	ADVANCED CLINICAL EXPERIENCE: MAGNETIC RESONANCE IMAGING II		
Short Title			

Proposed Transferability	CSU Only
Proposed Description and Requisites:	Continuation of R T 71, with emphasis on patient safety in the MRI clinical environment, pelvic procedures, and musculoskeletal procedures. Prerequisite: R T 71.
Proposed Discipline	Radiological Technology

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

Permanent stand alone course

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

No

Comments & Other Relevant Information for Discussion:

After running R T 71 in Fall of 2025, it was determined that an additional quarter was needed due to the vast amount of content and repetitions needed to establish competency.

Reviewer Comments

Key: 9417

Foothill College Curriculum Committee Consent Calendar

3/3/26

Division Curriculum Committees

Apprenticeship (APPR) Division Curriculum Committee

- **Chair(s)**: Chris Allen, Tim Myres, Kristina Vennarucci
- **Voting Members**: Tim Myres, Kristina Vennarucci (all division members are encouraged to attend)
- **Quorum Requirements**: 2
- **Meeting Schedule**:
  - **Location**: Local 104 Training Center, Fairfield, CA 94534; San Jose Pipes Training Center, San Jose, 95112, Foothill College Sunnyvale Center, Sunnyvale, CA 94089 or via Zoom.
  - **Time and Date**: 2/23, 11AM via Zoom
  - **Frequency**: Monthly
- **Agenda Posting**: Posted on the windows facing the entrance doors at the Local 104 Training Center in Fairfield, Pipe Trades Training Center in San Jose and Foothill College Sunnyvale Center.

Business & Social Sciences (BSS) Division Curriculum Committee

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

Counseling (CNSL) Division Curriculum Committee

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

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

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

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

Fine Arts & Communication (FAC) Division Curriculum Committee

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

Health Sciences & Horticulture (HSH) Division Curriculum Committee

- **Chair(s):** Rachelle Campbell, Cathy Draper, Glenn Kurisu, Shaelyn St. Onge-Cole
- **Voting Members:** All HSH faculty members have voting privileges
- **Quorum Requirements:** Representation from 50% of programs
- **Meeting Schedule:**
    - **Location:** HSH Division Conference Room (5212)
    - **Time and Date:** 3/13 from 12pm-1pm
    - **Frequency:** Monthly
- **Agenda Posting:** Agendas are posted on the HSH Division Office window, 5200 building

Kinesiology & Athletics (KA/ATHL) Division Curriculum Committee

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

Language Arts (LA) Division Curriculum Committee

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

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

Learning Resource Center (LRC) Division Curriculum Committee

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

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

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

Cyan highlights = changes made since previous meeting

Spanish for Health Care Workers, Certificate of Achievement

Basic Information

Faculty Author(s)
Julio Rivera-Montanez
Patricia Crespo-Martin

Department
Spanish

Division
Language Arts

Title of Degree/Certificate
Spanish for Health Care Workers

Type of Award
Certificate of Achievement

Workforce/CTE Program:
Yes

Effective Catalog Edition:
2026-2027

Certificate of Achievement Workforce Narrative

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

Program Learning Outcomes

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

Catalog Description

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

Program Requirements

Core Course Units: 12

Code	Title	Units
SPAN F051A	SPANISH FOR HEALTH CARE WORKERS	3
SPAN F051B	SPANISH FOR HEALTH CARE WORKERS II	3
SPAN F051C	SPANISH FOR HEALTH CARE WORKERS III	3
SPAN F110.	ELEMENTARY SPANISH CONVERSATION I	3
or SPAN F111.	ELEMENTARY SPANISH CONVERSATION I	3

Total Units: 12

Proposed Sequence

Term	Units
Year 1, Fall	3
Year 1, Winter	3
Year 1, Spring	3
Year 2, Fall	3

Master Planning

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

Enrollment and Completer Projections

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

Historical Enrollment Data

Course #	Course Title	Y1 - Annual Sections	Y1 - Annual Enrollment	Y2 - Annual Sections	Y2 - Annual Enrollment
SPAN 51A	Spanish for Healthcare Workers	1	27	2	42

Course #	Course Title	Y1 - Annual Sections	Y1 - Annual Enrollment	Y2 - Annual Sections	Y2 - Annual Enrollment
SPAN 51B	Spanish for Healthcare Workers II	N/A	N/A	N/A	N/A
SPAN 51C	Spanish for Healthcare Workers III	N/A	N/A	N/A	N/A
SPAN 110	Elementary Spanish Conversation I	N/A	N/A	N/A	N/A
SPAN 111	Elementary Spanish Conversation II	N/A	N/A	N/A	N/A

Place of Program in Curriculum/Similar Programs

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

Similar Programs at Other Colleges in Service Area

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

Additional Information Required for State Submission

TOP Code: *1201.00 - Health Occupations, General

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

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

Gainful Employment: Yes

Distance Education: 100%

CENTER OF EXCELLENCE
FOR LABOR MARKET RESEARCH
BAY AREA

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

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

August 2025

Recommendation

Based on all available data, there appears to be an "undersupply" of Healthcare workers compared to the demand for this cluster of occupations in the Bay Region and in the Silicon Valley Sub-Region (Santa Clara County). There is a projected annual gap of about 41,700 students in the Bay Region and 9,983 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 1201.00 - Health Occupations, General programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at sub-region in the state and region.

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

- **Community Health Workers (21-1094):** Promote health within a community by assisting individuals to adopt healthy behaviors. Serve as an advocate for the health needs of individuals by assisting community residents in effectively communicating with healthcare providers or social service agencies. Act as liaison or advocate and implement programs that promote, maintain, and improve individual and overall community health. May deliver health-related preventive services such as blood pressure, glaucoma, and hearing screenings. May collect data to help identify community health needs.
  Typical Entry-Level Educational: High school diploma or equivalent
  Skill Level: Middle-Skill
  Work Experience Required: None
  Percentage of individuals 25+ with an associate degree, certificate, or some postsecondary coursework as their highest level of education attainment: 25%

- **Health Technologists and Technicians, All Other (29-2099):** All health technologists and technicians not listed separately.
  Typical Entry-Level Educational: Postsecondary nondegree award
  Skill Level: Middle-Skill
  Work Experience Required: None
  Percentage of individuals 25+ with an associate degree, certificate, or some postsecondary coursework as their highest level of education attainment: 49%

- **Healthcare Practitioners and Technical Workers, All Other (29-9099):** All healthcare practitioners and technical workers not listed separately.

  Typical Entry-Level Educational: Postsecondary nondegree award
  Skill Level: Middle-Skill
  Work Experience Required: None
  Percentage of individuals 25+ with an associate degree, certificate, or some postsecondary coursework as their highest level of education attainment: 22%

- **Home Health and Personal Care Aides (31-1128):** Provide personalized assistance to individuals with disabilities or illness by monitoring their health status, addressing health-related needs (such as changing bandages, dressing wounds, or administering medication under the direction of licensed nursing staff), and supporting activities of daily living, including feeding, bathing, dressing, grooming, toileting, and ambulation. Depending on the individual's abilities, assistance may also include preparing meals, light housekeeping, and laundry. Care is delivered in a variety of settings, such as the individual's home, workplace, community locations, or daytime nonresidential facilities, based on the needs of the care recipient.

  Typical Entry-Level Educational: High school diploma or equivalent
  Skill Level: Middle-Skill
  Work Experience Required: None
  Percentage of individuals 25+ with an associate degree, certificate, or some postsecondary coursework as their highest level of education attainment: NA

Occupational Demand

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

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

Source: Lightcast 2025.1

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

Table 2. Employment Outlook for Healthcare Occupations in the Silicon Valley Sub-Region

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

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

Source: Lightcast 2025.1

Silicon Valley Sub-Region includes: Santa Clara County

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

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

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

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

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

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

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

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

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

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

Industry Concentration

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

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

Source: Lightcast 2025.3

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

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

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

Educational Supply

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

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

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

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

Source: Data Mart

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

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

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

Source: Data Mart

College	Subregion	Associate degree	Bachelor's degree	Total

Note: The annual average for awards is 2020-21 to 2022-23.

Gap Analysis

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

Student Outcomes

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

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

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

Skills, Certifications and Education

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

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

Skill	Posting	Skill	Posting

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

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

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

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

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

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

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

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

Methodology

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

Sources

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

Contacts

For more information, please contact:

- Yumi Huang, Research Analyst, Bay Region Center of Excellence, yumi@baccc.net or (831) 275-0043
- Marcela Reyes, Director, Research and Center of Excellence, marcela@baccc.net or (831) 219-8875

General Education Review Request
Area 5 - Natural Sciences (with Lab)

Course Number & Title or Degree Program Name: Inside Wireman AS degree, Pathway 3 - Local 6 students

Indicate if this is: ☐ a course, or X degree program

Overview:

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

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

Breadth Criteria:

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

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

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

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

Depth Criteria for Area 5 - Natural Sciences (with Lab):

Natural Sciences courses focus on exploring the physical universe, its life forms, and the measurable natural phenomena that govern its operations. These courses emphasize the scientific method as a means of discovery and understanding, fostering critical thinking, data analysis, and an appreciation of the interconnectedness between science and human activity.

Laboratory components complement lectures by providing hands-on experiences where students directly interact with the material world, utilize scientific tools, and apply theoretical concepts to real-world scenarios. Together, lecture and lab experiences promote a comprehensive understanding of scientific principles, preparing students to analyze complex systems and contribute to solving pressing scientific and societal challenges.

General Education Review Request
Area 5 - Natural Sciences (with Lab)

Instructions for Mapping Course Components to Criteria

Please follow the steps below to demonstrate how your course (or degree program) fulfills the Breadth and Depth criteria for General Education Area 5 - Natural Sciences (with Lab). Use specific components from the Course Outline of Record (COR), such as course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

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

Breadth Mapping

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

1. **Communication**
   Analytical reading, writing, speaking, and listening skills, including evaluation, synthesis, and research.
   - Matching course component(s):

   Throughout the program, apprentices are required to read and interpret technical code language. They show the synthesis of information by accurately installing lab installations per the current National Electrical Code. Students are also taught to read and interpret construction documents such as blueprints, schematics, and specifications and use them to build electrical installations. Students in the program are also often called upon to communicate their work, and finding is written and oral form. When working with stakeholders on a project, students must also code switch between the conventions of the discipline and those of other disciplines and members of the public.

   APEL 120A (First Year, First Semester)
   Applied Codeology Course content requires students to read and interpret complex technical code language. Students also do research on the history of the National Electric Code and its implementation across the United States.
   Students collaborate on lab work, requiring oral communication and listening.

   APEL 129A (Fifth Year, Second Semester)
   In the foreman development segment of this course, students cover conflict resolution which is predicated on developing good listening and communication skills.

   OTJ (on the job) Training
   During their on-the-job training assignments, apprentices must complete 8,000 hours to become journey workers, apprentices work with journey worker electricians who train

apprentices by demonstrating tasks, giving verbal coaching and instructions, and scaffolding them up to more complex tasks.

2. **Computation**
   Application of mathematical concepts or principles of data collection and analysis to solve problems.
   - Matching course component(s):

   Students consistently apply math and measurement to solve real-world problems during their on-the-job training assignments, in the classroom and in labs. Accurate, precise, and well executed quantitative reasoning is an essential feature of apprentices' training and practice in this program. Students are taught from the beginning of the program and throughout it the complex math calculations and theories that are essential to completing their training and be successful in the field. Apprentices in this program apply quantitative reasoning to solve real-world problems.

   APEL 122A (Second Year, Second Semester), APEL 124A (Second Year, Second Semester), APEL 123A (Third Year, First Semester)
   Lab Content: During conduit bending labs, students apply math to lay out conduit bends and determine the conduit shrink and gain values to bend smaller conduit using hand benders and mechanically bend larger conduit using sidewinders and table benders.

   APEL 120A (First Year, First Semester) & APEL 121A, (First Year, Second Semester)
   During the study of DC Theory, students conduct an algebraic manipulation of Ohm's Law to solve values in series, parallel and combination circuits.
   Lab Content: Students calculate expected values of DC voltage, current, resistance for circuits and then measure (data collection and comparison to expected values).

   APEL 122A (Second Year, First Semester) Single Phase Power Quality Lab and Related Activities
   Lab Content: Students measure voltage and current values of a single-phase AC Sine Wave and determine power quality issues based on the data.

3. **Critical Expression**
   Clearly and precisely express ideas in a logical and organized manner using discipline-appropriate language.
   - Matching course component(s):

   Throughout the apprenticeship, students are expected to use accurate code specific and industry electrical language to describe tools, trade materials and on the job procedures.

General Education Review Request
Area 5 - Natural Sciences (with Lab)

APEL 120A (1st year, 1st Semester)
Course Content 6 (NEC introduction); Lab Content (wiring, receptacles, GFCI circuits) — Students express ideas using precise electrical trade language.
On-the-job safety content — Requires accurate, discipline-appropriate communication. Students must use organized, technical language consistently.

APEL 121A (First Year, Second Semester)
When studying the National Electric Code students learn to use precise NEC terminology when describing and analyzing electrical work.
Lab Content: During conduit bending and wiring labs students are expected to verbally communicate wiring choices, use proper technical vocabulary for conductors and equipment, and maintain written records of measurements.

4. **Community and Global Awareness**
   Consideration of one's role in society at local, national, and global levels in the context of cultural constructs and historical/contemporary issues.
   - Matching course component(s):

Bootcamp and First Year content heavily emphasize the apprentice's role in the workplace and their role in larger construction community.

APEL 119A (Bootcamp)
During bootcamp obtain an OSHA 10, which relates the history of OSHA, and how execute the reasons for its implementation and emphasizes worker safety, linking safety practices to jobsite well-being.

APEL 120A (First Year, Second Semester)
Introduction to Apprenticeship CML Modules assigned during this semester build awareness of one's role in a workplace, role in a union and employee for NECA contractors.
Students are introduced to the National Electric Code in this semester. The NEC represents a nationally recognized safety code developed to protect workers and communities; students must understand its societal purpose, which emphasizes worker and public safety, linking technical skill to societal well-being.

5. **Information and Digital Literacy**
   The set of integrated abilities that includes: the reflective discovery of information, the understanding of how information is produced and valued, the use of information in creating new knowledge, the ethical participation in communities of learning, and the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.
   - Matching course component(s):

General Education Review Request
Area 5 - Natural Sciences (with Lab)

APEL 119A (Bootcamp)
OSHA 10 training emphasizes ethical responsibility in applying information to maintain safe workplaces.

APEL 123A (Third Year, First Semester)
Students are taught to locate and apply manufacturers data to safely install electrical materials and equipment. Awareness is brought to the fact that new materials are constantly being developed and that the NEC requires adherence to manufacturer's instructions.

Depth Mapping

<u>Mandatory</u> Depth Outcomes (Lecture)

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

1. **Scientific Method**
   Develop an understanding of the scientific method, including its attributes and limitations.
   - Matching course component(s):

   APEL 120A & APEL 121A
   During their study of DC theory, students apply the scientific method through hypothesis testing, by predicting and measuring the relationship between voltage, current, and resistance in circuits. By solving circuit problems with Ohm's Law and Watt's Laws students predict circuit values and then build and test DC circuits to gather data and test their hypotheses against gathered data. This helps students understand the process of forming hypotheses, testing them through experimentation, and drawing conclusions based on measurable phenomena. Comparing how real-world conductor and power supply resistance and resistor tolerance result in different measured values than in circuit calculations teaches students the limits of the scientific method and the dissonance between theoretical calculations that do not consider these values and real-world measurements.

2. **Judging Evidence**
   Build the ability to evaluate the validity of scientific evidence.
   - Matching course component(s):

   APEL 119A
   During OSHA 10 training and certification, students identify hazards and evaluate whether protective measures are valid and effective.

In CPR and First Aid practice and certification, students assess vital signs (pulse, breathing) and use this evidence to determine the correct response.

APEL 120A
Students use DC circuit calculations to validate circuit readings conducted with meters and within a digital simulation and vice versa. Students must analyze and interpret electrical data, such as determining whether a circuit adheres to Ohm's Law or whether the electrical readings make sense based on known quantities. Proper meter usage is emphasized, and students learn how incorrect meter usage could lead to invalid circuit readings.

APEL 124 A
In single phase power quality students collect data from AC circuits with electrical meters and validate results against expected outcomes. Unexpected results are probed to determine whether they are a result of poor meter usage or power quality issues.

3. **Scientific Concepts**

Foster an understanding of the relationship between hypothesis, experiment, fact, theory, and law.

- Matching course component(s):

APEL 120A & 121A
Ohm's Law and Watt's Law serve as theoretical models in electrical science. Students hypothesize how circuits will behave under different conditions (e.g., how changing resistance affects current values). They experiment by measuring voltage, current, and resistance in circuits, testing these theories. Through these experiments, students gain direct experience with the theory-practice relationship.
Students are taught that theories may change with new information, like the original understanding of Conventional Current Flow, vs. the more current understanding of.

APEL 124A
Through the study of Alternating Current (AC) theory, students directly engage with the scientific method and the relationship between hypothesis, experiment, fact, theory, and law. They learn about observable facts, such as inductive phase shift in AC circuits, Electromagnetic theory provides the explanatory framework for why energy is stored in magnetic fields and why phase relationships occur, while physical laws offer consistent mathematical descriptions of circuit behavior. In labs, attempt to diagnose power quality issues by forming hypotheses about how various loads will affect the AC sine wave. Through experimentation using power quality meters, they test these predictions and use their knowledge of AC theory facts, theories, and laws to diagnose power quality issues.

General Education Review Request
Area 5 - Natural Sciences (with Lab)

4. **Reasoning Skills**

   Cultivate the ability to use inductive, deductive, and model-based reasoning to solve problems.

   - Matching course component(s):

   APEL 119A

   During CPR and First Aid training and certification, students use inductive reasoning to draw conclusions from observed patient symptoms to determine appropriate CPR and First Aid treatment.

   In OSHA 10 training and certification, students apply general hazard rules deductively to specific workplace scenarios.

   APEL 123A

   The study of National Electrical Code (NEC) requirements for grounding and bonding cultivates student ability to use inductive, deductive, and model-based reasoning to solve complex technical problems. Through inductive reasoning, students analyze real-world case studies to identify how improper grounding might have led to electrocution, shock hazards, or poor system operation. Using deductive reasoning, they apply NEC rules for grounding and bonding to specific installations, like transformers and services logically determining compliant solutions. Model-based reasoning emerges as students construct conceptual and mathematical models of fault current magnitude and fault current paths during a ground fault and predicting system behavior under abnormal conditions. By integrating code language, physical principles, and system models, students learn to move systematically from principles to application.

5. **Critical Thinking**

   Encourage the practice of critical thinking, including evaluating ideas, contrasting opinions, and drawing reasoned conclusions.

   - Matching course component(s):

   APEL 120A, APEL 121A

   Critical thinking is essential in evaluating the safety, functionality, and code compliance of electrical systems. Students are required to critically evaluate if wiring installations meet National Electric Code (NEC) requirements for safety in addition to critically thinking about best practices in the electrical industry. Students are asked to critically evaluate residential blueprints to determine code compliance for GFCI and AFCI protection. Students are asked to think critically about the various ways circuits could legally be protected by GFCI and AFCI devices and determine best practices that include considerations for product and installation cost.

   Students are asked to look critically at residential blueprints to determine if the installation meets current NEC requirements for lighting and power outlet placement, consider code minimum and make recommendations based on best practices that may exceed code minimum standards.

General Education Review Request
Area 5 - Natural Sciences (with Lab)

APEL 122A
Students evaluate residential blueprints and equipment cut sheets to determine the size of a residential service using NEC guidelines. A residential service load calculation encourages critical thinking by requiring students to evaluate current and future electrical needs, interpret code requirements, and justify reasoned conclusions about system capacity. Using the methodology prescribed in the NEC, students must analyze dwelling characteristics, consider general lighting loads with appliance and HVAC demands, and apply demand factors appropriately. Students must also evaluate whether calculated loads align with practical design considerations, such as future expansion or energy-efficient equipment. By weighing code rules and real-world constraints, they develop the ability to question their existing assumptions on service capacity, compare solutions, and draw defensible, evidence-based conclusions.

<u>Optional</u> Depth Outcomes (Lecture)

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

1. **Appreciation of Science in Modern Life**
   Develop an appreciation of the contributions of science to modern life.
   - Matching course component(s):

   APEL 119A
   CPR and First Aid training highlights the life-saving impact of medical science and modern emergency-response technologies.
   OSHA 10 emphasizes how scientific knowledge of electricity, hazards, and protection methods keeps workplaces safe.
   Introductions to battery operated tools and meters with improved safety features show how applied electrical science powers modern construction and infrastructure.

2. **Diversity in Science**
   Recognize contributions to science by diverse people and cultures.
   - Matching course component(s):

3. **Human-Environment Interdependence**
   Understand the interdependence of humans and their environment.
   - Matching course component(s):

   APEL 119A
   OSHA 10 course content teaches students to recognize how electrical systems and safety

measures protect humans in built environments.
CPR and First Aid course content links human biology to environmental hazards such as temperature extremes, drowning, bites, poisons.

APEL 123A
During the study of grounding and bonding and NFPA 70E students learn about the physiological effects of electricity on the human body and the factors that contribute to electric shock.

4. **Impact of Human Behavior**
   Recognize how human behavior has altered the environment.
   - Matching course component(s):

5. **History of Science**
   Explore the history of science, including the ideas and experiments that have shaped the scientific method.
   - Matching course component(s):

APEL 120A
In their introduction to DC Theory, students learn the history of electrical discoveries of electrical properties and how they led to our present understanding of electricity.

<u>Mandatory</u> Depth Outcomes (Lab)

Laboratory components must align with the following definition of laboratory experience (adapted from the National Research Council (2005):

Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using tools, data collection techniques, models, and theories of science. This definition includes student interaction with astronomical databases, genome databases, databases of climatic events over long time periods, and other large data sets derived directly from the material world. It does not exclusively include student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world.

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

1. **Direct Interaction**
   Engage in observation and data collection through direct interaction with the material world.

- Matching course component(s):

APEL 119A
Students consistently interact directly with electrical materials, tools, and live circuit builds and are taught best practices for safely working in the electrical industry.

APEL 120A
Using meters and electronics boards students build DC circuits using DC voltage sources
Students actively observe and collect data on electrical circuits, which allows them to directly interact with the physical properties of electrical systems.
Students interact with ladders, drills, saws, wiring, circuits, conduit, and GFCIs to install functional lighting circuits that are also partially GFCI protected. Students learn about how to properly wire a GFCI through direct experience and get to see the results of incorrectly wired circuits.

APEL 122A
In the Single-Phase and Three-Phase power quality labs, using multimeters and power quality meters, students collect data about AC sine waves on circuits with resistive, inductive, capacitive, and non-linear loads.

APEL 123A
Students use Earth Ground Resistance test meters to gather data about earth ground resistance and grounding electrode system resistance to come to conclusions on best practices for grounding.

2. **Scientific Tools and Techniques**
   Use tools, data collection techniques, models and model-based reasoning, and theories consistent with those employed in research laboratories.
   - Matching course component(s):

APEL 120A, APEL 121A, APEL 122A, APEL 124A, APEL 123A, APEL 126A
Students employ authentic tools and scientific measurement techniques directly aligned with the electrical trade by using clamp-on meters, digital multimeters, megohmmeters and power quality meters to gather data about electrical circuits, diagnose circuit issues and diagnose equipment issues.
In conduit bending labs, students apply mathematical models, including geometric relationships, trigonometric calculations, shrink factors, and take-up values, to predict how straight conduit will change shape when bent. Students test these predictions through fabrication with hand benders, electric benders, and hydraulic table benders to produce bends on metal conduit and compare measured outcomes to calculated expectations, and refine their technique based on discrepancies, mirroring the iterative processes used in laboratory research. Levels, angle finders, and measuring devices are used to collect accurate dimensional

data before and after each bend. Theoretical principles of geometry and material behavior guide their modeling, while systematic measurement and error analysis reinforce empirical validation.

3. **Data Analysis with Authentic Data Sets**
   Work with data derived directly from the material world (e.g., large data sets such as astronomical, genome, and climate databases) and avoid exclusive reliance on teacher-created data.
   - Matching course component(s):

APEL 122A
In the three-phase power quality lab, students collect, analyze, and interpret real-time electrical data generated from physical equipment under varying load conditions. Using the Fluke 435 Power Quality Analyzer, students measure actual voltage, current, power factor, harmonic distortion, RMS values, and phase relationships from energized three-phase systems. Rather than relying on instructor-provided sample values, they generate their own datasets by altering loads such as resistive heaters, motors, CFLs, LEDs, and dimmers and observing measurable changes in waveform shape, voltage drop, neutral current, and harmonic content.

APEL 123A
In the earth/ground testing, students collect, analyze, and interpret resistance data generated directly from physical soil conditions and installed grounding electrodes. Using the Fluke 1625 Earth/Ground Tester, students perform 2-pole, 3-pole (fall-of-potential), and 4-pole soil resistivity tests on actual ground rods and site soil. The resistance values they record are not predetermined or instructor-created—they vary based on measurable environmental factors such as soil composition, moisture content, rod depth, spacing, and weather conditions.

4. **Hypothesis Testing**
   Formulate and test hypotheses using recognized scientific methodologies.
   - Matching course component(s):

APEL 123A
In the grounding lab, students begin by forming hypotheses on grounding electrode resistance based on electrical theory and parallel resistance formulas. For example, before bonding two ground rods together, they predict whether total resistance will be higher, lower, or the same. They calculate an anticipated value using the parallel resistance equation and document their expected outcome. They then test that hypothesis using established measurement techniques performed with the Fluke 1625 Earth/Ground Tester. These methods are recognized by industry and engineering methodologies used in geotechnical and electrical grounding assessments. Students compare calculated predictions with measured results and analyze discrepancies by considering soil composition, contact resistance, conductor length, and environmental factors.

This structured cycle of prediction, controlled testing, measurement, analysis, and explanation mirrors the scientific method and requires students to actively formulate and empirically test hypotheses using professional, discipline-recognized testing methodologies.

APEL 122A
During the Compound 90° Conduit Bending Lab students use conduit bending formulas to predict the precise layout and marks required for the first and second 45° bends to achieve a correct compound 90° bend around a square or rectangular obstruction. This prediction acts as a hypothesis: *"If the bends are made according to these calculations, the conduit will fit the obstruction and maintain the specified tolerance."* Students then test this hypothesis by bending the conduit according to their calculations, using tools such as hand benders, torpedo levels, and digital protractors to implement and verify the angles. They fit the bent conduit into wooden cells or around mock obstructions to observe whether the fabricated piece meets the design and tolerance requirements (+/- 2° and 3/16"). After testing, they analyze results, comparing the predicted bend layout to the actual outcome. If the conduit does not fit correctly, apprentices identify and diagnose deviations caused by measurement errors, bending technique, or material variability, then adjust their calculations and approach.

5. **Communication & Collaboration**
   Communicate findings effectively through oral and/or written work independently and as a member of a team.
   - Matching course component(s):

APEL 120A & APEL 121A
During DC theory circuiting labs, students communicate their DC theory findings both orally and in writing. They present their experiment results and interpret data in lab reports, and they share their understanding of circuit behavior and safety protocols during group discussions.

APEL 122A
Students gather individual data during AC Single Phase Power Quality Lab and AC Three-Phase Power Quality lab and share data findings with each other orally and the class orally to build a complete data set. All data is recorded and analyzed so students can see patterns that indicate issues in electrical systems due to voltage drop and overloaded branch circuits.

APEL 122A
The Sidewinder Bender & 1"-2" EMT Fabrication Lab combines students in small groups, coordinating measurements, markings, and bends while discussing techniques and troubleshooting issues, which develops oral communication skills. Each apprentice independently records calculations, mark placements, and final dimensions, creating a clear written record of their work. Finished bends are presented to the instructor, requiring apprentices to explain their layout decisions, calculations, and adjustments. Using standardized technical terminology ensures that findings are accurately communicated and understandable to others, fostering both effective oral and written communication in a professional context.

General Education Review Request
Area 5 - Natural Sciences (with Lab)

<u>Optional</u> Depth Outcomes (Lab)

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

1. **Experimental Records**
   Maintain accurate and complete experimental records.
   - Matching course component(s):

   APEL 121A, APEL 122A, APEL 124A, APEL 123A & APEL 126A
   All the advanced conduit bending labs first through third year require students to maintain accurate and complete experimental records because apprentices are required to document every step of their work. This includes recording measurements of stubs, offsets, obstruction heights, X dimensions, center-to-center distances, and calculated bend marks for each conduit piece. They must note the conduit type, size, angle of bends, and any adjustments made for spring-back or alignment. These records serve as a precise, step-by-step account of the fabrication process, which the instructor reviews to evaluate accuracy and technique. Maintaining these detailed records ensures reproducibility, allows for troubleshooting errors, and demonstrates mastery of proper conduit layout and bending methodology.

   APEL 122A
   In the single phase and three-phase power quality labs, students record all measurement values, including RMS voltage values, current, kW/kVA/kVAR, power factor, and THD%, along with screen captures of waveforms and vector diagrams. They also document test conditions, load configurations, and instrument settings, creating a thorough and traceable record for analysis and review.

   APEL 123A
   Throughout the Earth Ground Testing Lab, students record all measured resistance values, test dates, times, weather conditions, and ground configurations. They document calculations for combined resistances of parallel rods and answer NEC-related questions, creating a thorough, traceable record of each experiment for review and verification.

2. **Quantitative and Qualitative Measurements**
   Perform accurate quantitative and qualitative measurements.
   - Matching course component(s):

   APEL 122A
   In the three-phase power quality lab, students use the Fluke 435 power quality analyzer to measure voltage, current, phase angles, power factor, harmonics, and waveform distortions. They adjust instrument settings, connect loads, and capture screen data, ensuring

measurements reflect real AC circuit behavior under various conditions, including resistive, inductive, and non-linear loads.

APEL 123A
In the Earth Ground Testing Lab, students use the Fluke 1625 Earth/Ground Tester to measure soil resistivity and ground rod resistance using 2-pole, 3-pole, and fall-of-potential methods. They carefully set up earth stakes, connect test leads, and apply known currents to obtain precise resistance values, ensuring measurements reflect real-world grounding system performance under varying conditions.

3. **Interpreting Results**
   Interpret experimental results and draw reasonable conclusions.
   - Matching course component(s):

APEL 122A
In the three-phase power quality lab, students analyze recorded data to understand three-phase AC theory, voltage drop, power factor effects, waveform distortion, and energy efficiency of different loads. Using discussion topics and guided observations, they relate quantitative results to theoretical expectations, identify causes of anomalies, and determine practical solutions for improving power quality and system efficiency.

APEL 123A
In the Earth Ground Testing Lab Students compare measured resistance values with calculated expectations, analyze the effect of parallel and series ground connections, and evaluate compliance with NEC grounding requirements. Using the data, they draw conclusions about soil resistivity, grounding effectiveness, and proper grounding electrode design, connecting quantitative results to theoretical and safety standards.

4. **Statistical Data Analysis**
   Analyze data statistically and assess the reliability of results.
   - Matching course component(s):

5. **Evaluating Experiment Design**
   Design and conduct, as well as critically evaluate the design of experiments for validity and reliability.
   - Matching course component(s):

General Education Review Request
Area 5 - Natural Sciences (with Lab)

Submit your completed form to your Division Curriculum Reps

Requesting Faculty: Kristina Vennarucci Date: 2/20/26

Division Curriculum Rep: Kristina Vennarucci Date: 2/23/26

FOR USE BY CURRICULUM OFFICE:

Approved: ___ Denied: ____ CCC Co-Chair Signature: _____Date: _____

General Education Review Request
Area 5 - Natural Sciences (with Lab)

Degree Program Addendum

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

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

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

and provides

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

Instructions for Mapping Degree Programs

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

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

Your Response:

The Electrical apprenticeship program is a comprehensive program of study for students seeking entry into the electrical industry. Over their five years of study, students achieve their general education requirements through a sequenced series of courses and on-the-job training holistically. This is accomplished through a recursive process whereby students are first introduced to critical GE concepts early in the program and then are required to work in more sophisticated and complicated ways with these concepts. This application provides specific examples of courses, sequences, and learning throughout the entire Electrical apprenticeship program and details how students undertake and achieve the GE outcomes of the college.

General Education Review Request
Area 7 - Lifelong Learning

Course Number & Title or Degree Program Name:
Indicate if this is: ☐ a course, or ☐ a degree program

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

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

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

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

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

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

Depth Criteria for Area 7 - Lifelong Learning:
Courses in Lifelong Learning empower students with the knowledge, skills, and attitudes necessary to adapt and thrive in an ever-changing world. These courses focus on the holistic development of individuals as integrated intellectual, physiological, social, and psychological beings in relation to their communities and the environment. Lifelong learning emphasizes the ability to apply acquired knowledge across disciplines, encouraging students to think critically, solve problems, and make informed decisions in diverse contexts.

A key component of this area is experiential learning, where students are provided opportunities to bridge disciplines and apply skills in real-world settings. These experiences foster independence, adaptability, and effectiveness as lifelong learners.

General Education Review Request
Area 7 - Lifelong Learning

Foothill College also recognizes the importance of physical activity in supporting lifelong learning. Physical activity courses are included in this area, provided they involve movement overseen by a faculty member.

Instructions for Mapping Course Components to Criteria

Please follow the steps below to demonstrate how your course (or degree program) fulfills the Breadth and Depth criteria for General Education Area 7 - Lifelong Learning. Use specific components from the Course Outline of Record (COR), such as course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

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

Breadth Mapping

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

1. **Communication**
   Analytical reading, writing, speaking, and listening skills, including evaluation, synthesis, and research.
   - Matching course component(s):

2. **Computation**
   Application of mathematical concepts or principles of data collection and analysis to solve problems.
   - Matching course component(s):

3. **Critical Expression**
   Clearly and precisely express ideas in a logical and organized manner using discipline-appropriate language.
   - Matching course component(s):

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

- Matching course component(s):

5. **Information and Digital Literacy**
   The set of integrated abilities that includes: the reflective discovery of information, the understanding of how information is produced and valued, the use of information in creating new knowledge, the ethical participation in communities of learning, and the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.
   - Matching course component(s):

Depth Mapping

<u>Mandatory</u> Depth Outcomes

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

1. **Cross-Disciplinary Application**
   Acquire and demonstrate knowledge, skills, and attitudes that can be applied across two or more disciplines of study.
   - Matching course component(s):

2. **Practical Problem-Solving Tools**
   Develop practical tools for problem-solving and decision-making that address current issues and adapt to future situations.
   - Matching course component(s):

3. **Health and Well-Being Awareness**
   Comprehend and apply principles of health and well-being to individuals and society, fostering physical and mental wellness.
   - Matching course component(s):

General Education Review Request
Area 7 - Lifelong Learning

4. **Ethical and Effective Information Use**
   The set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.
   - Matching course component(s):

5. **Critical Analysis of Contemporary Issues**
   Identify and analyze current issues that influence health, communication, and learning within diverse communities.
   - Matching course component(s):

<u>Optional</u> Depth Outcomes

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

1. **Career and Life Planning**
   Define career and life planning strategies, including goal setting, time management, learning styles, and self-awareness, while fostering leadership and a positive work ethic.
   - Matching course component(s):

2. **Bias and Social Awareness**
   Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities, especially regarding contemporary societal challenges.
   - Matching course component(s):

3. **Physical Fitness and Mental Health**
   Understand the importance of physical fitness and its impact on an individual's physical and mental health.
   - Matching course component(s):

4. **Technology Integration**
   Use technology effectively to analyze problems and create innovative solutions in personal, academic, and professional contexts.

- Matching course component(s):

5. **Interpersonal and Communication Skills**
   Develop skills for effective communication, teamwork, and collaboration in diverse personal, academic, and professional settings.
   - Matching course component(s):

Submit your completed form to your Division Curriculum Reps

Requesting Faculty: _____ Date: _____

Division Curriculum Rep: _____ Date: _____

FOR USE BY CURRICULUM OFFICE:

Approved: ___ Denied: ____ CCC Co-Chair Signature: _____Date: _____

General Education Review Request
Area 7 - Lifelong Learning

Degree Program Addendum

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

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

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

and provides

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

Instructions for Mapping Degree Programs

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

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

Your Response:

Foothill GE Breadth Criteria and Breadth Mapping (Draft - updated per CCC feedback, 2/3/26 Item 20 & 2/17/26 Item 17)

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

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

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

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

Breadth Mapping (Structured Response)

Purpose

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

Instruction

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

- Think Critically
- Thrive in the Global Workforce
- Engage in a Life of Inquiry

- Act with Integrity

Note: Because Foothill's new ILO framework integrates information and digital literacy into multiple ILO categories (rather than positioning it as a standalone outcome), applicants may address information/digital literacy explicitly when applicable or treat it as integrated into the overall narrative.

Step 2: For each ILO you selected, respond using the prompts below. Keep your total response to ~250 words per selected ILO. COR excerpts may be included, but you must also explain in your own words how the course or degree program supports the ILO.

For each selected ILO area, briefly provide:

1. What students do (1-2 sentences):
   Describe the student task(s) that build this competency. Please refer to the ILO measurable outcomes for guidance. *[Note: link to Foothill ILO descriptions and outcomes will be included on final version of form.]*

2. How it shows up in the course or degree program (bullets are fine):
   List the key assignment(s)/activities (2-4 max) that support this ILO area.

3. Where this lives in the COR (as applicable):
   Point to the most relevant COR section(s): Course Objectives, Course Content, Methods of Evaluation, Assignments, etc.
   Optional: paste 1-3 short COR excerpts that best support your response. Excerpts should support, not replace, your narrative explanation.

FOOTHILL COLLEGE

Institutional Learning Outcomes

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

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

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

A student will be able to:

1. Think Critically

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

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

Measurable Outcomes

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

2. Thrive in the Global Workforce

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

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

Measurable Outcomes

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

3. Engage in a Life of Inquiry

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

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

Measurable Outcomes

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

4. Act with Integrity

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

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

Measurable Outcomes

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

Reference

College Mission Statement

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