College Curriculum Committee Meeting Agenda
Tuesday, January 21, 2025
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: December 3, 2024	2:00	Action	#1/21/25-1	Kaupp
2. Report Out from CCC Members	2:02	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:12	Information		
4. Announcements a. New Course Proposals b. Notification of Proposed Requisites	2:17	Information	 #1/21/25-2–4 #1/21/25-5	CCC Team
5. Consent Calendar a. Division Curriculum Committees	2:22	Action	 #1/21/25-6	Kaupp
6. New Certificate Application: Theatre Costume and Makeup (noncredit)	2:27	2nd Read/ Action	#1/21/25-7	Kaupp
7. New Certificate Application: Theatre Production Organization (noncredit)	2:30	2nd Read/ Action	#1/21/25-8	Kaupp
8. New Certificate Application: Theatre Technology (noncredit)	2:33	2nd Read/ Action	#1/21/25-9	Kaupp
9. Stand Alone Application: NCEL 448	2:36	2nd Read/ Action	#1/21/25-10	Kaupp
10. New Certificate Proposal: Principles of Machine Learning and Artificial Intelligence	2:38	Action	#1/21/25-11	Kaupp
11. New Certificate Proposal: Advanced Machine Learning and Artificial Intelligence	2:41	Action	#1/21/25-12	Kaupp
12. New Degree Proposal: Artificial Intelligence AS degree	2:44	Action	#1/21/25-13	Kaupp
13. New Degree Proposal: Artificial Intelligence for Business BS degree	2:47	Action	#1/21/25-14	Kaupp
14. Certificate Deactivations: Transfer Studies: CSU GE, Transfer Studies: IGETC	2:50	1st Read	#1/21/25-15	Kaupp
15. New Subject Code: NCAL	2:53	1st Read	#1/21/25-16	Kaupp
16. GE Application: Area 2: MATH 47	2:57	1st Read	#1/21/25-17	Kaupp
17. GE Application: Area 3: CRWR 9	3:02	1st Read	#1/21/25-18	Kaupp
18. GE Applications: Area 3: HUMN 15, PHIL 15	3:07	1st Read	#1/21/25-19–20	Kaupp
19. GE Applications: Area 7: ATHL 34, 34A, 34C, 34F	3:12	1st Read	#1/21/25-21–24	Kaupp
20. Updating Foothill GE—Criteria	3:17	Discussion	#1/21/25-25–32	Kaupp
21. Good of the Order	3:27			Kaupp
22. Adjournment	3:30			Kaupp

**Times listed are approximate*

Consent Calendar:

#1/21/25-6	Division Curriculum Committees 1.21.25

Attachments:

#1/21/25-1	Draft Minutes: December 3, 2024
#1/21/25-2–4	New Course Proposals: C S 11B, C S 12B, PSYC 53
#1/21/25-5	CCC Notification of Proposed Requisites
#1/21/25-7	New Certificate Application: Theatre Costume and Makeup (noncredit)
#1/21/25-8	New Certificate Application: Theatre Production Organization (noncredit)
#1/21/25-9	New Certificate Application: Theatre Technology (noncredit)
#1/21/25-10	Stand Alone Application: NCEL 448
#1/21/25-11	New Certificate Proposal: Principles of Machine Learning and Artificial Intelligence
#1/21/25-12	New Certificate Proposal: Advanced Machine Learning and Artificial Intelligence
#1/21/25-13	New Degree Proposal: Artificial Intelligence AS degree
#1/21/25-14	New Degree Proposal: Artificial Intelligence for Business BS degree
#1/21/25-15	Certificate Deactivations: Transfer Studies: CSU GE, Transfer Studies: IGETC
#1/21/25-16	New Subject Code: NCAL
#1/21/25-17	Foothill General Education Application for Area 2—Mathematical Concepts & Quantitative Reasoning: MATH 47
#1/21/25-18	Foothill General Education Application for Area 3—Arts & Humanities: CRWR 9
#1/21/25-19–20	Foothill General Education Applications for Area 3—Arts & Humanities: HUMN 15, PHIL 15
#1/21/25-21–24	Foothill General Education Applications for Area 7—Lifelong Learning: ATHL 34, ATHL 34A, ATHL 34C, ATHL 34F
#1/21/25-25–32	Rough draft application forms for new Foothill GE pattern

2024-2025 Curriculum Committee Meetings:

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

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

2024-2025 Curriculum Deadlines:

~~*12/2/24*~~	Deadline to submit courses for Cal-GETC approval (Articulation Office).
TBD	Deadline to submit curriculum sheet updates for 2025-26 catalog (Faculty/Divisions).
6/2/25	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
TBD	Deadline to submit course updates and local GE applications for 2026-27 catalog (Faculty/Divisions).

Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:
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), Sam Connell (BSS), Robert Cormia (STEM), Stephanie Crosby (Dean, SRC), Cathy Draper (HSH), Angie Dupree (BSS), Kelly Edwards (KA), Gina Firenzi (APPR), Jordan Fong (FAC), Patricia Gibbs Stayte (BSS), Evan Gilstrap (Articulation Officer), Stacy Gleixner (VP Instruction), Ron Herman (Dean, FAC), Kurt Hueg (Administrator Co-Chair), Rose Huynh (LA), Maritza Jackson Sandoval (CNSL), Ben Kaupp (Faculty Co-Chair), Amber La Piana (LA), Natalie Latteri (BSS), Andy Lee (CNSL), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Sarah Parikh (STEM), Eric Reed (LRC), Richard Saroyan (SRC), Amy Sarver (LA), Lisa Schultheis (STEM), Sukhjit Singh (De Anza CCC Faculty Co-Chair), Paul Starer (APPR), Shae St. Onge-Cole (HSH), Kyle Taylor (STEM), Mary Vanatta (Curriculum Coordinator), Nate Vennarucci (APPR), Voltaire Villanueva (AS President), Fiona Wiesner (Foothill Script), Erik Woodbury (De Anza AS President)

Updated 1/15/25

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2024-25

Meeting Date: 1/21/25

Co-Chairs (2)

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

Voting Membership (1 vote per division)

✔*	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
✔*	Sam Connell	7197	BSS	connellsamuel@fhda.edu
✔*	Cathy Draper	7249	HSH	drapercatherine@fhda.edu
✔*	Angie Dupree		BSS	dupreeangelica@fhda.edu
✔	Kelly Edwards	7327	KA	edwardskelly@fhda.edu
✔*	Jordan Fong	7272	FAC	fongjordan@fhda.edu
✔*	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
✔*	Ron Herman	7156	Dean—FAC	hermanron@fhda.edu
✔*	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
✔	Andy Lee	7783	CNSL	leeandrew@fhda.edu
	Brian Murphy		APPR	brian@pttc.edu
	Tim Myres		APPR	timm@smw104jatc.org
✔*	Eric Reed	7091	LRC	reederic@fhda.edu
✔	Richard Saroyan	7232	SRC	saroyanrichard@fhda.edu
	Amy Sarver	7459	LA	sarveramy@fhda.edu
✔*	Lisa Schultheis	7780	STEM	schultheislisa@fhda.edu
	Shae St. Onge-Cole	7818	HSH	stonge-coleshaelyn@fhda.edu
✔*	Kyle Taylor	7126	STEM	taylorkyle@fhda.edu

Non-Voting Membership (4)

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

Visitors

Chris Allen, Patricia Gibbs Stayte, Paul Starer, Nate Vennarucci*

** Indicates in-person attendance*

College Curriculum Committee
Meeting Minutes
Tuesday, December 3, 2024
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom

Item	Discussion
1. Minutes: November 19, 2024	Motion to approve **M/S** (Draper, Dupree). **Approved.**
2. Report Out from CCC Members	**Speaker: All** Apprenticeship: Myres shared division CC finalized its details for Brown Act compliance. BSS: Dupree mentioned new course proposals on today's agenda. Counseling: Lee shared division CC bylaws have been approved; approved deactivation of transfer GE certs., due to move to Cal-GETC. SRC: Ben Kaupp serving as in-person proxy; shared many updates being made to TTW program and curriculum. Fine Arts & Comm.: Brannvall shared continuing to work on division CC bylaws and ADT updates. HSH: No updates to report. Language Arts: Rose Huynh serving as in-person proxy; no updates to report. LRC: Agyare shared Library began extended hours for finals this week. STEM: Taylor shared division CC bylaws have been approved; approved updated Biology ADT for Cal-GETC compliance. Noted still trying to recruit another rep. Vanatta shared all of our Common Course Numbering Phase 1 courses have been submitted to the state, noting appreciation for Evan Gilstrap's hard work, as well as the reps who were involved. Kaupp shared he's continuing to represent Foothill at district-level Credit for Prior Learning (CPL) discussions, noting lack of cohesion between colleges and district on what CPL is. There's a lot of overlap w/ Credit by Exam, and a lot is still getting worked out. Also noted ongoing communication w/ De Anza re: collegial communication about new curriculum.
3. Public Comment on Items Not on Agenda	Kaupp mentioned the ceramics sale happening this week in Cesar Chavez Plaza!
4. Announcements a. New Course Proposals	**Speakers: CCC Team** The following proposals were presented: ALTW 403B, 403C; ANTH 6H, 13H; EMS 12; GLST 2H. Kaupp noted ALTW courses part of three-course series being created from splitting up a defunct ALLD course, to teach executive functioning skills to TTW students. Dupree noted ANTH & GLST courses are honors versions of existing courses. Campbell noted EMS course will be taught by director of Paramedic program and open to everyone, not just program students. Kaupp mentioned he was recently asked why we announce every new course, noting it's for general awareness as well as to help ensure opportunities for collaboration.

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b. Notification of Proposed Requisites	New prerequisites for CRWR 9, 41A, 41B; THTR 49A, 49B, 49C, 49D, 49E, 49F. Herman explained new prereqs for THTR courses are being changed from Advisory, to ensure students enrolling in course are involved in production.
c. Recent CCCCO Approval!	Vanatta announced that we've received state approval for the new Business and Marketing certificate of achievement!
5. Consent Calendar a. Division Curriculum Committees	**Speaker: Ben Kaupp** Document includes details about each division CC. Kaupp noted changes since previous meeting: Apprenticeship added details; Fine Arts & Comm. updated details. Brannvall noted Fine Arts & Comm. details still a work in progress—Kaupp responded, can update as needed for future meetings since this will be a recurring item. Motion to approve **M/S** (Campbell, Brannvall). **Approved.**
6. Stand Alone Application: ALTW 435	**Speaker: Ben Kaupp** Second read of Stand Alone Approval Request for ALTW 435. No comments. Motion to approve **M/S** (Myres, Brannvall). **Approved.**
7. Stand Alone Application: ENGR 76A	**Speaker: Ben Kaupp** Second read of Stand Alone Approval Request for ENGR 76A. Parikh noted textbook on COR was listed in error; has since been removed and replaced with language stating all materials provided by instructor. Provided more details about the course and its intended audience. Motion to approve **M/S** (Brannvall, Myres). **Approved.**
8. Stand Alone Application: NCEL 451A	**Speaker: Ben Kaupp** Second read of Stand Alone Approval Request for NCEL 451A. No comments. Motion to approve **M/S** (Campbell, Agyare). **Approved.**
9. Stand Alone Application: NCEL 460	**Speaker: Ben Kaupp** Second read of Stand Alone Approval Request for NCEL 460. No comments. Motion to approve **M/S** (Myres, Taylor). **Approved.**
10. Stand Alone Application: THTR 49F	**Speaker: Ben Kaupp** Second read of Stand Alone Approval Request for THTR 49F. No comments. Motion to approve **M/S** (Lee, Dupree). **Approved.**
11. Additions to Course Families	**Speaker: Ben Kaupp** Fine Arts & Comm. adding the following new/reactivated courses to existing families: ART 6; PHOT 7A, 7B, 7C; THTR 49F. Vanatta explained course families and noted these additions have already been discussed w/ De Anza to ensure no concerns. Motion to approve **M/S** (Draper, Campbell). **Approved.**
12. New Certificate Application: Theatre Costume and Makeup (noncredit)	**Speaker: Ben Kaupp** First read of new Theatre Costume and Makeup noncredit certificate. *[See item 14 for related comments.]* Second read and possible action will occur at next meeting.
13. New Certificate Application: Theatre Production Organization (noncredit)	**Speaker: Ben Kaupp** First read of new Theatre Production Organization noncredit certificate. *[See item 14 for related comments.]*

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	Second read and possible action will occur at next meeting.
14. New Certificate Application: Theatre Technology (noncredit)	**Speaker: Ben Kaupp** First read of new Theatre Technology noncredit certificate. Vanatta noted all courses included in three certs. are noncredit mirrored versions of existing credit courses; related credit certs. are on the books but are non-transcriptable (not certificates of achievement). Second read and possible action will occur at next meeting.
15. Stand Alone Application: NCEL 448	**Speaker: Ben Kaupp** First read of Stand Alone Approval Request for NCEL 448. Will be temporarily Stand Alone and included in a new certificate. Vanatta noted this is a noncredit mirrored version of existing credit ESLL course. Second read and possible action will occur at next meeting.
16. Updating Foothill GE	**Speaker: Ben Kaupp** Second read of Proposed Foothill GE Placements. Document has been updated since first read as follows: • HUMN 12, HUMN 12H, MDIA 12, MDIA 12H placed in new Area 3 • CHLD 51A, MDIA 8A, SOC 8 placed in new Area 4 Vanatta noted these placements were discussed during first read and are based on existing transfer GE approvals. Also noted no changes made to Apprenticeship info. Brannvall reported division constituents were fine with first read version. Allen shared Apprenticeship division CC met today and discussed topic, reviewing all previously approved Apprenticeship GE mapping apps; division requests their approvals for current Area V be granted placement in both new Area 1B and new Area 2. Vanatta noted courses in current Area V got placed into either new Area 1B or new Area 2 based on which was more appropriate. Latteri asked if document is final listing for new Area 1B—Kaupp responded, pending approval, yes. Vanatta added that this won't be the final Foothill GE pattern for 2025-26, as there are still apps for new courses to come to CCC, and deactivated courses will need to be removed; should be finalized in early spring quarter, as usual. Rep asked for clarification re: Apprenticeship division's request—Kaupp explained that current Area V covers Communication & Analytical Thinking, which is being split into two separate areas in the new pattern: Area 1B Oral Communication & Critical Thinking, and Area 2 Mathematical Concepts & Quantitative Reasoning. A decision needs to be made re: how to handle Apprenticeship's current Area V approvals. Campbell spoke in favor of Apprenticeship's request, as math and critical thinking were both satisfied by current Area V approval. Campbell also mentioned students are very much in favor of including all ETHN courses in new Foothill GE pattern. Latteri asked if document will be distributed—Vanatta responded, will include with communiqué for this meeting. Motion to approve w/ amendment of adding new Area 2 to all Apprenticeship programs **M/S** (Myres, Campbell). **Approved.** Kaupp thanked the group for their hard work on this project! Vanatta noted GE apps for new courses for next year were submitted on forms for current areas, and CCC Team believes it best to bring those apps to CCC for approval as is, with any approvals carrying over to new pattern

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	based on relationships between current and new areas. Apps will start coming to CCC for approval in early winter quarter. Allen expressed appreciation for allowing Apprenticeship the opportunity for robust discussion at the division level, so they could bring their request to CCC.
17. Good of the Order	Kaupp mentioned IEPI District Steering Committee and OER Stipend Program Workgroup need faculty volunteers. Please share with your constituents and encourage folks who aren't already on a committee to step up. Reps asked how to see the list of committee appointments—Kaupp responded, it's the Academic Senate Consent Calendar and he'll share w/ reps. Taylor shared this is Parikh's last CCC meeting for the foreseeable future. Parikh mentioned students will be presenting their projects on Thursday morning and invited folks to come see what they're working on!
18. Adjournment	**2:54 PM**

Attendees: Micaela Agyare* (LRC), Chris Allen* (Dean, APPR), Jeff Bissell (KA), Cynthia Brannvall* (FAC), Rachelle Campbell* (HSH), Zach Cembellin* (Dean, STEM), Cathy Draper* (HSH), Angie Dupree* (BSS), Jordan Fong (FAC), Patricia Gibbs Stayte (BSS), Ron Herman* (Dean, FAC), Rose Huynh* (LA), Ben Kaupp* (Faculty Co-Chair), Amber La Piana (LA), Natalie Latteri (BSS), Andy Lee* (CNSL), Tim Myres* (APPR), Sarah Parikh* (STEM), Paul Starer (APPR), Kyle Taylor* (STEM), Mary Vanatta* (Curriculum Coordinator)
** Indicates in-person attendance*

Minutes Recorded by: M. Vanatta

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Course Change Request

New Course Proposal

Date Submitted: 12/13/24 2:21 pm

Viewing: C S F011B : NATURAL LANGUAGE PROCESSING

Last edit: 01/15/25 8:13 am

Changes proposed by: Eric Reed (20176435)

In Workflow

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

Approval Path

1. 01/14/25 2:40 pm Kyle Taylor (taylorkyle): Approved for 1PS Curriculum Rep

Course Proposal Form

Faculty Author	Eric Reed		
Effective Term	Summer 2026		
Subject	Computer Science (C S)	Course Number	F011B
Department	Computer Science (C S)		
Division	Science Technology Engineering and Mathematics (1PS)		
Units	4.5		
Hours	4 lecture, 2 lab		
Course Title	NATURAL LANGUAGE PROCESSING		
Short Title	NATURAL LANGUAGE PROCESSING		

Proposed Transferability

UC/CSU

Proposed Description and Requisites:

This course provides an introduction to the field of Natural Language Processing (NLP), a branch of artificial intelligence that focuses on the interaction between computers and human languages. Students will explore the fundamental concepts, techniques, and tools used to process and analyze natural language data. Topics covered include text preprocessing, tokenization, part-of-speech tagging, syntactic parsing, semantic analysis, sentiment analysis, machine translation, and language generation.

Throughout the course, students will gain hands-on experience with popular NLP libraries and frameworks such as NLTK, spaCy, and scikit-learn.

Prerequisites: C S 8A, C S 11A.

Proposed Discipline

Computer Science

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

Advanced Machine Learning and Artificial Intelligence (planned)
AS degree in Artificial Intelligence (planned)

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

No

Comments & Other Relevant Information for Discussion:

None

Reviewer Comments

Key: 9226

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 12/13/24 2:28 pm

Viewing: **C S F012B : DEEP LEARNING**

Last edit: 01/15/25 8:14 am

Changes proposed by: Eric Reed (20176435)

In Workflow

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

Approval Path

1. 01/14/25 2:43 pm Kyle Taylor (taylorkyle): Approved for 1PS Curriculum Rep

Course Proposal Form

Faculty Author	Eric Reed		
Effective Term	Summer 2026		
Subject	Computer Science (C S)	Course Number	F012B
Department	Computer Science (C S)		
Division	Science Technology Engineering and Mathematics (1PS)		
Units	4.5		
Hours	4 lecture, 2 lab		
Course Title	DEEP LEARNING		
Short Title	DEEP LEARNING		

Proposed Transferability	UC/CSU
Proposed Description and Requisites:	This course offers an introduction to deep learning theories, principles, and practices. Students will explore neural networks, including perceptrons, gradient descent, and multilayer perceptrons, as well as advanced topics like Convolutional Neural Networks (CNNs), Recurrent Neural Networks (RNNs), Generative Adversarial Networks (GANs), Variational Autoencoders (VAEs), and attention mechanisms. By the end of the course, students will be proficient in implementing and training neural networks using frameworks like TensorFlow, Keras, scikit-learn and PyTorch, and will be able to critically evaluate and improve deep learning models.
Proposed Discipline	Computer Science

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

Advanced Machine Learning and Artificial Intelligence (planned)
AS degree in Artificial Intelligence (planned)

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

No

Comments & Other Relevant Information for Discussion:

None

Reviewer Comments

Key: 9227

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 01/08/25 11:44 am

Viewing: PSYC F053. : CAREERS IN PSYCHOLOGY

Last edit: 01/14/25 3:41 pm

Changes proposed by: Benjamin Stefonik (11305041)

In Workflow

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

Approval Path

1. 01/14/25 11:32 am Angelica Dupree (dupreeangelica): Approved for 1SS Curriculum Rep

Course Proposal Form

Faculty Author	Ben Stefonik		
Effective Term	Summer 2026		
Subject	Psychology (PSYC)	Course Number	F053.
Department	Psychology (PSYC)		
Division	Business and Social Sciences (1SS)		
Units	2		
Hours	2 hours lecture		
Course Title	CAREERS IN PSYCHOLOGY		
Short Title	CAREERS IN PSYCHOLOGY		

Proposed Transferability
CSU Only

Proposed Description and Requisites:
This course introduces students to a wide range of career options for those pursuing a major or minor in psychology. Various types of psychology degrees, career paths, and diverse work environments will be explored. The course will also provide guidance on skills development and entry-level positions for students entering the field. Students will explore their career-related interests within psychology and related fields, and learn about the required degrees and credentials for pursuing career opportunities.

Proposed Discipline
Psychology

To which Degree(s) or Certificate(s) would this course potentially be added?
AA Psychology
AA-T Psychology

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

Comments & Other Relevant Information for Discussion:
Folks working on curriculum, if any feedback about the proposal please let us know.
Thanks, Ben

Reviewer Comments

Key: 9228

Preview Bridge

CCC Notification of Proposed Prerequisites and Corequisites

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

Target Course Number & Title	COR Editor	Requisite Course Number & Title	New/Update
NCEL 448 ADVANCED GRAMMAR REVIEW	D. McCormick	Prereq: ESLL 236 or NCEL 436 (ADVANCED GRAMMAR credit or noncredit) or appropriate placement through Foothill College's placement model (i.e., guided self-placement).	New requisite for 2025-26

Foothill College Curriculum Committee Consent Calendar

1/21/25

Division Curriculum Committees

Apprenticeship (APPR) Division Curriculum Committee

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

Business & Social Sciences (BSS) Division Curriculum Committee

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

Counseling (CNSL) Division Curriculum Committee

- **Chair(s)**: Maritza Jackson Sandoval, Andrew Lee
- **Voting Members**: Maritza Jackson Sandoval, Andrew Lee, Jue Thao
- **Quorum Requirements**: 2 voting members
- **Meeting Schedule**:
    - **Location**: Room 8311
    - **Time and Date**: 2pm, next meeting 1/28
    - **Frequency**: Monthly
- **Agenda Posting**: Posted on the public bulletin board outside the 8300 Building

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

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

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

Fine Arts & Communication (FAC) Division Curriculum Committee

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

Health Sciences & Horticulture (HSH) Division Curriculum Committee

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

Kinesiology & Athletics (KA/ATHL) Division Curriculum Committee

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

Language Arts (LA) Division Curriculum Committee

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

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

Learning Resource Center (LRC) Division Curriculum Committee

- **Chair(s)**: Micaela Agyare (Library, 2024-25) and Eric Reed (Tutoring, Fall 24, Winter 25)
- **Voting Members**: Micaela Agyare, Eric Reed
- **Quorum Requirements**: 2
- **Meeting Schedule**:
    - **Location**: Library Conference Room 3533
    - **Time and Date**: next meeting 2/20/25 11am-12pm
    - **Frequency**: Quarterly
- **Agenda Posting**: Posted on the window of the Library Conference Room, 3533

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

- **Chair(s)**: n/a
- **Voting Members**: Kyle Taylor, Lisa Schultheis
- **Quorum Requirements**: Simple majority of the voting members
- **Meeting Schedule**:
    - **Location:** PSEC 4402
    - **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

Theatre Costume and Makeup, Noncredit certificate

Basic Information

Faculty Author(s)
Leigh Henderson

Department
Theatre Arts

Division
Fine Arts and Communication

Title of Degree/Certificate
Theatre Costume and Makeup

Type of Award
Noncredit certificate

Workforce/CTE Program:
Yes

Effective Catalog Edition:
2024-2025

Noncredit Certificate Narrative

Certificate Type
Certificate of Completion

Program Goals and Objectives
The Certificate of Completion in Theatre Costume and Makeup prepares students to work in the field of theatrical costume and makeup at a theatre company or related business. The certificate allows students to gain skills necessary to advance their careers. Students develop skills in equipment, tools, techniques, and materials used to design and execute theatrical costumes and makeup, as well an understanding of how these departments fit into the process of mounting a theatrical production. By completing the Certificate of Completion in Theatre Costume and Makeup, students will be prepared to seek employment in theatres and related performing arts disciplines or to work as a freelance theatre technician.

Program Learning Outcomes

- Graduates will be able to use the professional tools and techniques of theatrical costuming to create patterns, select appropriate materials, and build or alter costumes for theatrical productions.

- Graduates will be able to use the professional tools, materials, and techniques of theatrical makeup to develop and implement a variety of makeup looks for theatrical productions.
- Graduates will be able to demonstrate the ability to collaborate with theatre colleagues to create and/or execute costume and makeup designs.
- Graduates will have the knowledge of the professional theatre landscape necessary to secure professional employment, including job research and resume and portfolio preparation.

Catalog Description

The noncredit Certificate of Completion in Theatre Costume and Makeup prepares students for careers in theatrical costume and makeup by providing courses that meet workforce needs. The program provides a strong foundation in the fundamentals of building costumes and executing makeup looks and offers students the option to pursue further study in the area of their choice. Students gain hands-on experience and build their resumes by working on Theatre Arts Department productions. This certificate is ideal for folks beginning careers in costume and makeup, as well as folks currently working or volunteering in the theatre field who wish to update their skills or expand their skills into a new area.

Program Requirements

Core Course Hours: 432-480

Course List

Code	Title	Units
THTR F421A	SCENERY & PROPERTY CONSTRUCTION NONCREDIT	0
THTR F425.	INTRODUCTION TO FASHION & COSTUME CONSTRUCTION NONCREDIT	0
THTR F425B	FASHION & COSTUME CONSTRUCTION II NONCREDIT	0
or THTR F440B	THEATRICAL MAKEUP FOR PRODUCTION NONCREDIT	
THTR F440A	BASIC THEATRICAL MAKEUP NONCREDIT	0
THTR F445A	TECHNICAL THEATRE IN PRODUCTION I NONCREDIT	0
or THTR F445E	TECHNICAL THEATRE MANAGEMENT IN PRODUCTION NONCREDIT	

Total Hours: 432-480

Master Planning

This certificate is part of a larger effort at Foothill College to increase our offering of noncredit options, particularly for our CTE programs. Noncredit certificates are designed to be more welcoming of non-traditional students, including those who are already in the workforce and are seeking to improve, update, or enhance their skills. This aligns with

Foothill's mission to serve diverse learners and equip students to thrive in the workforce. Furthermore, the concept of this noncredit certificate was wholehearted endorsed by Foothill Theatre Technology's CTE advisory committee. This group of local leaders in theatre management indicated that they would value this noncredit certificate as a meaningful indication of skills in making hiring decisions and that they would recommend noncredit education at Foothill to their crew or volunteers as an accessible path to improving skills and job potential.

Additional Information Required for State Submission

TOP Code: *1006.00 - Technical Theater

CIP Code: 50.0502 - Technical Theatre/Theatre Design and Technology.

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

Distance Education: 0%

CDCP Eligibility Criteria: Short Term Vocational

CENTER OF EXCELLENCE
FOR LABOR MARKET RESEARCH

Labor Market Analysis for Local Certificates Theatre Costume & Makeup Occupations Foothill College

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

October 2024

Recommendation

Based on all available data, there appears to be an "undersupply" of Theatre Costume & Makeup 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 304 students in the Bay Region and 56 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 1006.00 - Technical Theater programs in the state and region. It is recommended that this data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

This report profiles Theatre Costume & Makeup Occupations in the 12 county Bay Region and in the Silicon Valley Sub-Region for local certificates for state chaptering at Foothill College.

- **Designers, All Other (27-1029):** All designers not listed separately.
  Entry-Level Educational Requirement: Bachelor's degree
  Training Requirement: None
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 28%

- **Costume Attendants (39-3092):** Select, fit, and take care of costumes for cast members, and aid entertainers. May assist with multiple costume changes during performances.
  Entry-Level Educational Requirement: High school diploma or equivalent
  Training Requirement: Short-term on-the-job training
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 37%

- **Makeup Artists, Theatrical and Performance (39-5091):** Apply makeup to performers to reflect period, setting, and situation of their role.
  Entry-Level Educational Requirement: Postsecondary nondegree award
  Training Requirement: None
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 46%

Occupational Demand

Table 1. Employment Outlook for Theatre Costume & Makeup Occupations in the Bay Region

Occupation	2023 Jobs	2028 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Designers, All Other	2,444	2,272	-173	-7%	946	189	$16	$29
Costume Attendants	310	343	33	11%	490	98	$29	$36
Makeup Artists, Theatrical and Performance	222	266	44	20%	242	48	$25	$47
Total	**2,976**	**2,881**	**-95**	**-3%**	**1,678**	**335**	**$18**	**$31**

Source: Lightcast 2024.3
The Bay Region includes: Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

Table 2. Employment Outlook for Theatre Costume & Makeup 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 Earning	Median Hourly Wage
Designers, All Other	412	386	-26	-6%	160	32	$16	$30
Costume Attendants	44	54	9	20%	78	16	$31	$32
Makeup Artists, Theatrical and Performance	43	53	10	24%	49	10	$23	$46
Total	**499**	**493**	**-6**	**-1%**	**287**	**58**	**$18**	**$32**

Source: Lightcast 2024.3
Silicon Valley Sub-Region includes: Santa Clara County

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

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

Occupation	Bay Region	Silicon Valley
Makeup Artists, Theatrical and Performance	708	163
Costume Attendants	34	6

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Table 4a. Top Job Titles in Job Postings for Theatre Costume & Makeup Occupations in the Bay Region

Title	Bay	Title	Bay
Beauty Advisors	188	Multi-Branch Managers	7
Makeup Artists	138	Regional Makeup Artists	5
Beauty Stylists	60	Fashion Assistants	4
Beauty Specialists	57	Wardrobe Assistants	4
Lash Artists	24	Costume Technicians	3
Eyelash Technicians	23	Fragrance Advisors	3
Beauty Editors	11	Special Effects Makeup Artists	3
Salon Stylists	10	Wardrobe Managers	3
Hair and Makeup Artists	8	Beauty Sales Managers	2

Title	Bay	Title	Bay

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Table 4b. Top Job Titles in Job Posting for Theatre Costume & Makeup Occupations in the Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Beauty Advisors	44	Regional Makeup Artists	3
Makeup Artists	15	Salon Stylists	3
Beauty Specialists	10	Cosmetics Beauty Advisors	2
Eyelash Technicians	10	Experience Guides	2
Beauty Stylists	8	Preferred Sales Specialists	2
Lash Artists	7	Wardrobe Assistants	2
Beauty Editors	3	Aveda Advisors	1
Hair and Makeup Artists	3	Client Advisors	1
Multi-Branch Managers	3	Costume Technicians	1

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Industry Concentration

Table 5. Industries Hiring for Theatre Costume & Makeup 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)
Graphic Design Services	539	455	-16%	18%
Interior Design Services	463	419	-9%	16%
Theater Companies and Dinner Theaters	127	134	6%	4%
Engineering Services	107	102	-5%	4%
Other Specialized Design Services	91	81	-11%	3%
Motion Picture and Video Production	80	87	10%	3%
Architectural Services	75	75	-1%	3%
Industrial Design Services	72	63	-12%	2%
Independent Artists, Writers, and Performers	63	73	17%	2%
Clothing and Clothing Accessories Retailers	55	55	1%	2%

Source: Lightcast 2024.3

Table 6. Top Employers Posting Theatre Costume & Makeup Occupations in the Bay Region and the Silicon Valley Sub-Region

Employer	Bay	Employer	Silicon Valley
Kohl's	81	Kohl's	17
Target	80	Target	16
Glamsquad	63	The Estée Lauder Companies	16
Sephora	54	Sephora	12
The Estée Lauder Companies	42	Bluemercury	9
Nordstrom	29	L'Oréal	8

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Educational Supply

There are five community colleges in the Bay Region issuing 31 awards on average annually (last 3 years ending 2021-23) on TOP 1006.00 - Technical Theater. In the Silicon Valley Sub-Region, there is one community college that issued 2 awards on average annually (last 3 years) on this TOP code.

Table 7a. Community College Awards on TOP 1006.00 - Technical Theater in the Bay Region

College	Subregion	Associate Degree	Low unit Certificate	Total
Diablo Valley	East Bay	5	4	9
Foothill	Silicon Valley	2	0	2
Las Positas	East Bay	0	1	1
Ohlone	East Bay	1	0	1
Santa Rosa	North Bay	0	18	18
Total	**-**	**8**	**23**	**31**

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

Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 335 annual openings for the Theatre Costume & Makeup occupational cluster and 31 annual (3-year average) awards for an annual undersupply of 304 students. In the Silicon Valley Sub-Region, there is also a gap with 58 annual openings and 2 annual (3-year average) awards for an annual undersupply of 56 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1006.00 - Technical Theater

Metric Outcomes	Bay All CTE Program	Foothill College All CTE Program	State 1006.00	Bay 1006.00	Silicon Valley 1006.00	Foothill College1006.00
Students with a Job Closely Related to Their Field of Study	74%	88%	55%	57%	NA	NA
Median Annual Earnings for SWP Exiting Students	$53,090	$73,174	$23,142	$27,874	$26,295	$30,907
Median Change in Earnings for SWP Exiting Students	24%	42%	40%	46%	41%	NA

Metric Outcomes	Bay All CTE Program	Foothill College All CTE Program	State 1006.00	Bay 1006.00	Silicon Valley 1006.00	Foothill College1006.00
Exiting Students Who Attained the Living Wage	54%	66%	23%	19%	NA	NA

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

Skills and Education

Table 9. Top Skills in Job Postings for Theatre Costume & Makeup Occupations in the Bay Region

Skill	Posting	Skill	Posting
Merchandising	228	New Product Development	79
Product Knowledge	201	Cosmetology	78
Visual Merchandising	189	General Mathematics	77
Inventory Management	183	Product Assortment	77
Product Demonstration	117	Promotional Strategies	77
Upselling	93	Balancing (Ledger/Billing)	76
Planogram	86	Effective Communication	71
Selling Techniques	84	Cash Register	67
Service Industries	83	Cosmetics	62
Point Of Sale	81	Booking (Sales)	46

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Table 10. Education Requirements for Theatre Costume & Makeup Occupations in the Bay Region

Education Level	Job Postings	% of Total
High school or GED	59	59%
other	20	20%
Bachelor's degree & higher	21	21%

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024
Note: 88% 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

Launchboard
Statewide CTE Outcomes Survey
Employment Development Department Unemployment Insurance Dataset
Living Insight Center for Community Economic Development
Chancellor's Office MIS system

Contacts

For more information, please contact:

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

Theatre Production Organization, Noncredit certificate

Basic Information

Faculty Author(s)
Leigh Henderson

Department
Theatre Arts

Division
Fine Arts and Communication

Title of Degree/Certificate
Theatre Production Organization

Type of Award
Noncredit certificate

Workforce/CTE Program:
Yes

Effective Catalog Edition:
2024-2025

Noncredit Certificate Narrative

Certificate Type
Certificate of Completion

Program Goals and Objectives
The Certificate of Completion in Theatre Production Organization prepares students to work in the managerial positions in the field of theatre production, such as shop supervisor, technical director, or production manager. The certificate allows students to gain skills necessary to advance their careers. Students develop skills in theatre operations, budgeting, timeline planning, resource management, teamwork, collaboration, and sustaining safe, equitable, and accessible work environments. By completing the Certificate of Completion in Theatre Production Organization, students will be prepared to seek management positions in theatres and related performing arts disciplines or start their own theatre production business.

Program Learning Outcomes

- Graduates will be able to demonstrate the ability to manage the operations of a theatre department and/or production, including budgeting, timeline planning, and resource management.
- Graduates will be able to demonstrate the skills to collaborate on professional theatre productions, emphasizing the creation of safe, equitable, and accessible work environments.
- Graduates will have the knowledge of the professional theatre landscape necessary to secure professional employment, including job research and resume and portfolio preparation.

Catalog Description

The noncredit Certificate of Completion in Theatre Production Organization prepares students to take on management positions in the field of theatre production. Coursework covers critical topics in theatre management, such as construction, design, budgeting, timeline planning, team leadership, communication, collaboration, and sustaining a safe, supportive, equitable, and accessible work environment. Through theoretical projects and hands-on participation in Theatre Arts Department productions, students hone skills necessary for in-demand positions in theatre production, such as shop supervisor, technical director, or production manager. This certificate is ideal for folks currently working or volunteering in the theatre field who wish to advance into positions of greater responsibility.

Program Requirements

Core Course Hours: 504

Course List

Code	Title	Units
THTR F421A	SCENERY & PROPERTY CONSTRUCTION NONCREDIT	0
THTR F431.	MANAGEMENT FOR THE THEATRE & STAGE NONCREDIT	0
THTR F442.	INTRODUCTION TO THEATRE DESIGN NONCREDIT	0
THTR F445A	TECHNICAL THEATRE IN PRODUCTION I NONCREDIT	0
THTR F445E	TECHNICAL THEATRE MANAGEMENT IN PRODUCTION NONCREDIT	0

Total Hours: 504

Master Planning

This certificate is part of a larger effort at Foothill College to increase our offering of noncredit options, particularly for our CTE programs. Noncredit certificates are designed to be more welcoming of non-traditional students, including those who are already in the workforce and are seeking to improve, update, or enhance their skills. This aligns with

Foothill's mission to serve diverse learners and equip students to thrive in the workforce. Furthermore, the concept of this noncredit certificate was wholehearted endorsed by Foothill Theatre Technology's CTE advisory committee. This group of local leaders in theatre management indicated that they would value this noncredit certificate as a meaningful indication of skills in making hiring decisions and that they would recommend noncredit education at Foothill to their crew or volunteers as an accessible path to improving skills and job potential.

Additional Information Required for State Submission

TOP Code: *1006.00 - Technical Theater

CIP Code: 50.0507 - Directing and Theatrical Production.

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

Distance Education: 1-49%

CDCP Eligibility Criteria: Short Term Vocational

CENTER OF EXCELLENCE
FOR LABOR MARKET RESEARCH

Labor Market Analysis for Program Recommendation Theatre Production Organization Occupations Foothill College

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

October 2024

Recommendation

Based on all available data, there appears to be an "undersupply" of Theatre Production Organization 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 8,471 students in the Bay Region and 2,087 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 1006.00 - Technical Theater programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

This report profiles Theatre Production Organization Occupations in the 12 county Bay Region and in the Silicon Valley Sub-Region for program recommendation at Foothill College.

- **General and Operations Managers (11-1021):** Plan, direct, or coordinate the operations of public or private sector organizations, overseeing multiple departments or locations. Duties and responsibilities include formulating policies, managing daily operations, and planning the use of materials and human resources, but are too diverse and general in nature to be classified in any one functional area of management or administration, such as personnel, purchasing, or administrative services. Usually manage through subordinate supervisors. Excludes First-Line Supervisors.
  Entry-Level Educational Requirement: Bachelor's degree
  Training Requirement: None
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 34%

- **Set and Exhibit Designers (27-1027):** Design special exhibits and sets for film, video, television, and theater productions. May study scripts, confer with directors, and conduct research to determine appropriate architectural styles.
  Entry-Level Educational Requirement: Bachelor's degree
  Training Requirement: None
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 28%

- **Ushers, Lobby Attendants, and Ticket Takers (39-3031):** Assist patrons at entertainment events by performing duties, such as collecting admission tickets and passes from patrons, assisting in finding seats, searching for lost articles, and helping patrons locate such facilities as restrooms and telephones.
  Entry-Level Educational Requirement: No formal educational credential

Training Requirement: Short-term on-the-job training
Percentage of Community College Award Holders or Some Postsecondary Coursework: 35%

Occupational Demand

Table 1. Employment Outlook for Theatre Production Organization Occupations in the Bay Region

Occupation	2023 Jobs	2028 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
General and Operations Managers	75,137	81,126	5,989	8%	36,831	7,366	$45	$68
Set and Exhibit Designers	677	646	-31	-5%	293	59	$21	$28
Ushers, Lobby Attendants, and Ticket Takers	3,302	3,615	313	9%	5,386	1,077	$16	$18
Total	**79,116**	**85,387**	**6,271**	**8%**	**42,510**	**8,502**	**$44**	**$66**

Source: Lightcast 2024.3
The Bay Region includes: Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

Table 2. Employment Outlook for Theatre Production Organization 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 Earning	Median Hourly Wage
General and Operations Managers	18,625	20,047	1,422	8%	9,055	1,811	$50	$79
Set and Exhibit Designers	110	111	1	1%	53	11	$23	$37
Ushers, Lobby Attendants, and Ticket Takers	795	892	96	12%	1,334	267	$18	$19
Total	**19,530**	**21,050**	**1,520**	**8%**	**10,442**	**2,089**	**$49**	**$76**

Source: Lightcast 2024.3
Silicon Valley Sub-Region includes: Santa Clara County

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

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

Occupation	Bay Region	Silicon Valley
General and Operations Managers	14,094	3,335
Set and Exhibit Designers	63	9
Ushers, Lobby Attendants, and Ticket Takers	60	8

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Table 4a. Top Job Titles in Job Postings for Theatre Production Organization Occupations in the Bay Region

Title	Bay	Title	Bay
Operations Managers	845	Area Managers	137
General Managers	471	Assistant Team Leaders	123

Title	Bay	Title	Bay
Operations Supervisors	384	District Managers	121
Directors of Operations	331	Operations Leads	114
Executive Directors	280	Managers-in-Training	104
Management Trainees	268	Principal Scientists	93
Shift Supervisors	239	Studio Managers	75
Assistant General Managers	226	Strategy and Planning Managers	74
Assistant Managers	183	Vice Presidents of Operations	74

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

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

Title	Silicon Valley	Title	Silicon Valley
Operations Managers	175	Directors of Strategy and Planning	27
General Managers	117	Managers-in-Training	26
Operations Supervisors	85	Operations Leads	25
Directors of Operations	63	Assistant Managers	24
Executive Directors	56	Area Managers	23
Assistant General Managers	54	Floor Managers	22
Management Trainees	47	Assistant Team Leaders	21
Shift Supervisors	42	Business Managers	21
Business Operations Managers	27	Directors of Business Operations	21

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Industry Concentration

Table 5. Industries Hiring for Theatre Production Organization 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)
Custom Computer Programming Services	2,668	3,322	25%	3%
Local Government, Excluding Education and Hospitals	1,750	1,879	7%	2%
Motion Picture Theaters (except Drive-Ins)	1,700	1,794	6%	2%
Corporate, Subsidiary, and Regional Managing Offices	1,596	1,538	-4%	2%
Software Publishers	1,548	1,828	18%	2%

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2023)	Jobs in Industry (2028)	% Change (2023-28)	% Occupation Group in Industry (2023)
Full-Service Restaurants	1,411	1,554	10%	2%
Electronic Computer Manufacturing	1,264	1,455	15%	2%
Limited-Service Restaurants	1,194	1,344	13%	2%
Research and Development in the Physical, Engineering, and Life Sciences (except Nanotechnology and Biotechnology)	1,144	1,359	19%	1%
Web Search Portals and All Other Information Services	1,132	1,207	7%	1%

Source: Lightcast 2024.3

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

Employer	Bay	Employer	Silicon Valley
CVS Health	418	CVS Health	69
Old Navy	152	ServiceNow	66
Chevron	128	Apple	65
University of California	124	Google	65
Walmart	112	Stanford University	55
AutoZone	108	Intuit	47

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Educational Supply

There are five community colleges in the Bay Region issuing 31 awards on average annually (last 3 years ending 2021-23) on TOP 1006.00 - Technical Theater. In the Silicon Valley Sub-Region, there is one community college that issued 2 awards on average annually (last 3 years) on this TOP code.

Table 7. Community College Awards on TOP 1006.00 - Technical Theater in the Bay Region

College	Subregion	Associate Degree	Low unit Certificate	Total
Diablo Valley	East Bay	5	4	9
Foothill	Silicon Valley	2	0	2
Las Positas	East Bay	0	1	1
Ohlone	East Bay	1	0	1
Santa Rosa	North Bay	0	18	18
Total	**-**	**8**	**23**	**31**

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

Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 8,502 annual openings for the Theatre Production Organization occupational cluster and 31 annual (3-year average) awards for an annual

undersupply of 8,471 students. In the Silicon Valley Sub-Region, there is also a gap with 2,089 annual openings and 2 annual (3-year average) awards for an annual undersupply of 2,087 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1006.00 - Technical Theater

Metric Outcomes	Bay All CTE Program	Foothill College All CTE Program	State 1006.00	Bay 1006.00	Silicon Valley 1006.00	Foothill College1006.00
Students with a Job Closely Related to Their Field of Study	74%	88%	55%	57%	NA	NA
Median Annual Earnings for SWP Exiting Students	$53,090	$73,174	$23,142	$27,874	$26,295	$30,907
Median Change in Earnings for SWP Exiting Students	24%	42%	40%	46%	41%	NA
Exiting Students Who Attained the Living Wage	54%	66%	23%	19%	0%	NA

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

Skills and Education

Table 9. Top Skills in Job Postings for Theatre Production Organization Occupations in the Bay Region

Skill	Posting	Skill	Posting
Operations Management	2,314	Process Improvement	980
Marketing	2,293	Accounting	943
Finance	1,981	Business Operations	928
Merchandising	1,702	Profit And Loss (P&L) Management	873
Project Management	1,700	Data Analysis	846
Key Performance Indicators (KPIs)	1,304	Customer Relationship Management	826
Auditing	1,235	Workflow Management	826
Inventory Management	1,156	Business Strategies	799
Continuous Improvement Process	1,108	Performance Management	714
Retail Operations	1,053	Financial Management	690

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Table 10. Education Requirements for Theatre Production Organization Occupations in the Bay Region

Education Level	Job Postings	% of Total
High school or GED	2,468	20%
Other	745	6%

Education Level	Job Postings	% of Total
Bachelor's degree & higher	8,950	74%

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024
Note: 38% 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
Launchboard
Statewide CTE Outcomes Survey
Employment Development Department Unemployment Insurance Dataset
Living Insight Center for Community Economic Development
Chancellor's Office MIS system

Contacts

For more information, please contact:

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

Theatre Technology, Noncredit certificate

Basic Information

Faculty Author(s)
Leigh Henderson

Department
Theatre Arts

Division
Fine Arts and Communication

Title of Degree/Certificate
Theatre Technology

Type of Award
Noncredit certificate

Workforce/CTE Program:
Yes

Effective Catalog Edition:
2024-2025

Noncredit Certificate Narrative

Certificate Type
Certificate of Completion

Program Goals and Objectives
The Certificate of Completion in Theatre Technology prepares students to work in the field of theatre technology at a theatre company, event producer, or venue. The certificate allows students to gain skills necessary to advance their careers. Students will be able to specialize in areas such as scenic carpentry, properties, scenic art, costume, makeup, lighting, or sound, among others. Students develop skills in the operation of current theatrical equipment and software, as well as in the process of mounting a theatrical production. By completing the Certificate of Completion in Theatre Technology, students will be prepared to seek employment in theatres and related performing arts disciplines or to work as a freelance theatre technician.

Program Learning Outcomes

- Graduates will be able to safely operate professional theatre equipment and software in the creation of scenery, properties, costumes, makeup, lighting, and/or sound for theatre.

- Graduates will be able to demonstrate the ability to collaborate with theatre colleagues to create and/or execute designs in one or more aspect of technical theatre.
- Graduates will have the knowledge of the professional theatre landscape necessary to secure professional employment, including job research and resume and portfolio preparation.

Catalog Description

The noncredit Certificate of Completion in Theatre Technology prepares students for careers in theatre technology by providing courses that meet workforce needs. The program provides a strong foundation in a variety of technical theatre disciplines and offers students the option to focus on an area of their choice, such as scenic carpentry, scenic art, properties, costumes, makeup, lighting, or sound. Coursework covers the art of technical theatre as well as modern theatre equipment and software. Students gain hands-on experience and build their resumes by working on Theatre Arts Department productions. This certificate is ideal for folks beginning careers in technical theatre, as well as folks currently working or volunteering in the theatre field who wish to update their skills.

Program Requirements

Core Course Hours: 288-336

Course List

Code	Title	Units
THTR F421A	SCENERY & PROPERTY CONSTRUCTION NONCREDIT	0
THTR F442.	INTRODUCTION TO THEATRE DESIGN NONCREDIT	0
THTR F445A	TECHNICAL THEATRE IN PRODUCTION I NONCREDIT	0
or THTR F445E	TECHNICAL THEATRE MANAGEMENT IN PRODUCTION NONCREDIT	

Support Course Hours: 144 (select two courses)

Course List

Code	Title	Units
THTR F425.	INTRODUCTION TO FASHION & COSTUME CONSTRUCTION NONCREDIT	0
THTR F427.	LIGHTING DESIGN & TECHNOLOGY NONCREDIT	0
THTR F440A	BASIC THEATRICAL MAKEUP NONCREDIT	0

Total Hours: 432-480

Master Planning

This certificate is part of a larger effort at Foothill College to increase our offering of noncredit options, particularly for our CTE programs. Noncredit certificates are designed to be more welcoming of non-traditional students, including those who are already in the workforce and are seeking to improve, update, or enhance their skills. This aligns with Foothill's mission to serve diverse learners and equip students to thrive in the workforce. Furthermore, the concept of this noncredit certificate was wholehearted endorsed by Foothill Theatre Technology's CTE advisory committee. This group of local leaders in theatre management indicated that they would value this noncredit certificate as a meaningful indication of skills in making hiring decisions and that they would recommend noncredit education at Foothill to their crew or volunteers as an accessible path to improving skills and job potential.

Additional Information Required for State Submission

TOP Code: *1006.00 - Technical Theater

CIP Code: 50.0502 - Technical Theatre/Theatre Design and Technology.

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

Distance Education: 0%

CDCP Eligibility Criteria: Short Term Vocational

CENTER OF EXCELLENCE
FOR LABOR MARKET RESEARCH

Labor Market Analysis for Program Recommendation
Theatre Technology Occupations
Foothill College

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

October 2024

Recommendation

Based on all available data, there appears to be an "undersupply" of Theatre Technology 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 3,061 students in the Bay Region and 515 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 1006.00 - Technical Theater programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

This report profiles Theatre Technology Occupations in the 12 county Bay Region and in the Silicon Valley Sub-Region for New certificate or degree development (for credit) at Foothill College.

- **Sound Engineering Technicians (27-4014):** Assemble and operate equipment to record, synchronize, mix, edit, or reproduce sound, including music, voices, or sound effects, for theater, video, film, television, podcasts, sporting events, and other productions.
  Entry-Level Educational Requirement: Postsecondary nondegree award
  Training Requirement: Short-term on-the-job training
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 39%

- **Lighting Technicians (27-4015):** Set up, maintain, and dismantle light fixtures, lighting control devices, and the associated lighting electrical and rigging equipment used for photography, television, film, video, and live productions. May focus or operate light fixtures, or attach color filters or other lighting accessories.
  Entry-Level Educational Requirement: High school diploma or equivalent
  Training Requirement: Short-term on-the-job training
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 39%

- **Carpenters (47-2031):** Construct, erect, install, or repair structures and fixtures made of wood and comparable materials, such as concrete forms; building frameworks, including partitions, joists, studding, and rafters; and wood stairways, window and door frames, and hardwood floors. May also install cabinets, siding, drywall, and batt or roll insulation. Includes brattice builders who build doors or brattices (ventilation walls or partitions) in underground passageways.
  Entry-Level Educational Requirement: High school diploma or equivalent
  Training Requirement: Apprenticeship
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 25%

- **Painting, Coating, and Decorating Workers (51-9123):** Paint, coat, or decorate articles, such as furniture, glass, plateware, pottery, jewelry, toys, books, or leather.
  Entry-Level Educational Requirement: No formal educational credential
  Training Requirement: Moderate-term on-the-job training
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 26%

Occupational Demand

Table 1. Employment Outlook for Theatre Technology Occupations in the Bay Region

Occupation	2023 Jobs	2028 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Sound Engineering Technicians	1,037	1,100	63	6%	540	108	$25	$40
Lighting Technicians	276	299	23	8%	150	30	$23	$33
Carpenters	32,944	33,359	415	1%	14,633	2,927	$25	$34
Painting, Coating, and Decorating Workers	285	287	2	1%	136	27	$18	$22
Total	**34,542**	**35,045**	**503**	**1%**	**15,459**	**3,092**	**$25**	**$34**

Source: Lightcast 2024.3
The Bay Region includes: Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

Table 2. Employment Outlook for Theatre Technology 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 Earning	Median Hourly Wage
Sound Engineering Technicians	196	202	6	3%	95	19	$25	$38
Lighting Technicians	53	61	8	15%	33	7	$20	$28
Carpenters	5,451	5,561	110	2%	2,434	487	$24	$33
Painting, Coating, and Decorating Workers	41	43	1	3%	21	4	$18	$21
Total	**5,741**	**5,867**	**126**	**2%**	**2,583**	**517**	**$24**	**$33**

Source: Lightcast 2024.3
Silicon Valley Sub-Region includes: Santa Clara County

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

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

Occupation	Bay Region	Silicon Valley
Carpenters	953	189
Painting, Coating, and Decorating Workers	133	25
Sound Engineering Technicians	55	5
Lighting Technicians	55	20

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

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

Title	Bay	Title	Bay
Carpenters	232	Sound Designers	23
Finish Carpenters	87	Carpenter Foremen	22
Journeyman Carpenters	84	Carpenters/Framers	20
Carpenters Apprentice	70	Construction Carpenters	16
Lead Carpenters	45	Residential Carpenters	15
Framers	32	Prototype Developers	11
Automotive Painters	28	Body Shop Painters	10
Carpenters/Laborers	28	Carpenters/Handymen	10
Painters Helpers	26	Coating Technicians	9

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

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

Title	Silicon Valley	Title	Silicon Valley
Carpenters	37	Automotive Painters	4
Finish Carpenters	22	Carpenters/Handymen	4
Journeyman Carpenters	12	Carpenters/Laborers	4
Carpenters Apprentice	11	Laborers/Painters	4
Framers	10	Lighting Technicians	4
Lead Carpenters	8	Metal Stud Framers	4
Painters Helpers	6	Residential Carpenters	4
Carpenters/Framers	5	Coating Operators	3
Skilled Tradesmen	5	Construction Carpenters	3

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Industry Concentration

Table 5. Industries Hiring for Theatre Technology 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)
Residential Remodelers	7,805	8,351	7%	23%
New Single-Family Housing Construction (except For-Sale Builders)	4,796	4,447	-7%	14%
Commercial and Institutional Building Construction	4,185	4,570	9%	12%

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)
Drywall and Insulation Contractors	1,356	1,373	1%	4%
Flooring Contractors	1,049	1,038	-1%	3%
Finish Carpentry Contractors	1,006	951	-5%	3%
All Other Specialty Trade Contractors	931	829	-11%	3%
Tile and Terrazzo Contractors	844	790	-6%	2%
Other Building Finishing Contractors	733	725	-1%	2%
Painting and Wall Covering Contractors	719	649	-10%	2%

Source: Lightcast 2024.3

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

Employer	Bay	Employer	Silicon Valley
PeopleReady	61	Michaels	16
Michaels	43	Caliber Collision	9
Caliber Collision	34	BluSky	7
Aerotek	27	PeopleReady	7
Allegis Group	17	San Jose State University	5
TEKsystems	15	Fine Remodeling	4

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Educational Supply

There are five community colleges in the Bay Region issuing 31 awards on average annually (last 3 years ending 2021-23) on TOP 1006.00 - Technical Theater. In the Silicon Valley Sub-Region, there is one community college that issued 2 awards on average annually (last 3 years) on this TOP code.

Table 7. Community College Awards on TOP 1006.00 - Technical Theater in the Bay Region

College	Subregion	Associate Degree	Low unit Certificate	Total
Diablo Valley	East Bay	5	4	9
Foothill	Silicon Valley	2	0	2
Las Positas	East Bay	0	1	1
Ohlone	East Bay	1	0	1
Santa Rosa	North Bay	0	18	18
Total	**-**	**8**	**23**	**31**

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

Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 3,092 annual openings for the Theatre Technology occupational cluster and 31 annual (3-year average) awards for an annual undersupply of

3,061 students. In the Silicon Valley Sub-Region, there is also a gap with 517 annual openings and 2 annual (3-year average) awards for an annual undersupply of 515 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1006.00 - Technical Theater

Metric Outcomes	Bay All CTE Program	Foothill College All CTE Program	State 1006.00	Bay 1006.00	Silicon Valley 1006.00	Foothill College1006.00
Students with a Job Closely Related to Their Field of Study	74%	88%	55%	57%	NA	NA
Median Annual Earnings for SWP Exiting Students	$53,090	$73,174	$23,142	$27,874	$26,295	$30,907
Median Change in Earnings for SWP Exiting Students	24%	42%	40%	46%	41%	NA
Exiting Students Who Attained the Living Wage	54%	66%	23%	19%	NA	NA

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

Skills, Certifications and Education

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

Skill	Posting	Skill	Posting
Carpentry	869	Project Management	85
Construction	385	Plumbing	83
Painting	200	Window And Door Installation	80
Power Tool Operation	195	Decorative Molding	78
Finish Carpentry	158	Subcontracting	71
Renovation	157	Demolition	69
Hand Tools	154	Framer	68
Cabinetry	152	Sawing	68
Drywall (Installation And Repair)	118	Building Codes	63
Roofing	113	Flooring	62

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Table 10. Education Requirements for Theatre Technology Occupations in the Bay Region

Education Level	Job Postings	% of Total
High school or GED	111	65%
other	20	12%

Education Level	Job Postings	% of Total
Bachelor's degree & higher	41	24%

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024
Note: 88% 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
Launchboard
Statewide CTE Outcomes Survey
Employment Development Department Unemployment Insurance Dataset
Living Insight Center for Community Economic Development
Chancellor's Office MIS system

Contacts

For more information, please contact:

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

NCEL F448. : ADVANCED GRAMMAR REVIEW

Proposal Type
New Course

Effective Term
Summer 2025

Subject
Non-Credit: English as a Second Language (NCEL)

Course Number
F448.

Department
English for Second-Language Learners (ESLL)

Division
Language Arts (1LA)

Units
0

Former ID

Cross Listed

Related Courses
ESLL F248. - ADVANCED GRAMMAR REVIEW

Maximum Units
0

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
3

Weekly Lab Hours
0

Weekly Out of Class Hours
6

Special Hourly Notation

Total Contact Hours
36

Total Student Learning Hours
108

Repeatability Statement
Unlimited Repeatability

Repeatability Criteria
As the development of grammar skills is recursive, making it possible for students to repeat this course without limit will allow them to build their language skills to the level that is appropriate for them as individuals.

Credit Status
Non-Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
Yes

Basic Skills Level
1 Level Below Transfer

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

Are you requesting Stand Alone approval for the course on a temporary or permanent basis?
• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Temporary

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

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)
In progress, tentatively Fall 2024

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Basic Skills
Transfer
Workforce/CTE

Criteria B. Need

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

Evidence

This course provides learning objectives that provide students with instruction on clear communication in speaking and writing, an essential skill for students on academic and career pathways. Providing this course as a noncredit option would also make it more equitable for resident students who might not be able to afford a 3-unit course.

Attach evidence

Need/Justification
This course is part of a sequence of courses that prepares students for the composition course requirement for the AA/AS degree and/or transfer to UC/CSU.

Course Description
A review of essential grammar and greater in-depth examination of grammatical and lexical structures used in academic and professional writing designed for nonnative speakers of English. This course is delivered entirely online.

Course Prerequisites
Prerequisite: ESLL 236 or NCEL 436 or appropriate placement through Foothill College's placement model (i.e., guided self-placement).

Course Corequisites

Course Advisories

Course Objectives
The student will be able to:

1. Demonstrate knowledge of sentence construction and punctuation.
2. Demonstrate use of variety of sentence types.
3. Demonstrate control of verb forms.
4. Demonstrate control of verb tenses and aspects.
5. Demonstrate understanding of active and passive voices.
6. Demonstrate ability to use word forms.

Course Content

1. Demonstrate knowledge of sentence construction and punctuation
    a. Independent clauses
    b. Dependent clauses
        i. Adjective clauses
        ii. Adverbial clauses
        iii. Noun clauses
2. Demonstrate use of variety of sentence types
    a. Simple sentences
    b. Compound sentences
    c. Complex sentences
3. Demonstrate control of verb forms
    a. Main verbs
    b. Auxiliary verbs
    c. Modals
    d. Infinitives
    e. Gerunds
4. Demonstrate control of verb tenses and aspects

a. Present tense
b. Past tense
c. Progressives
d. Present perfect
e. Past perfect

5. Demonstrate understanding of active and passive voices
    a. Passive forms
    b. Participial adjectives
    c. Reduced passives in phrases
6. Demonstrate ability to use word forms
    a. Verb and noun pairs
    b. Noun and adjective pairs

Lab Content
Not applicable.

Special Facilities and/or Equipment
Ongoing access to computer with email software and capabilities; email address; JavaScript-enabled internet browsing software.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Assignments
Tests
Final exam or final project

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Lecture
Independent study

Representative Text(s)

Author(s)	Title	Publication Date
Raimes, Ann	Grammar Troublespots: A Guide for Student Writers, 3rd ed.	2004

Please provide justification for any texts that are older than 5 years
Although this text is older than the suggested "5 years or newer" standard, it remains seminal in this area of study.

Other Materials
Instructors must choose a textbook from the "Representative Texts" list above. If, however, a faculty member would prefer to use a textbook not on the list, they must contact a full-

time faculty member who regularly teaches the course to explain how the adoption would serve to achieve the learning outcomes specified in the course outline of record.

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

1. Readings of online modules on grammar topics and articles accessed on the internet.
2. Writing summaries, analyses of articles, mini research reports on grammar topics, and responses to student writing.

Authorized Discipline(s):
English as a Second Language (ESL) or English as a Second Language (ESL): Noncredit

Faculty Service Area (FSA Code)
ESL

Taxonomy of Program Code (TOP Code)
4930.84 - English as a Second Language–Writing

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

Please describe how you have incorporated principles of equity during this revision:
June 2024: By deeply examining grammatical structures and considering their usages in the context of standard as well as non-standard English dialects, students will be empowered to make linguistic choices that are appropriate for a range of contexts, purposes, and intended target audiences, which will in turn allow them appropriately make choices about how they express themselves in English that align with their goals, values, and needs.

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Division Dean Only

Seat Count
25

Load
.045

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
123041 - English as a 2nd Language

Account Code
1320

Program Code
493084 - ESL: Writing

Program Change Request

New Program Proposal

Date Submitted: 12/12/24 12:54 pm

Viewing: **Principles of Machine Learning and Artificial Intelligence, Certificate of Achievement**

Last edit: 01/15/25 8:31 am

Changes proposed by: Eric Reed (20176435)

Effective Catalog
Rationale for

In Workflow

1. **1PS Curriculum Rep**
2. **Curriculum Coordinator**
3. College Curriculum Committee Chair
4. Authors
5. 1PS Curriculum Rep
6. Curriculum Coordinator
7. College Curriculum Committee Chair
8. BACCC
9. FHDA Board of Trustees

Approval Path

1. 01/14/25 2:31 pm Kyle Taylor (taylorkyle): Approved for 1PS Curriculum Rep

Basic Information

Faculty Author(s)	**Users** Eric Reed
Department	Computer Science
Division	Science Technology Engineering and Mathematics
Title of Degree/ Certificate	Principles of Machine Learning and Artificial Intelligence
Type of Award	Certificate of Achievement
Workforce/CTE Program:	Yes
Effective Catalog Edition:	2025-2026
Distinct curriculum sheet?	Yes

New Degree or Certificate Proposal

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

Computer Science and this degree will include courses from Math (MATH 10) and Humanities (HUMN 15).

Does De Anza offer a similar degree or certificate?

No, however they have a similar certificate planned.

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

AI/ML is an emerging field with a great deal of student interest and career potential. LMI data indicates that labor demand is growing.

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

This certificate aligns with the completion goal. This certificate is relevant to continuing in CS education and earning gainful employment.

Comments and other relevant information for discussion:

Reviewer Comments

Program Change Request

New Program Proposal

Date Submitted: 12/12/24 12:57 pm

Viewing: **Advanced Machine Learning and Artificial Intelligence, Certificate of Achievement**

Last edit: 01/15/25 8:29 am

Changes proposed by: Eric Reed (20176435)

In Workflow

1. **1PS Curriculum Rep**
2. **Curriculum Coordinator**
3. College Curriculum Committee Chair
4. Authors
5. 1PS Curriculum Rep
6. Curriculum Coordinator
7. College Curriculum Committee Chair
8. BACCC
9. FHDA Board of Trustees

Approval Path

1. 01/14/25 2:32 pm Kyle Taylor (taylorkyle): Approved for 1PS Curriculum Rep

Basic Information

Faculty Author(s)	**Users** Eric Reed
Department	Computer Science
Division	Science Technology Engineering and Mathematics
Title of Degree/ Certificate	Advanced Machine Learning and Artificial Intelligence
Type of Award	Certificate of Achievement
Workforce/CTE Program:	Yes
Effective Catalog Edition:	2025-2026
Distinct curriculum sheet?	Yes

New Degree or Certificate Proposal

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

Math - We will include MATH 2B as a required course and MATH 2BL as an optional support course.

Does De Anza offer a similar degree or certificate?

No, however they have a similar certificate planned.

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

AI/ML is an emerging field with a great deal of student interest and career potential. LMI data indicates that labor demand is growing.

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

This certificate aligns with the completion goal. This certificate is relevant to continuing in CS education and earning gainful employment.

Comments and other relevant information for discussion:

This certificate is intended to stack on Principles of Machine Learning and Artificial Intelligence.

Reviewer Comments

Program Change Request

New Program Proposal

Date Submitted: 12/12/24 1:14 pm

Viewing: **Artificial Intelligence, AS Degree**

Last edit: 01/15/25 8:32 am

Changes proposed by: Eric Reed (20176435)

Effective Catalog
Rationale for

In Workflow

1. **1PS Curriculum Rep**
2. **Curriculum Coordinator**
3. College Curriculum Committee Chair
4. Authors
5. 1PS Curriculum Rep
6. Curriculum Coordinator
7. College Curriculum Committee Chair
8. BACCC
9. FHDA Board of Trustees

Approval Path

1. 01/14/25 2:18 pm Kyle Taylor (taylorkyle): Approved for 1PS Curriculum Rep

Basic Information

Faculty Author(s)	**Users** Eric Reed
Department	Computer Science
Division	Science Technology Engineering and Mathematics
Title of Degree/ Certificate	Artificial Intelligence
Type of Award	AS Degree
Workforce/CTE Program:	Yes
Effective Catalog Edition:	2025-2026

New Degree or Certificate Proposal

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

This degree will include courses from Math (MATH 2B/2BL) and Humanities (HUMN 15), as well at GE courses.

Does De Anza offer a similar degree or certificate?

No, however they have a similar degree planned.

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

AI/ML is an emerging field with a great deal of student interest and career potential. LMI data indicates that labor demand is growing.

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

This degree aligns with the completion goal. This degree is relevant to continuing in CS education and earning gainful employment.

Comments and other relevant information for discussion:

Reviewer Comments

Program Change Request

New Program Proposal

Date Submitted: 12/12/24 1:17 pm

Viewing: **Artificial Intelligence for Business, BS Degree**

Last edit: 01/15/25 8:33 am

Changes proposed by: Eric Reed (20176435)

In Workflow

1. **1PS Curriculum Rep**
2. **Curriculum Coordinator**
3. College Curriculum Committee Chair
4. Authors
5. 1PS Curriculum Rep
6. Curriculum Coordinator
7. College Curriculum Committee Chair
8. BACCC
9. FHDA Board of Trustees

Approval Path

1. 01/14/25 2:22 pm Kyle Taylor (taylorkyle): Approved for 1PS Curriculum Rep

Basic Information

Faculty Author(s)	**Users** Eric Reed
Department	Computer Science
Division	Science Technology Engineering and Mathematics
Title of Degree/ Certificate	Artificial Intelligence for Business
Type of Award	BS Degree
Workforce/CTE Program:	Yes
Effective Catalog Edition:	2025-2026

New Degree or Certificate Proposal

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

Computer Science. This degree will also include courses from Psychology, Math and Humanities, as well as GE courses.

Does De Anza offer a similar degree or certificate?

De Anza has expressed a possible goal of adding a BS in Artificial Intelligence.

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

AI/ML is an emerging field with a great deal of student interest and career potential. LMI data indicates that labor demand is growing.

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

This degree aligns with the completion goal. This degree is relevant to continuing in CS education and earning gainful employment.

Comments and other relevant information for discussion:

Reviewer Comments

Key: 237

Certificate of Achievement Deactivations: Transfer Studies: CSU GE and Transfer Studies: IGETC

The Counseling department respectfully requests the deactivation of two certificates of achievement: 1) Transfer Studies: CSU GE and 2) Transfer Studies: IGETC. The reason for these deactivations is that IGETC and CSU GE Breadth will no longer be viable transfer general education patterns due to the new AB 928 law that requires students to follow the singular lower division transfer pathway of the approved Cal-GETC.

CNSL Division Curriculum Committee Approval: 11/26/24

New Subject Code Proposal

NCAL: Non-Credit: Adult Learning

The Office of Instruction is proposing the creation of a new subject code, Non-Credit: Adult Learning (NCAL), to be used by all divisions for their noncredit course offerings in the category of Courses for Older Adults. Within this single subject code, courses will be grouped in numbers based on their division and/or subject area (e.g., 400-419 for Fine Arts and Communication, 420-439 for Language Arts, etc.).

Note: Because application forms for the new Foothill GE pattern have not yet been created, the existing application form for Area V is being used to apply for new Area 2, Mathematical Concepts & Quantitative Reasoning.

MATH F047. : PATH TO CALCULUS

Proposal Type
New Course

Effective Term
Summer 2025

Subject
Mathematics (MATH)

Course Number
F047.

Department
Mathematics (MATH)

Division
Science Technology Engineering and Mathematics (1PS)

Units
6

Former ID

Cross Listed

Related Courses

Maximum Units
6

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
6

Weekly Lab Hours
0

Weekly Out of Class Hours
12

Special Hourly Notation

Total Contact Hours
72

Total Student Learning Hours
216

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
AS Degree
Foothill GE

Foothill GE Status
Area V: Communication & Analytical Thinking

Need/Justification
This course is being created in response to AB 1705. The course is a core course for the AS degree in General Studies Science, and it satisfies the Foothill GE requirement for Area V, Communication & Analytical Thinking.

Course Description
This course is intended for students who want to prepare for success in calculus. Topics include a study of functions, function families, their properties and transformations, compositions and inverses. Function families include trigonometric, logarithmic, exponential, polynomial, and rational. Multiple representations of functions are emphasized.

Course Prerequisites
Prerequisite: Intermediate Algebra or equivalent.

Course Corequisites

Course Advisories
Advisory: Some sections are offered with extra support and require concurrent enrollment in MATH 247 or NCBS 447.

Course Objectives
The student will be able to:

1. Read and understand a mathematics textbook.
2. Graph, analyze, and transform polynomial, rational, exponential, logarithmic, and trigonometric functions, and solve and apply related equations and inequalities.
3. Recognize the relationship between functions and their inverses graphically and algebraically.
4. Solve application problems using polynomial, rational, exponential, logarithmic, and trigonometric functions, and model real world applications.
5. Explore circles and angles.
6. Evaluate and simplify trigonometric expressions using identities.
7. Solve right and oblique triangles.
8. Use technology, such as graphing calculators and/or computer software, to assist in solving problems involving any of the topics in (2) through (7) above.
9. Discuss mathematical problems and write solutions in accurate mathematical language and notation.
10. Interpret mathematical solutions.

Course Content

1. Read and understand a mathematics textbook
    a. Explain mathematical concepts in mathematical language
    b. Explain mathematical concepts in familiar language
    c. Translate mathematical definitions into familiar language
    d. Translate mathematical notation into familiar language
    e. Explain the connections between mathematical concepts
2. Graph, analyze, and transform polynomial, rational, exponential, logarithmic, and trigonometric functions, and solve and apply related equations and inequalities
    a. Recognize each function type
    b. Explore the behavior of graphs
        i. Perform a sign analysis
        ii. End behavior
        iii. Asymptotes
        iv. Increasing and decreasing
        v. Local extrema
    c. Find domain and range
    d. Solve equations and inequalities
3. Recognize the relationship between functions and their inverses graphically and algebraically

    a. Determine whether or not a function has an inverse function
    b. Properties of inverse functions
    c. Notation
4. Solve application problems using polynomial, rational, exponential, logarithmic, and trigonometric functions, and model real world applications
    a. Investigate applications involving functions, such as:
        i. Compound interest
        ii. Exponential population models
        iii. Radioactive decay
        iv. Newton's law of cooling
        v. Interpret amplitude, period, frequency, and shifts within the context of a trigonometric model
5. Explore circles and angles
    a. Convert between degrees and radians
    b. Arc length
    c. The unit circle
    d. Define sine, cosine, tangent, cotangent, cosecant, and secant functions
    e. Evaluate sine, cosine, tangent, cotangent, cosecant, and secant functions at a given angle
6. Evaluate and simplify trigonometric expressions using identities
    a. Pythagorean identity
    b. Odd and even identities
    c. Reciprocal identities
    d. Double angle identities
7. Solve right and oblique triangles
    a. Describe the six trigonometric functions using right triangles
    b. Use the appropriate trigonometric ratio to solve right triangles
    c. Apply the formulas for the Law of Sines and Law of Cosines
8. Use technology, such as graphing calculators and/or computer software, to assist in solving problems involving any of the topics in (2) through (7) above
    a. Calculator/computer utilities for evaluating problems involving optimization
    b. Calculator/computer utilities for finding zeros or roots of functions
9. Discuss mathematical problems and write solutions in accurate mathematical language and notation
    a. Application problems from other disciplines
    b. Proper notation
10. Interpret mathematical solutions
    a. Explain the significance of solutions to application problems

Lab Content
Not applicable.

Special Facilities and/or Equipment

1. Access to graphing technology, such as a graphing calculator or graphing software
2. When taught online or hybrid:

a. Internet access
b. Course management system
c. Specific software related to the course

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Written homework
Quizzes and tests
Proctored comprehensive final examination

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Lecture
Discussion
Cooperative learning exercises

Representative Text(s)

Author(s)	Title	Publication Date
Boelkins, Matthew	Active Prelude to Calculus	2019
Abramsom, Jay	Precalculus, 2nd ed. (Openstax)	2024

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

Other Materials

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

1. Homework problems covering subject matter from text and related material ranging from 20-40 problems per week. Students will need to employ critical thinking in order to complete assignments.
2. Six hours per week of lecture covering subject matter from text and related material. Reading and study of the textbook, related materials, and notes.
3. Student activities covering subject matter from textbook and related materials. Activities will require students to discuss mathematical problems, write solutions in accurate mathematical language and notation, and interpret mathematical solutions.
4. Worksheets: Problems and activities covering the subject matter. Such problems and activities will require students to think critically. Such worksheets may be completed inside and/or outside of class.

Authorized Discipline(s):

Mathematics

Faculty Service Area (FSA Code)
MATHEMATICS

Taxonomy of Program Code (TOP Code)
1701.00 - Mathematics, General

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

Please describe how you have incorporated principles of equity during this revision:
4/18/2024: We have used a free, opensource materials.

Breadth Criteria for Foothill General Education Courses

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105 or 180) and English (ENGL 1A or 1AH or 1S & 1T) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Please map each appropriate component from the course outline of record to the appropriate breadth criteria. You can use any part of your COR.

Breadth Mapping: Please indicate all that apply

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research). Matching course component(s):

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems). Matching course component(s):
Course Content:
4. Solve application problems using polynomial, rational, exponential, logarithmic, and trigonometric functions, and model real world applications
Investigate applications involving functions, such as:
Compound interest
Exponential population models
Radioactive decay
Newton's law of cooling
Interpret amplitude, period, frequency, and shifts within the context of a trigonometric model

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language. Matching course component(s):
Course Content:
9. Discuss mathematical problems and write solutions in accurate mathematical language and notation
Application problems from other disciplines
Proper notation

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues). Matching course component(s):

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities). Matching course component(s):

Depth Criteria for Area V – Communication & Analytical Thinking

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement must offer students the opportunity to:
C1. Apply the analytical skills learned in the course to other disciplines;
C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when

appropriate;
C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area should include some or all of the following:
C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
C6. Identify goals when applying analytical skills;
C7. Recognize limitations of applicable methodologies;
C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

Please map each appropriate component from the course outline of record to the appropriate depth criteria. You can use any part of your COR.

Depth Mapping: Must include the following

C1. Apply the analytical skills learned in the course to other disciplines; Matching course component(s):
Course Content:
4. Solve application problems using polynomial, rational, exponential, logarithmic, and trigonometric functions, and model real world applications
Investigate applications involving functions, such as:
Compound interest
Exponential population models
Radioactive decay
Newton's law of cooling
Interpret amplitude, period, frequency, and shifts within the context of a trigonometric model

C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills; Matching course component(s):
Course Content:
9. Discuss mathematical problems and write solutions in accurate mathematical language and notation

C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate; Matching course component(s):
Course Content:
10. Interpret mathematical solutions
Explain the significance of solutions to application problems

C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language. Matching course component(s):
Course Content:
3. Recognize the relationship between functions and their inverses graphically and algebraically
Determine whether or not a function has an inverse function

Properties of inverse functions
Notation

Depth Mapping: Should include some or all

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position; Matching course component(s):

C6. Identify goals when applying analytical skills; Matching course component(s):
Course Content:
4. Solve application problems using polynomial, rational, exponential, logarithmic, and trigonometric functions, and model real world applications
Investigate applications involving functions, such as:
Compound interest
Exponential population models
Radioactive decay
Newton's law of cooling
Interpret amplitude, period, frequency, and shifts within the context of a trigonometric model

C7. Recognize limitations of applicable methodologies; Matching course component(s):

C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation. Matching course component(s):
Course Content:
8. Use technology, such as graphing calculators and/or computer software, to assist in solving problems involving any of the topics in (2) through (7) above
Calculator/computer utilities for evaluating problems involving optimization
Calculator/computer utilities for finding zeros or roots of functions

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
10/3/24

Division Dean Only

Seat Count
40

Load
.133

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
125051 - Mathematics

Account Code
1320

Program Code
170100 - Mathematics, General

Note: Because application forms for the new Foothill GE pattern have not yet been created, the existing application form for Area I is being used to apply for new Area 3, Arts & Humanities.

CRWR F009. : INTRODUCTION TO CREATIVE NONFICTION

Proposal Type
New Course

Effective Term
Summer 2025

Subject
Creative Writing (CRWR)

Course Number
F009.

Department
English (ENGL)

Division
Language Arts (1LA)

Units
5

Former ID

Cross Listed

Related Courses

Maximum Units
5

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
5

Weekly Lab Hours
0

Weekly Out of Class Hours
10

Special Hourly Notation

Total Contact Hours
60

Total Student Learning Hours
180

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
Foothill GE

Foothill GE Status
Area I: Humanities

Need/Justification
This course satisfies the Foothill GE requirement for Area I, Humanities.

Course Description
This course provides instruction and practice in writing creative nonfiction, with an emphasis on integrated reading and writing. Students study and emulate published works, learn elements of craft and writing-process strategies, create original works of creative nonfiction, and participate in workshop and/or peer critique. Instruction also focuses on the history and development of the creative nonfiction genre, as well as the diverse forms within the genre, such as memoir, personal essay, lyric essay, travel writing, and literary journalism. Students read and analyze published creative nonfiction from the twentieth and twenty-first centuries to deepen their understanding of the genre, the elements of creative-nonfiction-writing

craft, and the influence of cultural, historical, and institutional contexts on the production of creative nonfiction. Little to no experience in creative writing is required to enroll.

Course Prerequisites
Prerequisite: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249.

Course Corequisites

Course Advisories

Course Objectives
The student will be able to:

1. Demonstrate understanding of the elements of creative nonfiction and what characteristics distinguish the genre from other forms of literary and nonfiction writing
2. Demonstrate an understanding of the main types of creative nonfiction: their distinctive features, their uses, and the discourse communities and audience expectations in which they're embedded
3. Analyze published works to identify the elements of craft that contribute to engaging, meaningful creative nonfiction
4. Analyze published works from diverse cultures, communities, and ethnicities to identify the influence of historical, cultural, and institutional contexts on creative nonfiction
5. Employ invention and development writing-process techniques to create original works demonstrating the elements of engaging, meaningful creative nonfiction
6. Synthesize instructor and peer feedback, course lectures, and self-reflection to productively revise original works of creative nonfiction
7. Analyze the meaning, style, and elements of craft in peer-written works of creative nonfiction
8. Demonstrate the editorial and communication skills required for collegial, formative feedback on peer-written works of creative nonfiction

Course Content

1. Understand elements of creative nonfiction
    a. Literary craft and technique in creative nonfiction, such as:
        i. Scene-making and exposition
        ii. Description, imagery, symbolism
        iii. Dialogue
        iv. Characterization
        v. Setting
        vi. Point of view
        vii. Prose style, voice, diction
        viii. Structure, plot

    b. Content and theme in creative nonfiction, such as:
        i. Persona, authorial "I" and "we"
        ii. Dramatic relationship between narrating persona and subject of narrative
        iii. Integration of ideas, arguments, topics of "universal" significance, illustrating the general with the particular
        iv. Common themes in creative nonfiction, which may include: family and childhood, relationships, identity, career, social and political topics, the arts, history, trauma and adversity, migration
    c. Truth and accuracy in creative nonfiction
        i. Audience expectations related to precision and factuality in nonfiction
        ii. Framing and transparency with regard to incomplete knowledge (memory, dialogue, etc.)
        iii. Techniques for achieving accuracy and factuality: research, interview, field activities, and site visits
        iv. Ethical questions related to writing about real people and events
2. Understanding main types of creative nonfiction, such as:
    a. Subgenres and forms within creative nonfiction, which may include:
        i. Memoir
        ii. Personal essay
        iii. Lyric essay (braided, hermit-crab, collage, etc.)
        iv. Literary journalism
        v. Profile
        vi. Travel writing
        vii. Criticism/commentary (art, music, literature, culture, etc.)
    b. Differing objectives, content, style, and audience expectations among subgenres
3. Analyze published creative nonfiction to identify key elements
    a. Reading as writers: identifying techniques and approaches in published creative nonfiction that are applicable to original work
        i. Identify the themes and meanings in published creative nonfiction
        ii. Examine how authorial choices with regard to form, subgenre, and elements of craft contribute to effective communication of theme and meaning
    b. Historical development of creative nonfiction and its subgenres
4. Analyze published creative nonfiction from diverse cultures, communities, and ethnicities to identify influence of cultural, historical context
    a. Read and analyze published creative nonfiction by authors representing diverse cultures, communities, and ethnicities, such as:
        i. Arab authors
        ii. Asian American authors
        iii. Authors from the LGBTQ+ community
        iv. Authors with disabilities
        v. Black authors

vi. Indigenous and Native American authors
vii. Jewish authors
viii. Latine authors
ix. Low-income and working-class authors
x. Pacific Islander authors

b. Identify influence of cultural, historical context, such as:
i. Influence of subject position, cultural, and historical context on aspects of craft and form
ii. Influence of subject position, cultural, and historical context on subject matter, content
iii. Historical and cultural biases in canonization and publication
iv. Influence of cultural and historical contexts on themes, identities, and subject matter represented in published creative nonfiction; marginalization
v. Resistance to stereotypes and received narratives in creative nonfiction

5. Employ writing-process techniques to create original works, such as:
    a. Identify as creative writers
        i. Deconstruct stereotypes and assumptions pertaining to the "figure of the writer"
        ii. Cultivate "authorial permission" for the student-writer and marginalized voices
    b. Scaffolded invention
        i. Writing prompts and exercises targeting specific elements of craft
        ii. Writing prompts and exercises cultivating self-reflection, unearthing material from lived experience and observations related to prominent themes in creative nonfiction
    c. Develop writing practice (e.g., notebooks and journals, consistent schedule)
    d. Apply course content (craft, form, genre, etc.) to conceptualization, development, and drafting
    e. Develop meta-cognitive awareness of writing process
6. Revise original works of creative nonfiction
    a. Apply student and instructor feedback, as well as course content/lectures, to global and local revision of original work
    b. Self-analysis of original work; identify opportunities for improvement
7. Analyze peer-written works of creative nonfiction
    a. Identify authorial intention and purpose in peer-written original work
    b. Identify elements of craft, form, and style present in student work and how they contribute to writer's purpose
    c. Identify how revision and the incorporation of craft could help writer to achieve purpose more successfully
8. Demonstrate the editorial and communication skills required for collegial, formative feedback on peer-written works of creative nonfiction
    a. Workshop participation, which may include:

i. Collaboratively establish norms, language, and goals of workshop
ii. Regular and constructive contributions to workshop discussion
iii. Substantive written feedback in advance of workshop
iv. Focused, equitable, and supportive feedback
v. Support "authorial permission" for the student-writer and marginalized voices

b. Meaningful, constructive feedback, which may include:
i. Identifying and honoring writers' intentions; tailoring feedback to writers' intentions
ii. Using shared terms, techniques, and elements of craft from course content in feedback
iii. Distinguishing between summative and formative feedback; balancing appreciation with critique
iv. Distinguishing between global and local feedback and appropriate application of each

Lab Content
Not applicable.

Special Facilities and/or Equipment
When taught online/hybrid, ongoing access to computer with email software capabilities; email address; internet browsing software.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
A minimum of 6,000 words of original creative nonfiction
Original creative work that demonstrates elements of craft, genre awareness, and writing-process strategies
Writing exercises targeting specific elements of craft, themes, forms
Regular and substantive contributions to workshop and/or peer review discussions
Formative, collegial written feedback on peer/student work
Written analytical responses to published creative nonfiction
Revision of original work demonstrating synthesis of student and instructor feedback and course content
Written portfolio review in which students analyzes own work, progress, strengths, areas for improvement

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Lectures, readings, group learning activities, and in-class discussions on craft, the writing-process, form, and genre
Lecture and discussion related to published works of creative nonfiction

Workshop and/or peer review of original student writing
Oral presentations related to original student work and/or published creative nonfiction
Instructor feedback, written and verbal, on original student writing

Representative Text(s)

Author(s)	Title	Publication Date
Angelou, Maya	I Know Why the Caged Bird Sings	1969
Baldwin, James	Notes of a Native Son	1955
Bechdel, Alison	Fun Home: A Family Tragicomic	2022
Chee, Alexander	How to Write an Autobiographical Novel: Essays	2018
Coates, Ta-Nehisi	Between the World and Me	2015
D'Agata, John	The Next American Essay	2003
Febos, Melissa	Body Work: The Radical Power of Personal Narrative	2022
Gay, Roxane	Hunger: A Memoir of (My) Body	2018
Gutkind, Lee	You Can't Make This Stuff Up: The Complete Guide to Writing Creative Nonfiction	2012
Hsu, Hua	Stay True: A Memoir	2023
Inoue, Asao	Above the Well: An Antiracist Literacy Argument from a Boy of Color	2021
Kim, Suki	Without You, There Is No Us: Undercover Among the Sons of North Korea's Elite	2015
Kingston, Maxine Hong	The Woman Warrior	1976
Kramer, Mark, and Wendy Call, eds.	Telling True Stories: A Nonfiction Writers' Guide	2007
Lamott, Anne	Bird by Bird: Some Instructions on Writing and Life	2019
Lopate, Phillip, ed.	The Art of the Personal Essay	1995
Luiselli, Valeria	Tell Me How It Ends: An Essay in Forty Questions	2017
Miller, Brenda, and Suzanne Paola	Tell It Slant: Creating, Refining, and Publishing Creative Nonfiction	2019
Mura, David	A Stranger's Journey: Race, Identity, and Narrative Craft in Writing	2018
Oates, Joyce Carol, and Robert Atwan, eds.	The Best American Essays of the Century	2000

Author(s)	Title	Publication Date
Prentiss, Sean, and Joe Wilkins, eds.	The Far Edges of the Fourth Genre: An Anthology of Explorations in Creative Nonfiction	2014
Rodriguez, Richard	Hunger of Memory: The Education of Richard Rodriguez	1983
Root, Robert L., and Michael Steinberg, eds.	The Fourth Genre: Contemporary Writers of/On Creative Nonfiction	2002
Williford, Lex, and Michael Martone, eds.	Touchstone Anthology of Contemporary Creative Nonfiction: Work from 1970 to the Present	2007

Please provide justification for any texts that are older than 5 years
Although many of these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

Other Materials

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

1. Write original creative nonfiction and submit for workshop and/or peer review
2. Complete invention, writing-process, and revision activities
3. Respond to writing exercises targeting aspects of theme, craft, and/or genre
4. Provide written and verbal feedback on student-peer written creative nonfiction
5. Read a published work of creative nonfiction and complete a written analysis focusing on theme, craft, and/or aspects of genre
6. Assemble a portfolio of original work and write a self-analysis reflecting on progress, strengths, and areas for improvement
7. Prepare an original work of creative nonfiction for submission and publication in a campus-based publication (e.g., The Script)

Authorized Discipline(s):
English

Faculty Service Area (FSA Code)
ENGLISH

Taxonomy of Program Code (TOP Code)
1507.00 - Creative Writing

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

Please describe how you have incorporated principles of equity during this revision:
6/4/24: The course description has a welcoming approach, indicating that little to no experience in creative writing is required. The course description also uses inclusive

language (e.g., "students) and indicates the DEIA content that will be covered in the course ("cultural, historical, and institutional contexts"). The course content centers the lived experience of students, explores how creative nonfiction has evolved over time, and addresses misconceptions within and about the genre. It offers opportunities to critique the historical foundations of creative nonfiction, and it explores a broad range of diverse contributions to the genre. The representative texts include diverse authors and voices and amplify the experiences of authors from a variety of racial, gender, cultural, and experiential backgrounds. Through the course's integrated reading and writing approach, in which students model their own creative nonfiction on the work of diverse published authors, students are encouraged to connect course content to their own sociocultural backgrounds and/or the sociocultural backgrounds of others.

Breadth Criteria for Foothill General Education Courses

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105 or 180) and English (ENGL 1A or 1AH or 1S & 1T) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Please map each appropriate component from the course outline of record to the appropriate breadth criteria. You can use any part of your COR.

Breadth Mapping: Please indicate all that apply

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research). Matching course component(s):
Course Content areas 1, 2, 3, 4, 5, 6, 7, and 8

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems). Matching course component(s):

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language. Matching course component(s):
Course Content areas 5 and 6

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues). Matching course component(s):
Course Content area 4

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities). Matching course component(s):

Depth Criteria for Area I – Humanities

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from two or more of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement must help students:
H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses must identify how they will help students achieve at least two of the following learning

outcomes:
H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Please map each appropriate component from the course outline of record to the appropriate depth criteria. You can use any part of your COR.

Depth Mapping: Must include the following

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life; Matching course component(s):
In its integrated reading and writing approach, the course combines literature, language and the arts. Students study the a literary genre, read published works, and apply knowledge of elements of literary craft to their own original work.

Course Objectives:

1. Demonstrate understanding of the elements of creative nonfiction and what characteristics distinguish the genre from other forms of literary and nonfiction writing
2. Demonstrate an understanding of the main types of creative nonfiction: their distinctive features, their uses, and the discourse communities and audience expectations in which they're embedded
3. Analyze published works to identify the elements of craft that contribute to engaging, meaningful creative nonfiction [...]
5. Employ invention and development writing-process techniques to create original works demonstrating the elements of engaging, meaningful creative nonfiction

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted; Matching course component(s):
Course Content areas 2, 3, and 4

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals; Matching course component(s):
Course Content area 1b

H3. Develop appreciation for what is significant about human life and its creations; Matching course component(s):
Course content area 1b and 5b

H4. Make reasoned judgments that reflect ethical and aesthetic human values; Matching course component(s):
Course Content areas 6 and 7

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression. Matching course component(s):
Course Content areas 7 and 8

Depth Mapping: Additionally, must include at least two of the following

H6. Understanding of the ambiguities, vagaries, and value inherent in human language; Matching course component(s):
Course Content area 1a and 1c

H7. Appreciation of nonverbal communication to be found in the visual and performing arts; Matching course component(s):

H8. Recognition of the variety of valid interpretations of artistic expression; Matching course component(s):

H9. Appreciation of our common humanity within the context of diverse cultures; Matching course component(s):

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination. Matching course component(s):
Course Content areas 4b and area 7

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
10/19/24

Division Dean Only

Seat Count
30

Load
.125

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
123021 - Creative Writing

Account Code
1320

Program Code
150700 - Creative Writing

Note: Because application forms for the new Foothill GE pattern have not yet been created, the existing application form for Area I is being used to apply for new Area 3, Arts & Humanities.

HUMN F015. : ETHICS IN ARTIFICIAL INTELLIGENCE

Proposal Type
New Course

Effective Term
Summer 2025

Subject
Humanities (HUMN)

Course Number
F015.

Department
Humanities (HUMN)

Division
Business and Social Sciences (1SS)

Units
4

Former ID

Cross Listed
PHIL F015. - ETHICS IN ARTIFICIAL INTELLIGENCE

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
0

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
48

Total Student Learning Hours
144

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
AA Degree
Foothill GE

Foothill GE Status
Area I: Humanities

Need/Justification
This course is a restricted support course for the AA degree in Humanities and satisfies the Foothill GE requirement for Area 1, Humanities.

Course Description
Embark on a philosophical exploration of the ethical dimensions inherent in artificial intelligence (AI) in this engaging course offered through the philosophy department. The course delves deeply into the moral quandaries posed by AI technologies, examining issues such as algorithmic bias, the nature of consciousness in AI, ethical decision-making in machine learning, and the societal impact of automation from a philosophical standpoint. Through the lens of philosophical theories, students will critically analyze real-world AI

applications and ethical frameworks and engage in stimulating debates to foster a nuanced understanding of the ethical implications of AI.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: Not open to students with credit in PHIL 15.

Course Objectives
The student will be able to:

1. Learn philosophical foundations in moral theories and moral decision-making
2. Build the practice of ethical inquiry into artificial intelligence (AI) emerging technologies
3. Develop an understanding about the landscape and the scope of moral responsibility
4. Explore the ethics of emerging technologies
5. Build a connection between ethics and society
6. Build an understanding about concepts of fairness, transparency, accountability, and equity in evaluating AI

Course Content

1. The emergence of artificial intelligence (AI)
    a. Definition of AI
    b. The digital revolution and AI
    c. The Turing Test and measuring AI intelligence
    d. History of AI
2. Introduction to ethics in AI
    a. Definition of ethics and its significance in human decision-making
    b. Introduction to major ethical theories (utilitarianism, de-ontology, virtue ethics, existentialism, ethical pluralism, ethical egoism)
    c. Ethical frameworks for AI: consequentialist vs. de-ontological approaches
    d. Ethical dilemmas
    e. Overview of AI and its ethical implications
3. Ethical considerations in AI research and development
    a. Ethical guidelines and principles for AI research
    b. Bias, equity, and fairness in AI algorithms, models, and datasets
    c. Privacy and data protection in AI systems
    d. Transparency and accountability in AI decision-making
    e. Responsible AI
4. AI and moral decision-making
    a. Moral agency and responsibility in AI systems
    b. Autonomous vehicles and the trolley problem
    c. Moral dilemmas in AI healthcare applications

    d. Ethical considerations in AI-driven decision support systems
5. AI and social justice
    a. Equity and fairness in AI applications
    b. Algorithmic discrimination and stereotyping
    c. Ethical considerations in protecting human rights in the age of AI
    d. Societal implications of AI technologies on employment, inequality, and democracy
    e. Ethical implications of AI for marginalized communities
    f. Ethical design principles for promoting social justice in AI systems
6. AI and creativity
    a. Artificial intelligence and its applications in creative industries
    b. The role of AI in generating, enhancing, and distributing creative content
    c. Ethical implications of data collection and usage in AI-driven creative projects
        i. Intellectual property rights in AI-generated works
        ii. Ethical considerations on ownership, attribution, and licensing of AI-created content
        iii. Legal and ethical challenges in determining authorship and copyright in collaborative AI projects
7. Ethical governance of AI
    a. Regulation and policy frameworks for AI ethics
    b. Diversity and inclusion in AI development and deployment
    c. International perspectives on AI ethics and governance
    d. The role of industry, academia, and government in shaping ethical AI practices
    e. Ethical considerations in AI policy making and implementation
8. Ethical reflection and future directions
    a. The role of humans in defining ethical boundaries for AI technologies
    b. The role of emotional intelligence and empathy in human interactions
    c. Fostering a relationship between AI and human flourishing
    d. Reflection on the evolving landscape of AI ethics and human values
    e. Ethical considerations in emerging AI technologies (e.g., AGI, neuro-technology)
    f. Ethical responsibilities of AI developers, researchers, and users
    g. Ethical activism and advocacy in the field of AI

Lab Content
Not applicable.

Special Facilities and/or Equipment
When taught as an online section, students and faculty need ongoing and continuous internet and email access.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Discussion
Essay and short text
Term paper
Midterms (2)
Final exam

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Discussion
Lecture
Project based learning
Group projects

Representative Text(s)

Author(s)	Title	Publication Date
Valor, Shanon	The Mirror AI: How to Reclaim Our Humanity in an Age of Machine Thinking	2024
O'Neil, Cathy	Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy	2017
Christian, Brian	The Alignment Problem: Machine Learning and Human Values	2020

Please provide justification for any texts that are older than 5 years
Though it is over 5 years old, the O'Neil work is the seminal text in the field.

Other Materials

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

1. Midterm and final exams will be short essay questions and evaluation of case studies in the area of AI and ethics.
2. Projects with makerspace for design and prototype experience.
3. Industry experience with guest lectures from ethicists that work for the AI industry.

Authorized Discipline(s):
Humanities or Philosophy

Faculty Service Area (FSA Code)
HUMANITIES

Taxonomy of Program Code (TOP Code)
2201.00 - Social Sciences, General

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

Please describe how you have incorporated principles of equity during this revision:
5/22/24: This course at its core discusses issues of discrimination, stereotyping, and equity. Additionally, the content and delivery of the course are designed around principles of UDL, encouraging participation from students who are traditionally excluded from the discussions around advanced technology.

Breadth Criteria for Foothill General Education Courses

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105 or 180) and English (ENGL 1A or 1AH or 1S & 1T) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Please map each appropriate component from the course outline of record to the appropriate breadth criteria. You can use any part of your COR.

Breadth Mapping: Please indicate all that apply

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research). Matching course component(s):
Analytic skills are required while evaluating the ethical dilemmas and ethical implications of the emerging technologies on the society at large.

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems). Matching course component(s):
Data analysis will be used to measure the effects of data collection while being mindful about privacy and fairness issues in AI applications.

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language. Matching course component(s):
Projects and assignments with case studies, to examine the ethical principles applied while evaluating the effects of AI models in the world of technology.

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues). Matching course component(s):
The course makes students evaluate the biases, stereotypes, accessibility and transparency issues related to cultures, religions and genders on a global level as well as their impacts on local communities like the silicon valley.

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities). Matching course component(s):
This course will develop information competency by introducing modules on an Introduction to AI, introduction to ethical and moral theories in Philosophy, it will expose students to the legal implications of using AI, specially copyright issues around usage of AI.

Depth Criteria for Area I – Humanities

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from two or more of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement must help students:
H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the

historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses must identify how they will help students achieve at least two of the following learning outcomes:
H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Please map each appropriate component from the course outline of record to the appropriate depth criteria. You can use any part of your COR.

Depth Mapping: Must include the following

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life; Matching course component(s):
The course content encompasses philosophical theories, humanistic representation, STEM data sets for AI algorithms and AI development and deployment. There is multidisciplinary approach from the social sciences and STEM areas, along with fine arts and language arts in gauging the effects of AI in all disciplines.

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted; Matching course component(s):
Students in the course will review works of artists that have used AI to generate art, They will examine the philosophical works of ethicists and moral theories from ancient and modern philosophers, that apply to evaluation of the ethical implications of the use of AI technologies. Literature on the evolution of AI and exploration of ethical standards in it's implementation from most contemporary authors will be reviewed in the course.

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals; Matching course component(s):
The value of usage of AI in bringing value to the human condition and expression of Human sentiments, as well as representation of human values through AI technology is what the course intends to offer.

H3. Develop appreciation for what is significant about human life and its creations; Matching course component(s):
A section on AI and creativity, AI and social justice specifically addresses the appreciation of human life and it's creation of AI tools to navigate life in a better way.

H4. Make reasoned judgments that reflect ethical and aesthetic human values; Matching course component(s):
The entire course is about ethically evaluating the values that the AI and emerging technologies bring to the world of humans and judging their impact on human condition.

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression. Matching course component(s):
Students will write essays, papers and discussion posts to identify, evaluate and structure their ideas around the ethics of moral decision making while innovating technologies for a futuristic society.

Depth Mapping: Additionally, must include at least two of the following

H6. Understanding of the ambiguities, vagaries, and value inherent in human language; Matching course component(s):
The course covers the complexities of ethical language and concepts, particularly in analyzing AI's role in decision-making and moral responsibility. Students will explore how terms like "fairness" and "bias" can be interpreted in multiple ways within the context of AI, highlighting the nuances in human and machine communication.

H7. Appreciation of nonverbal communication to be found in the visual and performing arts; Matching course component(s):
Students will study AI applications in creative fields, such as art and design, where nonverbal elements (e.g., visual aesthetics) convey messages or emotions. They will explore ethical concerns related to AI-generated art and its potential to shift nonverbal communication in creative industries.

H8. Recognition of the variety of valid interpretations of artistic expression; Matching course component(s):
Through analysis of AI-generated creative works, students will engage with different interpretations of these creations. They will assess the ethical questions surrounding authorship and intellectual property rights, examining the variety of ways people might interpret the artistic output of AI.

H9. Appreciation of our common humanity within the context of diverse cultures; Matching course component(s):
The course emphasizes how AI technologies can reinforce or challenge social norms, biases, and cultural practices. Discussions on global AI governance and its impact on marginalized communities will foster an appreciation for the shared human experience across diverse cultural contexts.

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination. Matching course component(s):
Students will engage in critical analysis of ethical frameworks and AI case studies, developing the ability to assess AI's ethical impact on society. Assignments will require students to evaluate real-world AI applications, form reasoned judgments, and communicate their ideas effectively through essays and discussions.

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
10/4/24

Division Dean Only

Seat Count
35

Load
.089

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
123061 - Humanities

Account Code
1320

Program Code
490300 - Humanities

Note: Because application forms for the new Foothill GE pattern have not yet been created, the existing application form for Area I is being used to apply for new Area 3, Arts & Humanities.

PHIL F015. : ETHICS IN ARTIFICIAL INTELLIGENCE

Proposal Type
New Course

Effective Term
Summer 2025

Subject
Philosophy (PHIL)

Course Number
F015.

Department
Philosophy (PHIL)

Division
Business and Social Sciences (1SS)

Units
4

Former ID

Cross Listed
HUMN F015. - ETHICS IN ARTIFICIAL INTELLIGENCE

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
0

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
48

Total Student Learning Hours
144

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
AA Degree
Foothill GE

Foothill GE Status
Area I: Humanities

Need/Justification
This course is a restricted support course for the AA degree in Humanities and satisfies the Foothill GE requirement for Area 1, Humanities.

Course Description
Embark on a philosophical exploration of the ethical dimensions inherent in artificial intelligence (AI) in this engaging course offered through the philosophy department. The course delves deeply into the moral quandaries posed by AI technologies, examining issues such as algorithmic bias, the nature of consciousness in AI, ethical decision-making in machine learning, and the societal impact of automation from a philosophical standpoint. Through the lens of philosophical theories, students will critically analyze real-world AI applications and ethical frameworks and engage in stimulating debates to foster a nuanced understanding of the ethical implications of AI.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: Not open to students with credit in HUMN 15.

Course Objectives
The student will be able to:

1. Learn philosophical foundations in moral theories and moral decision-making
2. Build the practice of ethical inquiry into artificial intelligence (AI) emerging technologies
3. Develop an understanding about the landscape and the scope of moral responsibility
4. Explore the ethics of emerging technologies
5. Build a connection between ethics and society
6. Build an understanding about concepts of fairness, transparency, accountability, and equity in evaluating AI

Course Content

1. The emergence of artificial intelligence (AI)
    a. Definition of AI
    b. The digital revolution and AI
    c. The Turing Test and measuring AI intelligence
    d. History of AI
2. Introduction to ethics in AI
    a. Definition of ethics and its significance in human decision-making
    b. Introduction to major ethical theories (utilitarianism, de-ontology, virtue ethics, existentialism, ethical pluralism, ethical egoism)
    c. Ethical frameworks for AI: consequentialist vs. de-ontological approaches
    d. Ethical dilemmas
    e. Overview of AI and its ethical implications
3. Ethical considerations in AI research and development
    a. Ethical guidelines and principles for AI research
    b. Bias, equity, and fairness in AI algorithms, models, and datasets
    c. Privacy and data protection in AI systems
    d. Transparency and accountability in AI decision-making
    e. Responsible AI
4. AI and moral decision-making
    a. Moral agency and responsibility in AI systems
    b. Autonomous vehicles and the trolley problem
    c. Moral dilemmas in AI healthcare applications
    d. Ethical considerations in AI-driven decision support systems
5. AI and social justice
    a. Equity and fairness in AI applications
    b. Algorithmic discrimination and stereotyping

c. Ethical considerations in protecting human rights in the age of AI
d. Societal implications of AI technologies on employment, inequality, and democracy
e. Ethical implications of AI for marginalized communities
f. Ethical design principles for promoting social justice in AI systems

6. AI and creativity
    a. Artificial intelligence and its applications in creative industries
    b. The role of AI in generating, enhancing, and distributing creative content
    c. Ethical implications of data collection and usage in AI-driven creative projects
        i. Intellectual property rights in AI-generated works
        ii. Ethical considerations on ownership, attribution, and licensing of AI-created content
        iii. Legal and ethical challenges in determining authorship and copyright in collaborative AI projects
7. Ethical governance of AI
    a. Regulation and policy frameworks for AI ethics
    b. Diversity and inclusion in AI development and deployment
    c. International perspectives on AI ethics and governance
    d. The role of industry, academia, and government in shaping ethical AI practices
    e. Ethical considerations in AI policy making and implementation
8. Ethical reflection and future directions
    a. The role of humans in defining ethical boundaries for AI technologies
    b. The role of emotional intelligence and empathy in human interactions
    c. Fostering a relationship between AI and human flourishing
    d. Reflection on the evolving landscape of AI ethics and human values
    e. Ethical considerations in emerging AI technologies (e.g., AGI, neuro-technology)
    f. Ethical responsibilities of AI developers, researchers, and users
    g. Ethical activism and advocacy in the field of AI

Lab Content
Not applicable.

Special Facilities and/or Equipment
When taught as an online section, students and faculty need ongoing and continuous internet and email access.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Discussion
Essay and short text
Term paper

Midterms (2)
Final exam

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Discussion
Lecture
Project based learning
Group projects

Representative Text(s)

Author(s)	Title	Publication Date
Valor, Shanon	The Mirror AI: How to Reclaim Our Humanity in an Age of Machine Thinking	2024
O'Neil, Cathy	Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy	2017
Christian, Brian	The Alignment Problem: Machine Learning and Human Values	2020

Please provide justification for any texts that are older than 5 years
Though it is over 5 years old, the O'Neil work is the seminal text in the field.

Other Materials

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

1. Midterm and final exams will be short essay questions and evaluation of case studies in the area of AI and ethics.
2. Projects with makerspace for design and prototype experience.
3. Industry experience with guest lectures from ethicists that work for the AI industry.

Authorized Discipline(s):
Humanities or Philosophy

Faculty Service Area (FSA Code)
HUMANITIES

Taxonomy of Program Code (TOP Code)
2201.00 - Social Sciences, General

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

Please describe how you have incorporated principles of equity during this revision:
5/22/24: This course at its core discusses issues of discrimination, stereotyping, and equity. Additionally, the content and delivery of the course are designed around principles of UDL, encouraging participation from students who are traditionally excluded from the discussions around advanced technology.

Breadth Criteria for Foothill General Education Courses

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105 or 180) and English (ENGL 1A or 1AH or 1S & 1T) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Please map each appropriate component from the course outline of record to the appropriate breadth criteria. You can use any part of your COR.

Breadth Mapping: Please indicate all that apply

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research). Matching course component(s):
Analytic skills are required while evaluating the ethical dilemmas and ethical implications of the emerging technologies on the society at large.

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems). Matching course component(s):
Data analysis will be used to measure the effects of data collection while being mindful about privacy and fairness issues in AI applications.

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language. Matching course component(s):
Projects and assignments with case studies, to examine the ethical principles applied while evaluating the effects of AI models in the world of technology.

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues). Matching course component(s):
The course makes students evaluate the biases, stereotypes, accessibility and transparency issues related to cultures, religions and genders on a global level as well as their impacts on local communities like the silicon valley.

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities). Matching course component(s):
This course will develop information competency by introducing modules on an Introduction to AI, introduction to ethical and moral theories in Philosophy, it will expose students to the legal implications of using AI, specially copyright issues around usage of AI.

Depth Criteria for Area I – Humanities

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from two or more of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement must help students:
H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses must identify how they will help students achieve at least two of the following learning outcomes:
H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Please map each appropriate component from the course outline of record to the appropriate depth criteria. You can use any part of your COR.

Depth Mapping: Must include the following

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life; Matching course component(s):
The course content encompasses philosophical theories, humanistic representation, STEM data sets for AI algorithms and AI development and deployment. There is multidisciplinary approach from the social sciences and STEM areas, along with fine arts and language arts in gauging the effects of AI in all disciplines.

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted; Matching course component(s):
Students in the course will review works of artists that have used AI to generate art, They will examine the philosophical works of ethicists and moral theories from ancient and modern philosophers, that apply to evaluation of the ethical implications of the use of AI technologies. Literature on the evolution of AI and exploration of ethical standards in it's implementation from most contemporary authors will be reviewed in the course.

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals; Matching course component(s):
The value of usage of AI in bringing value to the human condition and expression of Human sentiments, as well as representation of human values through AI technology is what the course intends to offer.

H3. Develop appreciation for what is significant about human life and its creations; Matching course component(s):
A section on AI and creativity, AI and social justice specifically addresses the appreciation of human life and it's creation of AI tools to navigate life in a better way.

H4. Make reasoned judgments that reflect ethical and aesthetic human values; Matching course component(s):
The entire course is about ethically evaluating the values that the AI and emerging technologies bring to the world of humans and judging their impact on human condition.

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression. Matching course component(s):
Students will write essays, papers and discussion posts to identify, evaluate and structure their ideas around the ethics of moral decision making while innovating technologies for a futuristic society.

Depth Mapping: Additionally, must include at least two of the following

H6. Understanding of the ambiguities, vagaries, and value inherent in human language; Matching course component(s):
The course covers the complexities of ethical language and concepts, particularly in analyzing AI's role in decision-making and moral responsibility. Students will explore how terms like "fairness" and "bias" can be interpreted in multiple ways within the context of AI, highlighting the nuances in human and machine communication.

H7. Appreciation of nonverbal communication to be found in the visual and performing arts; Matching course component(s):
Students will study AI applications in creative fields, such as art and design, where nonverbal elements (e.g., visual aesthetics) convey messages or emotions. They will explore ethical concerns related to AI-generated art and its potential to shift nonverbal communication in creative industries.

H8. Recognition of the variety of valid interpretations of artistic expression; Matching course component(s):
Through analysis of AI-generated creative works, students will engage with different interpretations of these creations. They will assess the ethical questions surrounding authorship and intellectual property rights, examining the variety of ways people might interpret the artistic output of AI.

H9. Appreciation of our common humanity within the context of diverse cultures; Matching course component(s):
The course emphasizes how AI technologies can reinforce or challenge social norms, biases, and cultural practices. Discussions on global AI governance and its impact on marginalized communities will foster an appreciation for the shared human experience across diverse cultural contexts.

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination. Matching course component(s):
Students will engage in critical analysis of ethical frameworks and AI case studies, developing the ability to assess AI's ethical impact on society. Assignments will require students to evaluate real-world AI applications, form reasoned judgments, and communicate their ideas effectively through essays and discussions.

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
10/4/24

Division Dean Only

Seat Count
35

Load
.089

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
121081 - Philosophy

Account Code
1320

Program Code
150900 - Philosophy

Note: Because application forms for the new Foothill GE pattern have not yet been created, the existing application form for Area VII is being used to apply for new Area 7, Lifelong Learning.

ATHL F034. : INTERCOLLEGIATE BADMINTON I (WOMEN)

Proposal Type
New Course

Effective Term
Summer 2025

Subject
Athletics (ATHL)

Course Number
F034.

Department
Athletics (ATHL)

Division
Kinesiology and Athletics (1PE)

Units
3

Former ID

Cross Listed

Related Courses

Maximum Units
3

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
0

Weekly Lab Hours
9

Weekly Out of Class Hours
0

Special Hourly Notation

Total Contact Hours
108

Total Student Learning Hours
108

Repeatability Statement
May be taken six times for credit

Repeatability Criteria
Active participation each quarter course is repeated will enhance student's cognitive and performance skills and emphasis will be put on increasing fitness levels. These include: increased recognition of offensive and defensive strategies; increased physical fitness; increased development of advanced skills.

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
Foothill GE

Foothill GE Status
Area VII: Lifelong Learning

Need/Justification
This course partially satisfies the Foothill GE requirement for Area VII, Lifelong Learning.

Course Description
Competitive intercollegiate badminton emphasizing preseason conditioning, development of skills and strategies, and team building through pre-conference and conference competition. Intended for participants of the women's badminton team.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: Limitation on enrollment: Athletic tryout for intercollegiate team selection is required to enroll with permission of the instructor. Students will be required to have a physical prior to participation in the class. Students will be required to achieve and maintain sport-specific performance standards as evaluated by the instructor. Continued eligibility is determined by appropriate CCCAA academic and decorum rules.

Course Objectives
The student will be able to:

1. Perform badminton skills related to each athlete's specialized team objectives
2. Prepare to compete in a highly organized team sport at a maximum level of competition
3. Apply and practice skills learned and show improvement
4. Analyze effectively the opposing team's play and strategies
5. Demonstrate through performance the development of physical fitness levels in strength, endurance, and health
6. Identify official rules and their interpretations to enhance performance
7. Display proper sportsmanship on and off the court
8. Explain the elements and actions involved in an athletic philosophy

Course Content

1. Advanced development of fundamental skills of badminton
    a. Backhand
    b. Overheads
    c. Volleying
    d. Lobbying
    e. Slashing
    f. Serve
2. Strategies
    a. Offensive
        i. Singles
        ii. Doubles
        iii. Court positions
        iv. Net play
        v. Approach
    b. Defensive
        i. Singles
        ii. Doubles
        iii. Court positions

        iv. Net play
3. Physical fitness development
    a. Muscle strength
    b. Muscle endurance
    c. Aerobics and anaerobic conditioning
    d. Flexibility
4. Rules and regulations
    a. Faults
    b. Court and net
    c. Scoring
    d. Service
    e. Change of ends
    f. Service court errors
5. Sportsmanship and etiquette
    a. Mutual respect
    b. Distracting an opponent
    c. Joy of competition
    d. Zeal of excellence
    e. Rivalry and camaraderie
6. Individual and team philosophy
    a. Motivation
    b. Philosophy
    c. Pride
    d. Excellence
    e. Sacrifice
    f. Success
    g. Integrity
    h. Perseverance

Lab Content

1. Drills for skills
    a. Groundstrokes
    b. Volleys
    c. Overhead
    d. Serving
    e. Returning serve

Special Facilities and/or Equipment

1. Collegiate badminton courts and badminton racquets.
2. When taught as an online distance learning or hybrid section, students and faculty need ongoing and continuous internet and email access. Students may need to secure their own access to equipment specific to the sport.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Subjective assessment of physical skills and performance by direct coach's observation
1. Individual and team critiques
2. Video analysis
3. Student-athlete counseling: academic involvement, athletic department eligibility
4. Individual improvement, performance, and contribution to the total team effort
Objective assessment of performance
1. Participation in athletic competitions
2. Final evaluations

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Lecture
Discussion
Cooperative learning exercises
Laboratory
Demonstration

Representative Text(s)

Author(s)	Title	Publication Date
	3C2A Championship Handbook for Badminton	2023

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

Other Materials
The most recent edition of the rulebook will be used; annual updates are available online at https://www.worldbadminton.com/rules/

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments
Optional reading, writing, and viewing assignments as determined by instructor.

Authorized Discipline(s):
Physical Education or Coaching

Faculty Service Area (FSA Code)
PHYSICAL EDUCATION

Taxonomy of Program Code (TOP Code)
0835.50 - Intercollegiate Athletics

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

Please describe how you have incorporated principles of equity during this revision:
June 2024: Includes DEIA content that is covered in this course. Includes language and pedagogy that is inclusive to all. Discusses Racism, system racism and other issues related to historical context involving physical activity and sports and the barriers groups face. Examination of health disparities, social determinants of health, and health inequities to all involving physical activity and sport.

Breadth Criteria for Foothill General Education Courses

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105 or 180) and English (ENGL 1A or 1AH or 1S & 1T) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Please map each appropriate component from the course outline of record to the appropriate breadth criteria. You can use any part of your COR.

Breadth Mapping: Please indicate all that apply

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research). Matching course component(s):
Methods of Evaluation:

Subjective assessment of physical skills and performance by direct coach's observation
1. Individual and team critiques
2. Video analysis
3. Student-athlete counseling: academic involvement, athletic department eligibility
4. Individual improvement, performance, and contribution to the total team effort

Objective assessment of performance
1. Participation in athletic competitions
2. Final evaluations

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems). Matching course component(s):

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language. Matching course component(s):
Course Content:

1. Advanced development of fundamental skills of badminton
Backhand
Overheads
Volleying
Lobbying
Slashing
Serve

2. Strategies
a. Offensive
Singles
Doubles
Court positions
Net play
Approach
b. Defensive
Singles
Doubles
Court positions
Net play

4. Rules and regulations
Faults
Court and net

Scoring
Service
Change of ends
Service court errors

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues). Matching course component(s):

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities). Matching course component(s):

Depth Criteria for Area VII – Lifelong Learning

Courses in this area provide students with the skills needed to continue learning after they leave college. Courses focus on the study of humans as integrated intellectual, physiological, social and psychological beings in relation to society and the environment. Full understanding and synthesis of a subject area usually occurs when the skills mastered in a course of study are applied to the context of another discipline. Students are given an opportunity to experience this concept in courses that provide opportunities that bridge subject areas so that students learn to function as independent and effective learners.

Physical activity courses are given inclusion to this area in recognition of the reality that you have to be healthy and live a long life in order to take advantage of lifelong learning. Foothill College deems that: Physical activity courses are acceptable, if they entail movement by the student and are overseen by a faculty member or coach. These courses can be taken for up to 2 units.

A course meeting the Lifelong Learning General Education Requirement must help students:
L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;
L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;
L3. Identify current issues and concerns that influence health, communication or learning;
L4. Comprehend and apply health and well-being issues to the individual and to society;
L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

In addition, a course meeting this requirement must include at least one of the following student learning outcomes:
L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;
L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;
L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;
L9. Use technology to analyze problems and create solutions.

Please map each appropriate component from the course outline of record to the appropriate depth criteria. You can use any part of your COR.

Depth Mapping: Must include the following

L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study; Matching course component(s):
Description:

Competitive intercollegiate badminton emphasizing preseason conditioning, development of skills and strategies, and team building through pre-conference and conference competition. Intended for participants of the women's badminton team.

Course Content:

6. Sportsmanship and etiquette
Mutual respect
Rivalry and camaraderie
Zeal for excellence

7. Individual and team philosophy
Motivation
Pride
Excellence
Sacrifice
Success
Integrity

L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations; Matching course component(s):
Course Content:

5. Sportsmanship and etiquette
Mutual respect
Distracting an opponent
Joy of competition
Zeal of excellence
Rivalry and camaraderie

6. Individual and team philosophy
Motivation
Philosophy
Pride
Excellence
Sacrifice
Success

Integrity
Perseverance

L3. Identify current issues and concerns that influence health, communication or learning;
Matching course component(s):
Course Content:

1. Advanced development of fundamental skills of badminton
Backhand
Overheads
Volleying
Lobbying
Slashing
Serve

2. Strategies
a. Offensive
Singles
Doubles
Court positions
Net play
Approach
b. Defensive
Singles
Doubles
Court positions
Net play

3. Physical fitness development
Muscle strength
Muscle endurance
Aerobics and anaerobic conditioning
Flexibility

4. Rules and regulations
Faults
Court and net
Scoring
Service
Change of ends
Service court errors

5. Sportsmanship and etiquette
Mutual respect

Distracting an opponent
Joy of competition
Zeal of excellence
Rivalry and camaraderie

6. Individual and team philosophy
Motivation
Philosophy
Pride
Excellence
Sacrifice
Success
Integrity
Perseverance

L4. Comprehend and apply health and well-being issues to the individual and to society; Matching course component(s):
Course Objectives:

2. Prepare to compete in a highly organized team sport at a maximum level of competition

3. Apply and practice skills learned and show improvement

5. Demonstrate through performance the development of physical fitness levels in strength, endurance, and health

7. Display proper sportsmanship on and off the court

8. Explain the elements and actions involved in an athletic philosophy

L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information. Matching course component(s):
Course Objectives:

5. Demonstrate through performance the development of physical fitness levels in strength, endurance, and health

6. Identify official rules and their interpretations to enhance performance

Methods of Evaluation:

Subjective assessment of physical skills and performance by direct coach's observation
1. Individual and team critiques
2. Video analysis

3. Student-athlete counseling: academic involvement, athletic department eligibility
4. Individual improvement, performance, and contribution to the total team effort

Depth Mapping: Additionally, must include at least one of the following

L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities; Matching course component(s):

L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society; Matching course component(s):

L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health; Matching course component(s):
Course Objectives:

2. Prepare to compete in a highly organized team sport at a maximum level of competition

3. Apply and practice skills learned and show improvement

5. Demonstrate through performance the development of physical fitness levels in strength, endurance, and health

7. Display proper sportsmanship on and off the court

L9. Use technology to analyze problems and create solutions. Matching course component(s):

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
10/3/24

Division Dean Only

Seat Count
30

Load
.167

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
124122 - Badminton, Womens

Account Code
1320

Program Code
083500 - Physical Education

Note: Because application forms for the new Foothill GE pattern have not yet been created, the existing application form for Area VII is being used to apply for new Area 7, Lifelong Learning.

ATHL F034A : PRESEASON CONDITIONING FOR WOMEN'S BADMINTON

Proposal Type
New Course

Effective Term
Summer 2025

Subject
Athletics (ATHL)

Course Number
F034A

Department
Athletics (ATHL)

Division
Kinesiology and Athletics (1PE)

Units
2

Former ID

Cross Listed

Related Courses

Maximum Units
2

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
0

Weekly Lab Hours
6

Weekly Out of Class Hours
0

Special Hourly Notation

Total Contact Hours
72

Total Student Learning Hours
72

Repeatability Statement
May be taken six times for credit

Repeatability Criteria
Active participation each quarter course is repeated will enhance student's cognitive and performance skills and emphasis will be put on increasing fitness levels. These include: increased recognition of offensive and defensive strategies; increased physical fitness; increased development of advanced skills.

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
Foothill GE

Foothill GE Status
Area VII: Lifelong Learning

Need/Justification
This course partially satisfies the Foothill GE requirement for Area VII, Lifelong Learning.

Course Description
The development of athletic skills and mental conditioning which is required to be successful in the intercollegiate sport of badminton.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: Limitation on enrollment: Athletic tryout for intercollegiate team selection is required to enroll with permission of the instructor. Students will be required to have a physical prior to participation in the class. Students will be required to achieve and maintain sport-specific performance standards as evaluated by the instructor. Continued eligibility is determined by appropriate CCCAA academic and decorum rules.

Course Objectives
The student will be able to:

1. Demonstrate the skills necessary to compete on an intercollegiate badminton team at a high level of performance
2. Explain the value of sport in developing commitment, self-discipline, self-respect, and teamwork, and adhere to an athletic code of excellence through exemplary deportment both on and off the field of competition
3. Discuss and demonstrate effective tactical and mental strategies conducive to the sport of badminton
4. Demonstrate increased strength, endurance, stamina, flexibility, and knowledge of a healthy diet

Course Content

1. Advanced development of fundamental skills applicable to the sport of badminton
    a. Individual physical skills relative to badminton
    b. Team skill/plays/strategies relative to badminton
2. Physical fitness development
    a. Muscular development
    b. Muscular endurance
    c. Cardiovascular fitness
    d. Flexibility
    e. Nutritional knowledge
3. Stress and pressure/mental game
    a. Choking and safeguards against pressure
    b. When to take chances and when to play it safe
    c. Concentration and "the zone"
4. Rules
    a. Video on the rules of badminton
    b. How to use the rulebook for badminton
    c. Appropriate behavior during competition
5. Practice sessions
    a. Individual skills/techniques
    b. Team drills/strategies
6. Sportsmanship and etiquette

a. Mutual respect
b. Rivalry and camaraderie
c. Zeal for excellence

7. Individual and team philosophy
    a. Motivation
    b. Pride
    c. Excellence
    d. Sacrifice
    e. Success
    f. Integrity
    g. Perseverance

Lab Content

Activities and drills that promote the student's development in the sport of badminton, such as serving, hitting, and practicing footwork.

Special Facilities and/or Equipment

1. Equipment required for the sport of badminton.
2. When taught as an online distance learning or hybrid section, students and faculty need ongoing and continuous internet and email access. Students may need to secure their own access to equipment specific to the sport.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Physical skills and techniques will be assessed by direct instructor observation
1. Individual and team verbal critiques
2. Video analysis
3. Individual improvement, performance, and contribution to team effort

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Lecture presentations and team discussion
Facilitation of drills and activities that promote learning objectives

Representative Text(s)

Author(s)	Title	Publication Date
	3C2A Championship Handbook for Badminton	2023
Bernd-Volker, Brahms	Badminton Handbook: Training, Tactics & Competition	2014

Please provide justification for any texts that are older than 5 years
Although the Bernd-Volker text is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

Other Materials
The most recent edition of the rulebook will be used; annual updates are available online at https://www.worldbadminton.com/rules/

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments
Optional reading, writing, and viewing assignments as recommended by instructor.

Authorized Discipline(s):
Physical Education or Coaching

Faculty Service Area (FSA Code)
PHYSICAL EDUCATION

Taxonomy of Program Code (TOP Code)
0835.50 - Intercollegiate Athletics

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

Please describe how you have incorporated principles of equity during this revision:
June 2024: Includes DEIA content that is covered in this course. Includes language and pedagogy that is inclusive to all. Discusses racism, system racism and other issues related to historical context involving physical activity and sports and the barriers groups face. Examination of health disparities, social determinants of health, and health inequities to all involving physical activity.

Breadth Criteria for Foothill General Education Courses

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105 or 180) and English (ENGL 1A or 1AH or 1S & 1T) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Please map each appropriate component from the course outline of record to the appropriate breadth criteria. You can use any part of your COR.

Breadth Mapping: Please indicate all that apply

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research). Matching course component(s):
Methods of Evaluation:

Physical skills and techniques will be assessed by direct instructor observation
1. Individual and team verbal critiques
2. Video analysis
3. Individual improvement, performance, and contribution to team effort

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems). Matching course component(s):

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language. Matching course component(s):
Course Content:

1. Advanced development of fundamental skills applicable to the sport of badminton
Individual physical skills relative to badminton
Team skill/plays/strategies relative to badminton

4. Rules
Video on the rules of badminton
How to use the rulebook for badminton
Appropriate behavior during competition

5. Practice sessions

Individual skills/techniques
Team drills/strategies

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues). Matching course component(s):

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities). Matching course component(s):

Depth Criteria for Area VII – Lifelong Learning

Courses in this area provide students with the skills needed to continue learning after they leave college. Courses focus on the study of humans as integrated intellectual, physiological, social and psychological beings in relation to society and the environment. Full understanding and synthesis of a subject area usually occurs when the skills mastered in a course of study are applied to the context of another discipline. Students are given an opportunity to experience this concept in courses that provide opportunities that bridge subject areas so that students learn to function as independent and effective learners.

Physical activity courses are given inclusion to this area in recognition of the reality that you have to be healthy and live a long life in order to take advantage of lifelong learning. Foothill College deems that: Physical activity courses are acceptable, if they entail movement by the student and are overseen by a faculty member or coach. These courses can be taken for up to 2 units.

A course meeting the Lifelong Learning General Education Requirement must help students:
L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;
L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;
L3. Identify current issues and concerns that influence health, communication or learning;
L4. Comprehend and apply health and well-being issues to the individual and to society;
L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

In addition, a course meeting this requirement must include at least one of the following student learning outcomes:
L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;
L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;
L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;
L9. Use technology to analyze problems and create solutions.

Please map each appropriate component from the course outline of record to the appropriate depth criteria. You can use any part of your COR.

Depth Mapping: Must include the following

L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study; Matching course component(s):
Course Description:

The development of athletic skills and mental conditioning which is required to be successful in the intercollegiate sport of badminton.

Course Content:

6. Sportsmanship and etiquette
Mutual respect
Rivalry and camaraderie
Zeal for excellence

7. Individual and team philosophy
Motivation
Pride
Excellence
Sacrifice
Success
Integrity
Perseverance

L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations; Matching course component(s):
Course Content:

6. Sportsmanship and etiquette
Mutual respect
Rivalry and camaraderie
Zeal for excellence

7. Individual and team philosophy
Motivation
Pride
Excellence
Sacrifice
Success
Integrity
Perseverance

L3. Identify current issues and concerns that influence health, communication or learning;
Matching course component(s):
Course Content:

1. Advanced development of fundamental skills applicable to the sport of badminton
Individual physical skills relative to badminton
Team skill/plays/strategies relative to badminton

2. Physical fitness development
Muscular development
Muscular endurance
Cardiovascular fitness
Flexibility
Nutritional knowledge

3. Stress and pressure/mental game
Choking and safeguards against pressure
When to take chances and when to play it safe
Concentration and "the zone"

4. Rules
Video on the rules of badminton
How to use the rulebook for badminton
Appropriate behavior during competition

5. Practice sessions
Individual skills/techniques
Team drills/strategies

6. Sportsmanship and etiquette
Mutual respect
Rivalry and camaraderie
Zeal for excellence

7. Individual and team philosophy
Motivation
Pride
Excellence
Sacrifice
Success
Integrity
Perseverance

L4. Comprehend and apply health and well-being issues to the individual and to society; Matching course component(s):
Course Objectives:

1. Demonstrate the skills necessary to compete on an intercollegiate badminton team at a high level of performance

2. Explain the value of sport in developing commitment, self-discipline, self-respect, and teamwork, and adhere to an athletic code of excellence through exemplary deportment both on and off the field of competition

3. Discuss and demonstrate effective tactical and mental strategies conducive to the sport of badminton

4. Demonstrate increased strength, endurance, stamina, flexibility, and knowledge of a healthy diet

L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information. Matching course component(s):
Course Content:

4. Rules
Video on the rules of badminton
How to use the rulebook for badminton
Appropriate behavior during competition

Methods of Evaluation:

Physical skills and techniques will be assessed by direct instructor observation
1. Individual and team verbal critiques
2. Video analysis
3. Individual improvement, performance, and contribution to team effort

Depth Mapping: Additionally, must include at least one of the following

L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities; Matching course component(s):

L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society; Matching course component(s):

L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health; Matching course component(s):
Course Objectives:

1. Demonstrate the skills necessary to compete on an intercollegiate badminton team at a high level of performance

2. Explain the value of sport in developing commitment, self-discipline, self-respect, and teamwork, and adhere to an athletic code of excellence through exemplary deportment both on and off the field of competition

3. Discuss and demonstrate effective tactical and mental strategies conducive to the sport of badminton

4. Demonstrate increased strength, endurance, stamina, flexibility, and knowledge of a healthy diet

Course Content:

4. Physical fitness development
Muscular development
Muscular endurance
Cardiovascular fitness
Flexibility
Nutritional knowledge

L9. Use technology to analyze problems and create solutions. Matching course component(s):

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
10/3/24

Division Dean Only

Seat Count
30

Load
.102

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
124122 - Badminton, Womens

Account Code
1320

Program Code
083500 - Physical Education

Note: Because application forms for the new Foothill GE pattern have not yet been created, the existing application form for Area VII is being used to apply for new Area 7, Lifelong Learning.

ATHL F034C : FUNCTIONAL FITNESS FOR WOMEN'S BADMINTON

Proposal Type
New Course

Effective Term
Summer 2025

Subject
Athletics (ATHL)

Course Number
F034C

Department
Athletics (ATHL)

Division
Kinesiology and Athletics (1PE)

Units
1

Former ID

Cross Listed

Related Courses

Maximum Units
1

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
0

Weekly Lab Hours
3

Weekly Out of Class Hours
0

Special Hourly Notation

Total Contact Hours
36

Total Student Learning Hours
36

Repeatability Statement
May be taken six times for credit

Repeatability Criteria
Active participation each quarter course is repeated will enhance student's cognitive and performance skills and emphasis will be put on increasing fitness levels. These include: increased recognition of offensive and defensive strategies; increased physical fitness; increased development of advanced skills.

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
Foothill GE

Foothill GE Status
Area VII: Lifelong Learning

Need/Justification
This course partially satisfies the Foothill GE requirement for Area VII, Lifelong Learning.

Course Description
This course will provide advanced training and instruction in the use of weights for the sport of badminton.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives
The student will be able to:

1. Participate in a structured and comprehensive program of advanced weight training for the sport of badminton
2. Develop and apply personal and performance goals
3. Employ correct lifting techniques in a variety of advanced resistance exercise techniques for the sport of badminton
4. Demonstrate the differences between a variety of advanced resistance exercise techniques for performance in the sport of badminton

Course Content

1. Establish performance goals which students are encouraged to work towards
2. Develop knowledge and understanding of various advanced strength training techniques
    a. Super sets
    b. Periodizations
    c. Negatives
    d. Isometric and super slow training
    e. Olympic style lifts
3. Develop strength through participation in various advanced strength training techniques
4. Develop individualized performance goals which encourage specialization in the sport of badminton
5. Explain physiological and anatomical relationships of weight training effects on the body consistent with the performance goals for the sport of badminton

Lab Content
Use of pin-set machines, free weights, and functional fitness strengthening exercises, such as lifting, squatting, stretching, balancing (e.g., medicine balls, BOSU, and TRX).

Special Facilities and/or Equipment
1. Free weights
2. Squat racks
3. Olympic lifting platforms
4. Sandbags
5. When taught as an online distance learning or hybrid section, students and faculty need ongoing and continuous internet and email access. Students may need to secure their own access to equipment specific to the sport

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Strength development will be assessed and measured by certain lifts, such as the bench press, squats, and military press
Demonstrating the correct form in the Olympic lifts used for performance in the sport of badminton

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Active participation by students and instructor to facilitate an effective learning environment
Lecture and/or demonstration

Representative Text(s)

Author(s)	Title	Publication Date
Price, Rob	The Ultimate Guide to Weight Training for Badminton	2003

Please provide justification for any texts that are older than 5 years
Although this text is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

Other Materials

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments
Optional reading and writing assignments as recommended by instructor.

Authorized Discipline(s):
Physical Education or Coaching

Faculty Service Area (FSA Code)
PHYSICAL EDUCATION

Taxonomy of Program Code (TOP Code)
0835.50 - Intercollegiate Athletics

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

Please describe how you have incorporated principles of equity during this revision:
June 2024: Includes DEIA content that is covered in this course. Includes language and pedagogy that is inclusive to all. Discusses Racism, system racism and other issues related to historical context involving physical activity and sports and the barriers groups face. Examination of health disparities, social determinants of health, and health inequities to all involving physical activity.

Breadth Criteria for Foothill General Education Courses

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105 or 180) and English (ENGL 1A or 1AH or 1S & 1T) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Please map each appropriate component from the course outline of record to the appropriate breadth criteria. You can use any part of your COR.

Breadth Mapping: Please indicate all that apply

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research). Matching course component(s):
Methods of Evaluation:

Strength development will be assessed and measured by certain lifts, such as the bench press, squats, and military press

Demonstrating the correct form in the Olympic lifts used for performance in the sport of badminton

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems). Matching course component(s):

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language. Matching course component(s):
Course Content:

1. Establish performance goals which students are encouraged to work towards

2. Develop knowledge and understanding of various advanced strength training techniques
Super sets
Periodizations
Negatives
Isometric and super slow training
Olympic style lifts

3. Develop strength through participation in various advanced strength training techniques

4. Develop individualized performance goals which encourage specialization in the sport of badminton

5. Explain physiological and anatomical relationships of weight training effects on the body consistent with the performance goals for the sport of badminton

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues). Matching course component(s):

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities). Matching course component(s):

Depth Criteria for Area VII – Lifelong Learning

Courses in this area provide students with the skills needed to continue learning after they leave college. Courses focus on the study of humans as integrated intellectual, physiological, social and psychological beings in relation to society and the environment. Full understanding and synthesis of a subject area usually occurs when the skills mastered in a course of study are applied to the context of another discipline. Students are given an opportunity to experience this concept in courses that provide opportunities that bridge subject areas so that students learn to function as independent and effective learners.

Physical activity courses are given inclusion to this area in recognition of the reality that you have to be healthy and live a long life in order to take advantage of lifelong learning. Foothill College deems that: Physical activity courses are acceptable, if they entail movement by the student and are overseen by a faculty member or coach.

These courses can be taken for up to 2 units.

A course meeting the Lifelong Learning General Education Requirement must help students:
L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;
L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;
L3. Identify current issues and concerns that influence health, communication or learning;
L4. Comprehend and apply health and well-being issues to the individual and to society;
L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

In addition, a course meeting this requirement must include at least one of the following student learning outcomes:
L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;
L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;
L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;
L9. Use technology to analyze problems and create solutions.

Please map each appropriate component from the course outline of record to the appropriate depth criteria. You can use any part of your COR.

Depth Mapping: Must include the following

L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study; Matching course component(s):
Course Description:

This course will provide advanced training and instruction in the use of weights for the sport of badminton.

L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations; Matching course component(s):
Course Content:

4. Develop individualized performance goals which encourage specialization in the sport of badminton

5. Explain physiological and anatomical relationships of weight training effects on the body consistent with the performance goals for the sport of badminton

L3. Identify current issues and concerns that influence health, communication or learning; Matching course component(s):
Course Content:

1. Establish performance goals which students are encouraged to work towards

2. Develop knowledge and understanding of various advanced strength training techniques
Super sets
Periodizations
Negatives
Isometric and super slow training
Olympic style lifts

3. Develop strength through participation in various advanced strength training techniques

L4. Comprehend and apply health and well-being issues to the individual and to society; Matching course component(s):
Course Objectives:

1. Participate in a structured and comprehensive program of advanced weight training for the sport of badminton

2. Develop and apply personal and performance goals

3. Employ correct lifting techniques in a variety of advanced resistance exercise techniques for the sport of badminton

4. Demonstrate the differences between a variety of advanced resistance exercise techniques for performance in the sport of badminton

L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information. Matching course component(s):
Course Content:

1. Establish performance goals which students are encouraged to work towards

2. Develop strength through participation in various advanced strength training techniques

3. Develop individualized performance goals which encourage specialization in the sport of badminton

4. Explain physiological and anatomical relationships of weight training effects on the body consistent with the performance goals for the sport of badminton

Depth Mapping: Additionally, must include at least one of the following

L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities; Matching course component(s):

L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society; Matching course component(s):

L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health; Matching course component(s):
Course Objectives:

1. Participate in a structured and comprehensive program of advanced weight training for the sport of badminton

2. Develop and apply personal and performance goals

3. Employ correct lifting techniques in a variety of advanced resistance exercise techniques for the sport of badminton

4. Demonstrate the differences between a variety of advanced resistance exercise techniques for performance in the sport of badminton

L9. Use technology to analyze problems and create solutions. Matching course component(s):

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
10/3/24

Division Dean Only

Seat Count
30

Load
.051

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
124122 - Badminton, Womens

Account Code
1320

Program Code
083500 - Physical Education

Note: Because application forms for the new Foothill GE pattern have not yet been created, the existing application form for Area VII is being used to apply for new Area 7, Lifelong Learning.

ATHL F034F : INTERCOLLEGIATE BADMINTON II (WOMEN)

Proposal Type
New Course

Effective Term
Summer 2025

Subject
Athletics (ATHL)

Course Number
F034F

Department
Athletics (ATHL)

Division
Kinesiology and Athletics (1PE)

Units
2

Former ID

Cross Listed

Related Courses

Maximum Units
2

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
0

Weekly Lab Hours
6

Weekly Out of Class Hours
0

Special Hourly Notation

Total Contact Hours
72

Total Student Learning Hours
72

Repeatability Statement
May be taken six times for credit

Repeatability Criteria
Active participation each quarter course is repeated will enhance student's cognitive and performance skills and emphasis will be put on increasing fitness levels. These include: increased recognition of offensive and defensive strategies; increased physical fitness; increased development of advanced skills.

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
Foothill GE

Foothill GE Status
Area VII: Lifelong Learning

Need/Justification
This course partially satisfies the Foothill GE requirement for Area VII, Lifelong Learning.

Course Description
Competitive intercollegiate badminton emphasizing athletic skill, strategy development, and performance through conference and post-conference competition. Intended for participants of the women's badminton team.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: Limitation on enrollment: Athletic tryout for intercollegiate team selection is required to enroll with permission of the instructor. Students will be required to have a physical prior to participation in the class. Students will be required to achieve and maintain sport-specific performance standards as evaluated by the instructor. Continued eligibility is determined by appropriate CCCAA academic and decorum rules.

Course Objectives
The student will be able to:

1. Perform badminton skills related to each athlete's specialized team objectives
2. Prepare to compete in a highly organized team sport at a maximum level of competition
3. Apply and practice skills learned and show improvement
4. Analyze effectively the opposing team's play and strategies
5. Demonstrate through performance the development of physical fitness levels in strength, endurance, and health
6. Identify official rules and their interpretations to enhance performance
7. Display proper sportsmanship on and off the court
8. Explain the elements and actions involved in an athletic philosophy

Course Content

1. Advanced development of fundamental skills of badminton
    a. Backhand
    b. Overheads
    c. Volleying
    d. Lobbying
    e. Slashing
    f. Serve
2. Strategies
    a. Offensive
        i. Singles
        ii. Doubles
        iii. Court positions
        iv. Net play
        v. Approach
    b. Defensive
        i. Singles
        ii. Doubles
        iii. Court positions

        iv. Net play
3. Physical fitness development
    a. Muscle strength
    b. Muscle endurance
    c. Aerobics and anaerobic conditioning
    d. Flexibility
4. Rules and regulations
    a. Faults
    b. Court and net
    c. Scoring
    d. Service
    e. Change of ends
    f. Service court errors
5. Sportsmanship and etiquette
    a. Mutual respect
    b. Distracting an opponent
    c. Joy of competition
    d. Zeal of excellence
    e. Rivalry and camaraderie
6. Individual and team philosophy
    a. Motivation
    b. Philosophy
    c. Pride
    d. Excellence
    e. Sacrifice
    f. Success
    g. Integrity
    h. Perseverance

Lab Content

1. Drills for skills
    a. Serving
    b. Returning
    c. Ground strokes
    d. Volleying
    e. Point building

Special Facilities and/or Equipment

1. Collegiate badminton courts and tennis racquets.
2. When taught as an online distance learning or hybrid section, students and faculty need ongoing and continuous internet and email access. Students may need to secure their own access to equipment specific to the sport.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Subjective assessment of physical skills and performance by direct coach's observation
1. Individual and team critiques
2. Video analysis
3. Student-athlete counseling: academic involvement, athletic department eligibility
4. Individual improvement, performance, and contribution to the total team effort
Objective assessment of performance
1. Participation in athletic competitions
2. Final evaluations

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Lecture
Discussion
Cooperative learning exercises
Laboratory
Demonstration

Representative Text(s)

Author(s)	Title	Publication Date
	3C2A Championship Handbook for Badminton	2023

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

Other Materials
The most recent edition of the rulebook will be used; annual updates are available online at https://www.worldbadminton.com/rules/

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments
Optional reading and writing assignments as recommended by instructor.

Authorized Discipline(s):
Physical Education or Coaching

Faculty Service Area (FSA Code)
PHYSICAL EDUCATION

Taxonomy of Program Code (TOP Code)
0835.50 - Intercollegiate Athletics

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

Please describe how you have incorporated principles of equity during this revision:
June 2024: Includes DEIA content that is covered in this course. Includes language and pedagogy that is inclusive to all. Discusses Racism, system racism and other issues related to historical context involving physical activity and sports and the barriers groups face. Examination of health disparities, social determinants of health, and health inequities to all involving physical activity.

Breadth Criteria for Foothill General Education Courses

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105 or 180) and English (ENGL 1A or 1AH or 1S & 1T) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Please map each appropriate component from the course outline of record to the appropriate breadth criteria. You can use any part of your COR.

Breadth Mapping: Please indicate all that apply

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research). Matching course component(s):
Methods of Evaluation:

Subjective assessment of physical skills and performance by direct coach's observation
1. Individual and team critiques
2. Video analysis
3. Student-athlete counseling: academic involvement, athletic department eligibility
4. Individual improvement, performance, and contribution to the total team effort

Objective assessment of performance
1. Participation in athletic competitions
2. Final evaluations

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems). Matching course component(s):

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language. Matching course component(s):
Course Content:

1. Advanced development of fundamental skills of badminton
Backhand
Overheads
Volleying
Lobbying
Slashing
Serve

2. Strategies
a. Offensive
Singles
Doubles
Court positions
Net play
Approach
b. Defensive
Singles
Doubles
Court positions
Net play

3. Physical fitness development
Muscle strength
Muscle endurance

Aerobics and anaerobic conditioning
Flexibility

4. Rules and regulations
Faults
Court and net
Scoring
Service
Change of ends
Service court errors

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues). Matching course component(s):

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities). Matching course component(s):

Depth Criteria for Area VII – Lifelong Learning

Courses in this area provide students with the skills needed to continue learning after they leave college. Courses focus on the study of humans as integrated intellectual, physiological, social and psychological beings in relation to society and the environment. Full understanding and synthesis of a subject area usually occurs when the skills mastered in a course of study are applied to the context of another discipline. Students are given an opportunity to experience this concept in courses that provide opportunities that bridge subject areas so that students learn to function as independent and effective learners.

Physical activity courses are given inclusion to this area in recognition of the reality that you have to be healthy and live a long life in order to take advantage of lifelong learning. Foothill College deems that: Physical activity courses are acceptable, if they entail movement by the student and are overseen by a faculty member or coach. These courses can be taken for up to 2 units.

A course meeting the Lifelong Learning General Education Requirement must help students:
L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;
L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;
L3. Identify current issues and concerns that influence health, communication or learning;
L4. Comprehend and apply health and well-being issues to the individual and to society;
L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

In addition, a course meeting this requirement must include at least one of the following student learning outcomes:
L6. Define career and life planning strategies and resources including goal setting and time management,

learning styles and self-awareness, building a positive work ethic and leadership qualities;
L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;
L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;
L9. Use technology to analyze problems and create solutions.

Please map each appropriate component from the course outline of record to the appropriate depth criteria. You can use any part of your COR.

Depth Mapping: Must include the following

L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study; Matching course component(s):
Course Description:

Competitive intercollegiate badminton emphasizing athletic skill, strategy development, and performance through conference and post-conference competition. Intended for participants of the women's badminton team.

L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations; Matching course component(s):
Course Content:

5. Sportsmanship and etiquette
Mutual respect
Distracting an opponent
Joy of competition
Zeal of excellence
Rivalry and camaraderie

6. Individual and team philosophy
Motivation
Philosophy
Pride
Excellence
Sacrifice
Success
Integrity
Perseverance

L3. Identify current issues and concerns that influence health, communication or learning; Matching course component(s):
Course Content:

1. Advanced development of fundamental skills of badminton
Backhand

Overheads
Volleying
Lobbying
Slashing
Serve

2. Strategies
a. Offensive
Singles
Doubles
Court positions
Net play
Approach
b. Defensive
Singles
Doubles
Court positions
Net play

3. Physical fitness development
Muscle strength
Muscle endurance
Aerobics and anaerobic conditioning
Flexibility

4. Rules and regulations
Faults
Court and net
Scoring
Service
Change of ends
Service court errors

5. Sportsmanship and etiquette
Mutual respect
Distracting an opponent
Joy of competition
Zeal of excellence
Rivalry and camaraderie

6. Individual and team philosophy
Motivation
Philosophy
Pride

Excellence
Sacrifice
Success
Integrity
Perseverance

L4. Comprehend and apply health and well-being issues to the individual and to society; Matching course component(s):
Course Objectives:

2. Prepare to compete in a highly organized team sport at a maximum level of competition

3. Apply and practice skills learned and show improvement

5. Demonstrate through performance the development of physical fitness levels in strength, endurance, and health

7. Display proper sportsmanship on and off the court

8. Explain the elements and actions involved in an athletic philosophy

L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information. Matching course component(s):
Course Objectives:

5. Demonstrate through performance the development of physical fitness levels in strength, endurance, and health

6. Identify official rules and their interpretations to enhance performance

Methods of Evaluation:

Subjective assessment of physical skills and performance by direct coach's observation
1. Individual and team critiques
2. Video analysis
3. Student-athlete counseling: academic involvement, athletic department eligibility
4. Individual improvement, performance, and contribution to the total team effort

Depth Mapping: Additionally, must include at least one of the following

L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities; Matching course component(s):

L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society; Matching course component(s):

L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health; Matching course component(s):
Course Objectives:

2. Prepare to compete in a highly organized team sport at a maximum level of competition

3. Apply and practice skills learned and show improvement

5. Demonstrate through performance the development of physical fitness levels in strength, endurance, and health

7. Display proper sportsmanship on and off the court

L9. Use technology to analyze problems and create solutions. Matching course component(s):

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
10/3/24

Division Dean Only

Seat Count
30

Load
.102

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
124122 - Badminton, Womens

Account Code
1320

Program Code
083500 - Physical Education

General Education Review Request
AREA 1A - English Composition

Course Number & Title:

Indicate if this is: ☐ **a course, or** ☐ **a sequence of multiple courses**

Overview:
The General Education (GE) sequence at Foothill College plays a vital role in preparing well-rounded, critically engaged students. By integrating both breadth—exposure to diverse disciplines—and depth—meaningful engagement with core concepts and methodologies—the GE curriculum equips students to think critically, communicate effectively, and act responsibly in a complex world.

This form is for instructors seeking to include their course in a specific GE area. To ensure alignment with GE goals, instructors are asked to provide a clear and detailed explanation of how their course:

- Meets the specific learning outcomes and content requirements for the designated GE area.
- Develops students' abilities in critical thinking, effective communication, and ethical reasoning.
- Integrates diverse perspectives and encourages engagement with real-world issues.
- Enhances interdisciplinary understanding and prepares students for informed decision-making.

Your thoughtful input ensures that our General Education curriculum continues to support student success across academic, professional, and civic domains. Thank you for contributing to this important work.

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course. (note - this paragraph is no longer required. Do we want to **replace,** or **remove** this language?)

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

Depth Criteria for Area 1A - English Composition:

English Composition courses focus on developing students' proficiency in written communication to meet the demands of academic, professional, and real-world contexts. These courses emphasize two essential intellectual skills: comprehension and written expression at the college level. Students engage with diverse texts to extract meaning, analyze patterns, evaluate information, and synthesize ideas. Writing assignments require students to consider audience and purpose, employ effective rhetorical and structural techniques, provide evidence-based arguments, and refine their work through iterative drafting and revision.

The curriculum aims to cultivate clear, articulate, and persuasive communication while introducing students to the aesthetics and power of the written word. By mastering these skills, students gain the confidence and ability to express themselves effectively in academic and professional settings.

DRAFT

General Education Review Request
AREA 1A - English Composition

Course Number & Title:_____

Indicate if this is: ☐ **a course, or** ☐ **a sequence of multiple courses**

Instructions for Mapping Course Components to Criteria

Please follow the steps below to demonstrate how your course (or course sequence) fulfills the Breadth and Depth criteria for General Education Area 1A - English Composition. 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 course sequence, 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 course sequence 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**
   Ability to identify an information need, find, evaluate, and use information ethically, and utilize digital tools to solve real-world problems.
   - Matching course component(s):

DRAFT

General Education Review Request
AREA 1A - English Composition

Depth Mapping

Mandatory Depth Outcomes

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

1. **Comprehension and Analysis**
   Read and comprehend college-level texts, including the ability to interpret, analyze, evaluate, and synthesize information from expository, narrative, and argumentative prose.
   - Matching course component(s):

2. **Text-Based Writing**
   Write extended compositions totaling a minimum of 6,000 words, grounded in college-level readings, academic subject matter, and class discussions.
   - Matching course component(s):

3. **Critical Thinking in Writing**
   Recognize and evaluate ideas, distinguish between facts, inferences, opinions, and assumptions, and draw and assess conclusions.
   - Matching course component(s):

4. **Thesis and Argument Development**
   Formulate an arguable thesis appropriate to the audience and purpose, and substantiate it through logical organization, supporting evidence, and clarity of expression.
   - Matching course component(s):

5. **Research and Documentation**
   Conduct research using print and electronic media, and accurately attribute sources through textual citations and MLA documentation.
   - Matching course component(s):

DRAFT

General Education Review Request
AREA 1A - English Composition

Optional Depth Outcomes

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

1. **Argumentation Principles**
   Understand and apply principles of written argumentation, including induction and deduction, counterarguments, and concessions.
   - Matching course component(s):

2. **Syntactical and Structural Variety**
   Recognize and implement varied syntactical, rhetorical, and structural devices to enhance written communication.
   - Matching course component(s):

3. **Drafting and Revision**
   Utilize a sequential process of multiple drafts and revisions to produce clear, articulate, and grammatically correct compositions.
   - Matching course component(s):

4. **Audience and Purpose Awareness**
   Demonstrate an understanding of audience and purpose in crafting written works tailored to specific contexts and goals.
   - Matching course component(s):

5. **Aesthetic Appreciation of Writing**
   Explore the aesthetics and power of written expression, appreciating how language can evoke emotion, convey ideas, and inspire action.
   - Matching course component(s):

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General Education Review Request
AREA 1A - English Composition

Course Sequence 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 Course Sequences

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.

DRAFT

Requesting Faculty: _____ Date: _____

Division Curriculum Rep: _____ Date: _____

FOR USE BY CURRICULUM OFFICE:

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

General Education Review Request
AREA 1B - Oral Communication & Critical Thinking

Course Number & Title:

Indicate if this is: ☐ **a course, or** ☐ **a sequence of multiple courses**

Overview:
The General Education (GE) sequence at Foothill College plays a vital role in preparing well-rounded, critically engaged students. By integrating both breadth—exposure to diverse disciplines—and depth—meaningful engagement with core concepts and methodologies—the GE curriculum equips students to think critically, communicate effectively, and act responsibly in a complex world.

This form is for instructors seeking to include their course in a specific GE area. To ensure alignment with GE goals, instructors are asked to provide a clear and detailed explanation of how their course:

- Meets the specific learning outcomes and content requirements for the designated GE area.
- Develops students' abilities in critical thinking, effective communication, and ethical reasoning.
- Integrates diverse perspectives and encourages engagement with real-world issues.
- Enhances interdisciplinary understanding and prepares students for informed decision-making.

Your thoughtful input ensures that our General Education curriculum continues to support student success across academic, professional, and civic domains. Thank you for contributing to this important work.

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course. (note - this paragraph is no longer required. Do we want to **replace,** or **remove** this language?)

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

Depth Criteria for Area 1B - Oral Communication & Critical Thinking:

Courses in Oral Communication & Critical Thinking develop students' abilities to articulate ideas, evaluate arguments, and engage in reasoned decision-making. These courses emphasize the clear and logical expression of knowledge, information, and ideas, while fostering critical thinking skills to analyze, interpret, and respond to diverse viewpoints. Through oral presentations, discussions, and analytical exercises, students learn to communicate effectively and assess the validity of arguments and methodologies.

The curriculum promotes confidence, clarity, and ethical responsibility in communication, preparing students to participate actively and thoughtfully in academic, professional, and civic contexts.

DRAFT

General Education Review Request
AREA 1B - Oral Communication & Critical Thinking

Course Number & Title:_____

Indicate if this is: ☐ **a course, or** ☐ **a sequence of multiple courses**

Instructions for Mapping Course Components to Criteria

Please follow the steps below to demonstrate how your course (or course sequence) fulfills the Breadth and Depth criteria for General Education Area 1B - Oral Communication & Critical Thinking. 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 course sequence, 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 course sequence 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**
   Ability to identify an information need, find, evaluate, and use information ethically, and utilize digital tools to solve real-world problems.
   - Matching course component(s):

DRAFT

General Education Review Request
AREA 1B - Oral Communication & Critical Thinking

Depth Mapping

Mandatory Depth Outcomes

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

1. **Effective Oral Communication**
   Clearly and precisely express ideas in a logical and organized manner using discipline-appropriate language.
   - Matching course component(s):

2. **Critical Evaluation of Ideas**
   Critically assess the ideas of others, organize and refine their own ideas, and articulate a well-reasoned position.
   - Matching course component(s):

3. **Analytical Thinking**
   Analyze and evaluate arguments, identifying underlying assumptions, strengths, weaknesses, and implications.
   - Matching course component(s):

4. **Ethical and Responsible Communication**
   Demonstrate an understanding of the ethical responsibilities associated with effective communication and argumentation.
   - Matching course component(s):

5. **Problem-Solving Through Communication**
   Apply communication and critical thinking skills to resolve problems and make informed decisions.
   - Matching course component(s):

DRAFT

General Education Review Request
AREA 1B - Oral Communication & Critical Thinking

Optional Depth Outcomes

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

1. **Listening and Interpretation**
   Develop active listening skills to accurately interpret and respond to spoken messages.
   - Matching course component(s):

2. **Rhetorical Strategies**
   Utilize rhetorical techniques to adapt messages to diverse audiences and purposes.
   - Matching course component(s):

3. **Collaborative Communication**
   Engage effectively in group discussions, demonstrating teamwork and interpersonal communication skills.
   - Matching course component(s):

4. **Cultural Awareness**
   Recognize and respect cultural differences in communication styles and adapt accordingly.
   - Matching course component(s):

5. **Application Across Disciplines**
   Apply oral communication and critical thinking skills to analyze problems and arguments in other academic disciplines.
   - Matching course component(s):

DRAFT

General Education Review Request
AREA 1B - Oral Communication & Critical Thinking

Course Sequence 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 Course Sequences

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.

DRAFT

Requesting Faculty: _____ Date: _____

Division Curriculum Rep: _____ Date: _____

FOR USE BY CURRICULUM OFFICE:

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

General Education Review Request
AREA 2 - Mathematical Concepts & Quantitative Reasoning

Course Number & Title:

Indicate if this is: ☐ **a course, or** ☐ **a sequence of multiple courses**

Overview:
The General Education (GE) sequence at Foothill College plays a vital role in preparing well-rounded, critically engaged students. By integrating both breadth—exposure to diverse disciplines—and depth—meaningful engagement with core concepts and methodologies—the GE curriculum equips students to think critically, communicate effectively, and act responsibly in a complex world.

This form is for instructors seeking to include their course in a specific GE area. To ensure alignment with GE goals, instructors are asked to provide a clear and detailed explanation of how their course:

- Meets the specific learning outcomes and content requirements for the designated GE area.
- Develops students' abilities in critical thinking, effective communication, and ethical reasoning.
- Integrates diverse perspectives and encourages engagement with real-world issues.
- Enhances interdisciplinary understanding and prepares students for informed decision-making.

Your thoughtful input ensures that our General Education curriculum continues to support student success across academic, professional, and civic domains. Thank you for contributing to this important work.

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course. (note - this paragraph is no longer required. Do we want to **replace,** or **remove** this language?)

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

Depth Criteria for Area 2 - Mathematical Concepts & Quantitative Reasoning:

Courses in Mathematical Concepts & Quantitative Reasoning equip students with the skills needed to understand and analyze numerical, graphical, and symbolic information. These courses emphasize mathematical reasoning, problem-solving, and the ability to apply quantitative concepts to real-world contexts. Students develop competencies in interpreting data, identifying patterns, and solving problems using mathematical models and tools.

The curriculum promotes logical thinking, precision, and accuracy, enabling students to make informed decisions in academic, professional, and everyday situations.

DRAFT

General Education Review Request
AREA 2 - Mathematical Concepts & Quantitative Reasoning

Course Number & Title:_____

Indicate if this is: ☐ **a course, or** ☐ **a sequence of multiple courses**

Instructions for Mapping Course Components to Criteria

Please follow the steps below to demonstrate how your course (or course sequence) fulfills the Breadth and Depth criteria for General Education Area 2 - Math Concepts & Quantitative Reasoning. 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 course sequence, 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 course sequence 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**
   Ability to identify an information need, find, evaluate, and use information ethically, and utilize digital tools to solve real-world problems.
   - Matching course component(s):

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General Education Review Request
AREA 2 - Mathematical Concepts & Quantitative Reasoning

Depth Mapping

Mandatory Depth Outcomes

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

1. **Mathematical Reasoning**
   Apply mathematical reasoning to analyze and solve problems using numerical, graphical, or symbolic methods.
   - Matching course component(s):

2. **Data Analysis and Interpretation**
   Read, interpret, and analyze data presented in various forms, including graphs, charts, and tables.
   - Matching course component(s):

3. **Application of Quantitative Methods**
   Use quantitative methods to model real-world situations and predict outcomes.
   - Matching course component(s):

4. **Logical and Systematic Problem-Solving**
   Develop logical and systematic approaches to problem-solving, including identifying goals and constraints.
   - Matching course component(s):

5. **Communication of Quantitative Ideas**
   Clearly express quantitative ideas and solutions using appropriate mathematical language and notation.
   - Matching course component(s):

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General Education Review Request
AREA 2 - Mathematical Concepts & Quantitative Reasoning

Optional Depth Outcomes

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

1. **Technology in Quantitative Reasoning**
   Use current technologies and tools for quantitative analysis and problem-solving.
   - Matching course component(s):

2. **Interdisciplinary Application**
   Apply mathematical concepts and reasoning to solve problems in other academic disciplines.
   - Matching course component(s):

3. **Limitations of Mathematical Models**
   Recognize the limitations of mathematical models and methodologies in solving complex problems.
   - Matching course component(s):

4. **Critical Evaluation of Data**
   Assess the reliability, validity, and significance of data used in quantitative arguments.
   - Matching course component(s):

5. **Ethics in Quantitative Analysis**
   Evaluate the ethical implications of quantitative analysis and data presentation.
   - Matching course component(s):

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General Education Review Request
AREA 2 - Mathematical Concepts & Quantitative Reasoning

Course Sequence 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 Course Sequences

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.

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Requesting Faculty: _____ Date: _____

Division Curriculum Rep: _____ Date: _____

FOR USE BY CURRICULUM OFFICE:

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

General Education Review Request
AREA 3 - Arts & Humanities

Course Number & Title:

Indicate if this is: ☐ **a course, or** ☐ **a sequence of multiple courses**

Overview:
The General Education (GE) sequence at Foothill College plays a vital role in preparing well-rounded, critically engaged students. By integrating both breadth—exposure to diverse disciplines—and depth—meaningful engagement with core concepts and methodologies—the GE curriculum equips students to think critically, communicate effectively, and act responsibly in a complex world.

This form is for instructors seeking to include their course in a specific GE area. To ensure alignment with GE goals, instructors are asked to provide a clear and detailed explanation of how their course:

- Meets the specific learning outcomes and content requirements for the designated GE area.
- Develops students' abilities in critical thinking, effective communication, and ethical reasoning.
- Integrates diverse perspectives and encourages engagement with real-world issues.
- Enhances interdisciplinary understanding and prepares students for informed decision-making.

Your thoughtful input ensures that our General Education curriculum continues to support student success across academic, professional, and civic domains. Thank you for contributing to this important work.

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course. (note - this paragraph is no longer required. Do we want to **replace,** or **remove** this language?)

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

Depth Criteria for Area 3 – Arts & Humanities:

The Arts & Humanities encompass courses that encourage students to analyze and appreciate works of cultural, historical, literary, aesthetic, and philosophical importance. These courses explore a wide range of human expression across time, emphasizing the significance of historical and cultural contexts in which such works are created and interpreted. By examining these works, students gain a deeper understanding of the human condition, fostering an appreciation of diverse values, achievements, and perspectives. These courses also aim to enrich students' personal and professional lives by engaging them in artistic, cultural, and intellectual communities.

Courses meeting the Arts & Humanities requirement must incorporate a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language, and the arts) and address central questions about the meaning and experience of human life.

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General Education Review Request
AREA 3 - Arts & Humanities

Course Number & Title:_____

Indicate if this is: ☐ **a course, or** ☐ **a sequence of multiple courses**

Instructions for Mapping Course Components to Criteria

Please follow the steps below to demonstrate how your course (or course sequence) fulfills the Breadth and Depth criteria for General Education Area 3 - Arts & Humanities. 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 course sequence, 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 course sequence 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**
   Ability to identify an information need, find, evaluate, and use information ethically, and utilize digital tools to solve real-world problems.
   - Matching course component(s):

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General Education Review Request
AREA 3 - Arts & Humanities

Depth Mapping

Mandatory Depth Outcomes

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

1. **Significant Works and Contexts**
   Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural contexts in which they were created and interpreted.
   - Matching course component(s):

2. **Knowledge of the Human Condition**
   Deepen knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals.
   - Matching course component(s):

3. **Appreciation for Human Life and Creations**
   Develop appreciation for what is significant about human life and its creations.
   - Matching course component(s):

4. **Ethical and Aesthetic Judgments**
   Make reasoned judgments that reflect ethical and aesthetic human values.
   - Matching course component(s):

5. **Analytical and Affective Responses**
   Develop the ability to respond to artistic and literary works both analytically and affectively through writing or other forms of artistic expression.
   - Matching course component(s):

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General Education Review Request
AREA 3 - Arts & Humanities

Optional Depth Outcomes

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

1. **Ambiguities and Value of Language**
   Understand the ambiguities, vagaries, and value inherent in human language.
   - Matching course component(s):

2. **Nonverbal Communication in the Arts**
   Appreciate nonverbal communication in the visual and performing arts.
   - Matching course component(s):

3. **Interpretations of Artistic Expression**
   Recognize the variety of valid interpretations of artistic expression.
   - Matching course component(s):

4. **Shared Humanity Across Cultures**
   Appreciate shared humanity within the context of diverse cultures.
   - Matching course component(s):

5. **Critical Evaluation of Human Creations**
   Critically evaluate ideas, information, and opinions as they relate to the products of human intellect and imagination.
   - Matching course component(s):

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General Education Review Request
AREA 3 - Arts & Humanities

Course Sequence 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 Course Sequences

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.

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Requesting Faculty: _____ Date: _____

Division Curriculum Rep: _____ Date: _____

FOR USE BY CURRICULUM OFFICE:

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

General Education Review Request
AREA 4 - Social & Behavioral Sciences

Course Number & Title:

Indicate if this is: ☐ **a course, or** ☐ **a sequence of multiple courses**

Overview:
The General Education (GE) sequence at Foothill College plays a vital role in preparing well-rounded, critically engaged students. By integrating both breadth—exposure to diverse disciplines—and depth—meaningful engagement with core concepts and methodologies—the GE curriculum equips students to think critically, communicate effectively, and act responsibly in a complex world.

This form is for instructors seeking to include their course in a specific GE area. To ensure alignment with GE goals, instructors are asked to provide a clear and detailed explanation of how their course:

- Meets the specific learning outcomes and content requirements for the designated GE area.
- Develops students' abilities in critical thinking, effective communication, and ethical reasoning.
- Integrates diverse perspectives and encourages engagement with real-world issues.
- Enhances interdisciplinary understanding and prepares students for informed decision-making.

Your thoughtful input ensures that our General Education curriculum continues to support student success across academic, professional, and civic domains. Thank you for contributing to this important work.

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course. (note - this paragraph is no longer required. Do we want to **replace,** or **remove** this language?)

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

Depth Criteria for Area 4 - Social & Behavioral Sciences:

The Social and Behavioral Sciences encompass a wide range of interrelated disciplines that explore the complex relationships between individuals and societies. These fields investigate human behavior, social structures, cultural norms, and institutions, examining how these elements shape and are shaped by historical, economic, political, and environmental forces. The Social and Behavioral Sciences seek to provide students with a deeper understanding of the dynamics of human interaction and the diverse factors influencing societal development.

By analyzing patterns of human thought and action, this area fosters critical thinking and global awareness, equipping students to engage with pressing social issues in informed and meaningful ways. Students will explore topics such as identity, equity, governance, power, and cultural exchange, gaining tools to critically evaluate the challenges and opportunities facing societies today and in the future.

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General Education Review Request
AREA 4 - Social & Behavioral Sciences

Course Number & Title:_____

Indicate if this is: ☐ **a course, or** ☐ **a sequence of multiple courses**

Instructions for Mapping Course Components to Criteria

Please follow the steps below to demonstrate how your course (or course sequence) fulfills the Breadth and Depth criteria for General Education Area 4 - Social & Behavioral Sciences. 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 course sequence, 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 course sequence 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**
   Ability to identify an information need, find, evaluate, and use information ethically, and utilize digital tools to solve real-world problems.
   - Matching course component(s):

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General Education Review Request
AREA 4 - Social & Behavioral Sciences

Depth Mapping

Mandatory Depth Outcomes

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

1. **Interactions of People and Societies**
   Explain the interactions of people as members of societies, cultures, and social subgroups.
   - Matching course component(s):

2. **Critical Thinking and Multiple Perspectives**
   Exercise critical thinking and analytical oral and/or written skills, including consideration of events and ideas from multiple perspectives.
   - Matching course component(s):

3. **Application of the Scientific Method**
   Demonstrate knowledge and application of the scientific method and other methods of inquiry relative to the discipline.
   - Matching course component(s):

4. **Understanding Power and Influence**
   Assess the distribution of power and influence within social, economic, and political systems.
   - Matching course component(s):

5. **Engagement with Social Issues**
   Comprehend and engage in social, economic, and political issues at the local, national, and global levels.
   - Matching course component(s):

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General Education Review Request
AREA 4 - Social & Behavioral Sciences

Optional Depth Outcomes

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

1. **Diverse Cultures and Sensitivity**
   Demonstrate appreciation of and sensitivity toward diverse cultures, including their social, behavioral, and organizational structures.
   - Matching course component(s):

2. **Global Development and Relationships**
   Explain world development and global relationships in historical and contemporary contexts.
   - Matching course component(s):

3. **Psychological and Social Dynamics**
   Explain the association between psychological well-being, mental processes, emotions, and societal functioning.
   - Matching course component(s):

4. **Historical and Ethical Contexts of Behavior**
   Analyze current events and global issues in the context of historic, ethical, and social patterns.
   - Matching course component(s):

5. **Human Behavior and the Natural World**
   Describe how individual interactions with the natural world and external societies shape and influence human behavior.
   - Matching course component(s):

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General Education Review Request
AREA 4 - Social & Behavioral Sciences

Course Sequence 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 Course Sequences

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.

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Requesting Faculty: _____ Date: _____

Division Curriculum Rep: _____ Date: _____

FOR USE BY CURRICULUM OFFICE:

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

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

Course Number & Title:

Indicate if this is: ☐ **a course, or** ☐ **a sequence of multiple courses**

Overview:
The General Education (GE) sequence at Foothill College plays a vital role in preparing well-rounded, critically engaged students. By integrating both breadth—exposure to diverse disciplines—and depth—meaningful engagement with core concepts and methodologies—the GE curriculum equips students to think critically, communicate effectively, and act responsibly in a complex world.

This form is for instructors seeking to include their course in a specific GE area. To ensure alignment with GE goals, instructors are asked to provide a clear and detailed explanation of how their course:

- Meets the specific learning outcomes and content requirements for the designated GE area.
- Develops students' abilities in critical thinking, effective communication, and ethical reasoning.
- Integrates diverse perspectives and encourages engagement with real-world issues.
- Enhances interdisciplinary understanding and prepares students for informed decision-making.

Your thoughtful input ensures that our General Education curriculum continues to support student success across academic, professional, and civic domains. Thank you for contributing to this important work.

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course. (note - this paragraph is no longer required. Do we want to **replace,** or **remove** this language?)

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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.

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

Course Number & Title:_____

Indicate if this is: ☐ **a course, or** ☐ **a sequence of multiple courses**

Instructions for Mapping Course Components to Criteria

Please follow the steps below to demonstrate how your course (or course sequence) 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 course sequence, 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 course sequence 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**
   Ability to identify an information need, find, evaluate, and use information ethically, and utilize digital tools to solve real-world problems.
   - Matching course component(s):

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

Depth Mapping

Mandatory 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):

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

3. **Scientific Concepts**
   Foster an understanding of the relationship between hypothesis, experiment, fact, theory, and law.
   - Matching course component(s):

4. **Reasoning Skills**
   Cultivate the ability to use both inductive and deductive reasoning to solve problems.
   - Matching course component(s):

5. **Critical Thinking**
   Encourage the practice of critical thinking, including evaluating ideas, contrasting opinions, and drawing reasoned conclusions.
   - Matching course component(s):

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

Optional 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):

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):

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):

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

Mandatory Depth Outcomes (Lab)

Laboratory components must align with the **National Research Council's (2005)** definition of laboratory experiences:

"Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the 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 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):

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

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

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

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

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

Optional 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):

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

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

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):

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

Course Sequence 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 Course Sequences

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.

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Requesting Faculty: _____ Date: _____

Division Curriculum Rep: _____ Date: _____

FOR USE BY CURRICULUM OFFICE:

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

General Education Review Request
AREA 6 - Ethnic Studies

Course Number & Title:

Indicate if this is: ☐ **a course, or** ☐ **a sequence of multiple courses**

Overview:
The General Education (GE) sequence at Foothill College plays a vital role in preparing well-rounded, critically engaged students. By integrating both breadth—exposure to diverse disciplines—and depth—meaningful engagement with core concepts and methodologies—the GE curriculum equips students to think critically, communicate effectively, and act responsibly in a complex world.

This form is for instructors seeking to include their course in a specific GE area. To ensure alignment with GE goals, instructors are asked to provide a clear and detailed explanation of how their course:

- Meets the specific learning outcomes and content requirements for the designated GE area.
- Develops students' abilities in critical thinking, effective communication, and ethical reasoning.
- Integrates diverse perspectives and encourages engagement with real-world issues.
- Enhances interdisciplinary understanding and prepares students for informed decision-making.

Your thoughtful input ensures that our General Education curriculum continues to support student success across academic, professional, and civic domains. Thank you for contributing to this important work.

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course. (note - this paragraph is no longer required. Do we want to **replace,** or **remove** this language?)

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

Depth Criteria for Area 6 - Ethnic Studies:

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

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

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General Education Review Request
AREA 6 - Ethnic Studies

Course Number & Title:_____

Indicate if this is: ☐ **a course, or** ☐ **a sequence of multiple courses**

Instructions for Mapping Course Components to Criteria

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

If mapping a course sequence, 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 course sequence 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**
   Ability to identify an information need, find, evaluate, and use information ethically, and utilize digital tools to solve real-world problems.
   - Matching course component(s):

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General Education Review Request
AREA 6 - Ethnic Studies

Depth Mapping

Mandatory Depth Outcomes

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

1. **Historical and Cultural Contexts**
   Analyze the histories and cultures of racially and ethnically marginalized groups in the United States, emphasizing their contributions and experiences.
   - Matching course component(s):

2. **Systems of Power and Oppression**
   Examine how systems of power, privilege, and oppression shape social structures and individual experiences.
   - Matching course component(s):

3. **Intersectional Analysis**
   Explore how race and ethnicity intersect with other aspects of identity, such as gender, class, sexuality, and ability, to shape lived experiences.
   - Matching course component(s):

4. **Social Justice and Equity**
   Identify and evaluate movements for social justice and equity, both historically and in contemporary contexts.
   - Matching course component(s):

5. **Critical Thinking and Self-Reflection**
   Develop critical thinking and self-reflective skills to analyze personal and societal biases and their impact on diverse communities.
   - Matching course component(s):

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General Education Review Request
AREA 6 - Ethnic Studies

Optional Depth Outcomes

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

1. **Community Engagement**
   Participate in activities or discussions that connect classroom knowledge to real-world issues impacting diverse communities.
   - Matching course component(s):

2. **Media and Representation**
   Analyze the role of media and popular culture in shaping perceptions of race and ethnicity.
   - Matching course component(s):

3. **Comparative Studies**
   Compare the experiences of racially and ethnically marginalized groups within and across historical and geographic contexts.
   - Matching course component(s):

4. **Cultural Expression**
   Explore artistic, literary, and cultural expressions as forms of resistance and resilience among marginalized groups.
   - Matching course component(s):

5. **Policy and Advocacy**
   Examine the role of public policy in perpetuating or addressing racial and ethnic inequities, and propose strategies for advocacy and change.
   - Matching course component(s):

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General Education Review Request
AREA 6 - Ethnic Studies

Course Sequence 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 Course Sequences

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.

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General Education Review Request
AREA 7 - Lifelong Learning

Course Number & Title:

Indicate if this is: ☐ **a course, or** ☐ **a sequence of multiple courses**

Overview:
The General Education (GE) sequence at Foothill College plays a vital role in preparing well-rounded, critically engaged students. By integrating both breadth—exposure to diverse disciplines—and depth—meaningful engagement with core concepts and methodologies—the GE curriculum equips students to think critically, communicate effectively, and act responsibly in a complex world.

This form is for instructors seeking to include their course in a specific GE area. To ensure alignment with GE goals, instructors are asked to provide a clear and detailed explanation of how their course:

- Meets the specific learning outcomes and content requirements for the designated GE area.
- Develops students' abilities in critical thinking, effective communication, and ethical reasoning.
- Integrates diverse perspectives and encourages engagement with real-world issues.
- Enhances interdisciplinary understanding and prepares students for informed decision-making.

Your thoughtful input ensures that our General Education curriculum continues to support student success across academic, professional, and civic domains. Thank you for contributing to this important work.

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course. (note - this paragraph is no longer required. Do we want to **replace,** or **remove** this language?)

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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.

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.

General Education Review Request
AREA 7 - Lifelong Learning

Course Number & Title:_____

Indicate if this is: ☐ **a course, or** ☐ **a sequence of multiple courses**

Instructions for Mapping Course Components to Criteria

Please follow the steps below to demonstrate how your course (or course sequence) 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 course sequence, 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 course sequence 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**
   Ability to identify an information need, find, evaluate, and use information ethically, and utilize digital tools to solve real-world problems.
   - Matching course component(s):

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General Education Review Request
AREA 7 - Lifelong Learning

Depth Mapping

Mandatory Depth Outcomes

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

1. **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):

4. **Ethical and Effective Information Use**
   Find, evaluate, use, and communicate information in various formats while understanding the ethical and legal implications of its use.
   - 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):

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General Education Review Request
AREA 7 - Lifelong Learning

Optional Depth Outcomes

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

1. **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):

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General Education Review Request
AREA 7 - Lifelong Learning

Course Sequence 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.

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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 Course Sequences

1. Identify which courses in the sequence address specific **Mandatory Depth Outcomes** and **Optional Depth Outcomes**.
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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.

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