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

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: January 20, 2026	2:00	Action	#2/3/26-1	Kaupp
2. Report Out from CCC Members	2:02	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:12	Information		
4. Announcements a. New Course Proposal	2:17	Information	#2/3/26-2	CCC Team
5. Division Curriculum Committees	2:20	Action	#2/3/26-3	Kaupp
6. GE Application: Area 1B: COMM 54A	2:23	2nd Read/ Action	#2/3/26-4	Kaupp
7. GE Application: Area 1B: COMM 54B	2:26	2nd Read/ Action	#2/3/26-5	Kaupp
8. GE Application: Area 1B: COMM 54C	2:29	2nd Read/ Action	#2/3/26-6	Kaupp
9. GE Application: Area 3: HUMN 17	2:32	2nd Read/ Action	#2/3/26-7	Kaupp
10. GE Application: Area 4: PSYC 45	2:35	2nd Read/ Action	#2/3/26-8	Kaupp
11. GE Application: Area 7: PHDA 15B	2:38	2nd Read/ Action	#2/3/26-9	Kaupp
12. GE Application: Area 7: PSYC 53	2:41	2nd Read/ Action	#2/3/26-10	Kaupp
13. Stand Alone Application: APPT 121A	2:44	1st Read	#2/3/26-11	Kaupp
14. Stand Alone Application: APPT 128I	2:47	1st Read	#2/3/26-12	Kaupp
15. Stand Alone Applications: CWE 60A, 65A, 65B, 65C, 65D	2:50	1st Read	#2/3/26-13–17	Kaupp
16. Stand Alone Application: JRYM 100	2:53	1st Read	#2/3/26-18	Kaupp
17. Stand Alone Application: R T 473	2:56	1st Read	#2/3/26-19	Kaupp
18. Courses not Taught in Four Years	2:59	Discussion	#2/3/26-20	Kaupp
19. Foothill GE Application Criteria: Area 5	3:07	Discussion	#2/3/26-21	Kaupp
20. Foothill GE Application Breadth Criteria & Breadth Mapping	3:17	1st Read	#2/3/26-22–23	Kaupp
21. Good of the Order	3:27			Kaupp
22. Adjournment	3:30			Kaupp

**Times listed are approximate*

Attachments:

#2/3/26-1	Draft Minutes: January 20, 2026
#2/3/26-2	New Course Proposal: APPT 147C
#2/3/26-3	Division Curriculum Committees 2.3.26
#2/3/26-4	Foothill General Education Application for Area 1B—Oral Communication & Critical Thinking: COMM 54A

#2/3/26-5	Foothill General Education Application for Area 1B—Oral Communication & Critical Thinking: COMM 54B
#2/3/26-6	Foothill General Education Application for Area 1B—Oral Communication & Critical Thinking: COMM 54C
#2/3/26-7	Foothill General Education Application for Area 3—Arts & Humanities: HUMN 17
#2/3/26-8	Foothill General Education Application for Area 4—Social & Behavioral Sciences: PSYC 45
#2/3/26-9	Foothill General Education Application for Area 7—Lifelong Learning: PHDA 15B
#2/3/26-10	Foothill General Education Application for Area 7—Lifelong Learning: PSYC 53
#2/3/26-11	Stand Alone Application: APPT 121A
#2/3/26-12	Stand Alone Application: APPT 128I
#2/3/26-13–17	Stand Alone Applications: CWE 60A, CWE 65A, CWE 65B, CWE 65C, CWE 65D
#2/3/26-18	Stand Alone Application: JRYM 100
#2/3/26-19	Stand Alone Application: R T 473
#2/3/26-20	Courses not Taught in Four Years - 2026 list
#2/3/26-21	Foothill GE Application for Area 5
#2/3/26-22	Foothill GE Breadth Criteria & Breadth Mapping draft updates
#2/3/26-23	Foothill College Institutional Learning Outcomes

2025-2026 Curriculum Committee Meetings:

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

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

2025-2026 Curriculum Deadlines:

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

Distribution:
Micaela Agyare (LRC), Chris Allen (Dean, APPR), Jeff Bissell (KA), Sam Bliss (De Anza AVP Instruction), Cynthia Brannvall (FAC), Rachelle Campbell (HSH), Zach Cembellin (Dean, STEM), Anthony Cervantes (Dean, Enrollment Services), Stephanie Crosby (Dean, SRC), Cathy Draper (HSH), Angie Dupree (BSS), Rachael

Dworsky (LA), Kelly Edwards (KA), John Fox (BSS), Patricia Gibbs Stayte (BSS), Evan Gilstrap (Articulation Officer), Stacy Gleixner (VP Instruction), Ron Herman (Dean, FAC), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Ben Kaupp (Faculty Co-Chair), Anaya Kendall (ASFC), Glenn Kurisu (HSH), Natalie Latteri (BSS), Andy Lee (CNSL), Laurence Lew (BSS), Tim Myres (APPR), Teresa Ong (VP Workforce), Richard Saroyan (SRC), Amy Sarver (LA), Jennifer Sinclair (STEM), Bob Singh (De Anza CCC Faculty Co-Chair), Paul Starer (APPR), Shae St. Onge-Cole (HSH), Kyle Taylor (STEM), Mary Vanatta (Curriculum Coordinator), Kristina Vennarucci (APPR), Nate Vennarucci (APPR), Voltaire Villanueva (AS President), Judy Walgren (FAC), Sam White (LA), Erik Woodbury (De Anza AS President)

Updated 1/20/26

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2025-26

Meeting Date: 2/3/26

Co-Chairs (2)

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

Voting Membership (1 vote per division)

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

Non-Voting Membership (4)

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

Visitors

John Fox

** Indicates in-person attendance*

College Curriculum Committee
Meeting Minutes
Tuesday, January 20, 2026
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom

Item	Discussion
1. Minutes: December 2, 2025	Motion to approve **M/S** (Gilstrap, Taylor). **Approved.**
2. Report Out from CCC Members	**Speaker: All** Apprenticeship: No updates to report. BSS: Lew shared working on new Certified Wellness Coach cert., related to state's Healthy California initiative, focused on providing youth with support for mental health and wellness. Dupree noted cert. administered by the state, and division working to create courses to fill in any gaps in required curriculum. Counseling: No updates to report. Fine Arts & Comm.: Brannvall shared Photography and Graphics & Interactive Design depts. discussing curriculum w/ De Anza. HSH: No updates to report. Kinesiology: No updates to report. Bissell mentioned would like to discuss aforementioned cert. w/ BSS faculty. Language Arts: No updates to report. LRC: Agyare shared Library has new database, DramaOnline, which provides access to over 3600 plays! SRC: No updates to report. STEM: Taylor mentioned new course proposals on today's agenda. Gilstrap shared he's currently working on Credit for Prior Learning and program mapping. Mentioned desire for CCC to review our policy for catalog rights and continuous enrollment; currently in the middle of researching, with goal to bring information to CCC in early spring quarter. Noted current policy disadvantages our students, in general, and especially Allied Health students. Hueg noted no new developments from the state re: Common Course Numbering. Gilstrap noted waiting on templates for Phase 3 courses. Kaupp shared he's currently working to integrate all of the feedback received thus far re: Foothill GE Areas 1-3; plans to put working drafts in OneDrive soon, for folks to comment on. Will allow for those who cannot attend CCC to participate. Vanatta shared meeting w/ Marketing dept. tomorrow to determine timeline for 2026-27 catalog creation, so timeline/deadline for curriculum sheet updates should be finalized soon.
3. Public Comment on Items Not on Agenda	Walgren made comment about noncredit courses for older adults, which use different subject code than depts.' other courses, as well as course numbers that don't align. Noted students are having trouble

	finding these courses, resulting in no enrollment. Kaupp hopes upcoming website redesign will hopefully resolve this issue. Hueg added that discussions needed to figure out how to best market these courses and help them be discoverable by potential students. Kaupp suggested discussing at next Fine Arts & Comm. division CC meeting.
4. Announcements a. New Course Proposals	**Speakers: CCC Team** The following proposals were presented: C S 4A, 4B; JRNL 22AH, 22BH; MATH 1CH, 1CHP, 211C; NCBS 411C, 454M; PSYC 19. Lew noted PSYC 19 will be included in aforementioned cert.
b. Recent CCCCO Approvals!	Vanatta announced we've received state approval for the new Principles of Machine Learning and Artificial Intelligence Certificate of Achievement and the 12-Lead ECG Interpretation noncredit certificate!
c. Faculty Resources for Articulation	Gilstrap shared he's created a new resources page for faculty on Articulation website, incl. info on transfer curriculum guidelines and general education. Pointed out a few particularly useful links.
5. Division Curriculum Committees	**Speaker: Ben Kaupp** Document includes details about each division CC. Kaupp noted updates since previous version, to HSH membership. Reminded the group that this document serves as a directory and to please send updates as needed. Motion to approve **M/S** (Draper, Lew). **Approved.**
6. New Certificate Proposal: Darkroom Techniques	**Speaker: Ben Kaupp** Proposal for new Darkroom Techniques Certificate of Achievement. *See item 13 for comments and motion/approval details.*
7. New Certificate Proposal: Darkroom Techniques (noncredit)	**Speaker: Ben Kaupp** Proposal for new Darkroom Techniques noncredit certificate. *See item 13 for comments and motion/approval details.*
8. New Certificate Proposal: Fine Art Photography	**Speaker: Ben Kaupp** Proposal for new Fine Art Photography Certificate of Achievement. *See item 13 for comments and motion/approval details.*
9. New Certificate Proposal: Fine Art Photography (noncredit)	**Speaker: Ben Kaupp** Proposal for new Fine Art Photography noncredit certificate. *See item 13 for comments and motion/approval details.*
10. New Certificate Proposal: Photojournalism	**Speaker: Ben Kaupp** Proposal for new Photojournalism Certificate of Achievement. *See item 13 for comments and motion/approval details.*
11. New Certificate Proposal: Photojournalism (noncredit)	**Speaker: Ben Kaupp** Proposal for new Photojournalism noncredit certificate. *See item 13 for comments and motion/approval details.*
12. New Certificate Proposal: Studio Photography	**Speaker: Ben Kaupp** Proposal for new Studio Photography Certificate of Achievement. *See item 13 for comments and motion/approval details.*
13. New Certificate Proposal: Studio Photography (noncredit)	**Speaker: Ben Kaupp** Proposal for new Studio Photography noncredit certificate. The group agreed to discuss and vote on items 6-13 together. Walgren explained these certs. package existing courses, noting students have expressed strong interest in earning additional certs. Hueg asked if

	noncredit certs. are CTE—Walgren and Ong responded, yes. Sinclair asked if noncredit certs. include courses for older adults—Walgren responded, no, the courses included are mirrored CTE. Hueg explained differences between mirrored CTE and courses for older adults. Motion to approve items 6-13 **M/S** (Gilstrap, Brannvall). **Approved.**
14. New Certificate Proposal: Spanish for Health Care Workers	**Speaker: Ben Kaupp** Proposal for new Spanish for Health Care Workers Certificate of Achievement. White explained cert. will help health care workers gain Spanish language skills, to help them better communicate with colleagues and patients. Brannvall noted possibilities for collaboration with Foothill's global experiential learning programs; Draper suggested students in medical/dental brigades could also benefit from cert. Motion to approve **M/S** (Gilstrap, Brannvall). **Approved.**
15. GE Application: Area 1B: COMM 54A	**Speaker: Ben Kaupp** First read of GE application for Area 1B, Oral Communication & Critical Thinking, for COMM 54A. No comments. Kaupp made general comment about CCC's review of GE applications, reminding the group of the purpose of the local GE pattern. Second read and possible action will occur at next meeting.
16. GE Application: Area 1B: COMM 54B	**Speaker: Ben Kaupp** First read of GE application for Area 1B, Oral Communication & Critical Thinking, for COMM 54B. No comments. Second read and possible action will occur at next meeting.
17. GE Application: Area 1B: COMM 54C	**Speaker: Ben Kaupp** First read of GE application for Area 1B, Oral Communication & Critical Thinking, for COMM 54C. No comments. Second read and possible action will occur at next meeting.
18. GE Application: Area 3: HUMN 17	**Speaker: Ben Kaupp** First read of GE application for Area 3, Arts & Humanities, for HUMN 17. No comments. Second read and possible action will occur at next meeting.
19. GE Application: Area 4: PSYC 45	**Speaker: Ben Kaupp** First read of GE application for Area 4, Social & Behavioral Sciences, for PSYC 45. No comments. Second read and possible action will occur at next meeting.
20. GE Application: Area 7: PHDA 15B	**Speaker: Ben Kaupp** First read of GE application for Area 7, Lifelong Learning, for PHDA 15B. No comments. Second read and possible action will occur at next meeting.
21. GE Application: Area 7: PSYC 53	**Speaker: Ben Kaupp** First read of GE application for Area 7, Lifelong Learning, for PSYC 53. No comments. Second read and possible action will occur at next meeting.
22. Credit for Prior Learning Update	**Speaker: Natalie Latteri** Latteri presented on behalf of Credit for Prior Learning (CPL) Workgroup, to share work taking place across campus. First, provided general overview of CPL, which allows students to gain college credit for college-level skills/knowledge gained outside of classroom. The

	state has mandated colleges adopt/publish policies pertaining to CPL, and Foothill is lagging behind other colleges in the state. CPL not only recognizes students' work outside of classroom but also provides motivation and helps completion rates. Can also have direct equity impacts. CPL includes AP/IB/CLEP course work and exams; industry/volunteer experience and military training; noncredit -> credit course completion. CPL verifies and recognizes work and skills. 68% of CPL is from military training and can impact students' GI Bill funding. Provided a few examples of ways students may earn CPL, in general. Foothill currently offers CPL via language exams, apprenticeship programs, and health sciences programs. Multiple depts. currently developing CPL exhibits (i.e., rubrics). Noted CPL is prioritized on Foothill's Blueprint for Success. The state's MAP platform being used to develop CPL; provided example of how it's used for military transcripts. Eventually, all CPL offerings will be listed in MAP platform to be accessed by students and others. Explained process of working w/ faculty to create exhibits. Provided compensation details for 2025-26, for faculty to create CPL-eligible courses and assess students for CPL. Hueg thanked Latteri for helping accelerate process. Brannvall asked if presentation can be shared—Latteri responded, yes; Vanatta will share with CCC Communiqué. Campbell asked for clarification re: students using noncredit course completion to receive CPL for credit—Hueg responded, faculty may decide to allow this for their course. Campbell noted interest in looking into this for certain courses in her dept. Sinclair noted grades aren't given for noncredit courses and asked how this impacts CPL process—Ong responded, a grade can be recorded for noncredit, even though it's not transcripted; then, when a student requests CPL for the course the faculty would be asked for the grade. Ong noted CPL process needs to be approved by CCC. Brief discussion occurred re: how CPL would be documented on COR form in CourseLeaf; Hueg, Ong, and Vanatta will meet to discuss. Sinclair asked if the district's community funded status could be affected by students earning CPL, and how CPL may interact with enrollment and/or funding—Natalie responded, state funding has moved to more of a completion model, and CPL will help students earn degrees faster so could have a positive impact on funding. Ong explained how CPL could have positive effect on higher level course enrollment, by enabling students to use CPL to fulfill lower level courses. Campbell mentioned one-time funding for faculty stipends to create/assess CPL and asked about plans for future stipends—Hueg responded, unsure if per-student assessment stipends will be available indefinitely; Ong also unsure about future funding opportunities. Campbell stressed this should be made clear to faculty, who might expect per-student assessment stipends to continue. Kaupp unsure if CPL process needs official vote at CCC; Campbell pushed back, noting process could impact division CC review process. Brannvall mentioned Latteri's comment that most other colleges are ahead of us in this process and suggested could be helpful to speak w/ colleagues at those colleges, to learn from their experiences; Walgren noted when working w/ Latteri took inspiration from existing rubrics being used by other colleges. Kaupp asked the group for their thoughts re: CPL being documented on COR in Methods of Evaluation section—no one noted any disagreement. Walgren agreed w/ Campbell's concerns re: making clear to faculty that stipends might not be ongoing. Ong clarified, CPL Workgroup simply interested in confirmation of

	CCC's blessing of current process being used; Latteri agreed. Kaupp will make sure that anyone with concerns has opportunity to meet directly with CPL Workgroup.
23. Foothill GE Application Criteria: Area 4	**Speaker: Ben Kaupp** Today's discussion is about Depth Criteria/Mapping for Area 4: Social and Behavioral Sciences. Dworsky mentioned "Scientific Method" in name/language of Mandatory Outcome 3, noting interest in hearing from social science faculty regarding which scientific method is used; also mentioned "other methods of inquiry" language, noting interest in clarification about such methods. Kaupp suggested more general language could be used, removing specific mention of scientific method. Dupree agreed with rephrasing language, and shared that in Economics courses, economic models used to make predictions; believes language does feel somewhat open-ended as currently written, but could be beneficial for primary wording to be open-ended (rather than mention scientific method first). Draper suggested: "… other recognized methods of inquiry, relative to the discipline" or "… other evidence-based methods…" Dworsky suggested including "qualitative or quantitative" in wording. Kaupp will include these suggestions in updated draft, to be shared in OneDrive.
24. Foothill GE Application Breadth Criteria and Breadth Mapping	**Speaker: Ben Kaupp** Continuing discussion from previous meeting, regarding possible need to update Breadth Criteria/Mapping to reflect Foothill's new Institutional Learning Outcomes (ILOs). Kaupp presented updated draft of Breadth Mapping prompt, which based on suggestion at previous meeting, has been changed in format. Instead of asking faculty to provide response for each individual competency (with answers copied from CORs), updated draft prompts for one essay-style question which asks faculty how their course contributes to students fulfilling ILOs in general. Kaupp stressed he's very open to suggestions for edits or other feedback. Agyare asked if Breadth Mapping will be required for all GE applications being submitted—Kaupp responded, that's for CCC to decide. Topic will return for continued discussion at next meeting.
25. Good of the Order	Kaupp expressed appreciation for how willing CCC participants are to speak up and share opinions, which leads to much more robust discussion.
26. Adjournment	**3:28 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), Rachael Dworsky (LA), John Fox (BSS), Evan Gilstrap* (Articulation Officer), Kurt Hueg* (Administrator Co-Chair), Maritza Jackson Sandoval* (CNSL), Ben Kaupp* (Faculty Co-Chair), Anaya Kendall (ASFC), Glenn Kurisu* (HSH), Natalie Latteri (BSS), Andy Lee (CNSL), Laurence Lew* (BSS), Teresa Ong* (VP Workforce), Richard Saroyan (SRC), Jennifer Sinclair* (STEM), Kyle Taylor* (STEM), Mary Vanatta* (Curriculum Coordinator), Kristina Vennarucci* (APPR), Judy Walgren* (FAC), Sam White* (LA)
** Indicates in-person attendance*

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 01/16/26 9:48 am

Viewing: APPT F147C : ADVANCED INDUSTRIAL RIGGING

Last edit: 01/20/26 9:35 am

Changes proposed by: Phuong Tran (10009633)

In Workflow

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

Approval Path

1. 01/16/26 10:03 am Tim Myres (TimM): Approved for 1ED Curriculum Rep

Course Proposal Form

Faculty Author	Andrew Stafford		
Effective Term	Fall 2027		
Common Course Numbering?	No		
Subject	Apprenticeship: Pipe Trades (APPT)	Course Number	F147C
Department	Apprenticeship (A P)		
Division	Apprenticeship (1ED)		
Units	6.5		
Lecture Units	5.5	Lab Units	1
Hours	66 lecture hours; 42 lab hours		
Course Title	ADVANCED INDUSTRIAL RIGGING		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	Appropriate knots required for specific rigging operations. Rigging safety protocol is reviewed, which includes health and safety legislation and the responsibilities of specified rigging personnel. Crane signals and practice of rigging skills, through both observation and hands-on activities. Additionally, the course prepares apprentices for the Electrical Power Research Institute (EPRI) Rigging Certification. Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Steamfitting & Pipefitting Technology Apprenticeship Program.
Proposed Discipline	Industrial Technology

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

Steamfitting and Pipefitting Technology

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: 9407

Foothill College Curriculum Committee Consent Calendar

2/3/26

Division Curriculum Committees

Apprenticeship (APPR) Division Curriculum Committee

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

Business & Social Sciences (BSS) Division Curriculum Committee

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

Counseling (CNSL) Division Curriculum Committee

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

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

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

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

Fine Arts & Communication (FAC) Division Curriculum Committee

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

Health Sciences & Horticulture (HSH) Division Curriculum Committee

- **Chair(s):** Rachelle Campbell, Cathy Draper, Glenn Kurisu, Shaelyn St. Onge-Cole
- **Voting Members:** All HSH faculty members have voting privileges
- **Quorum Requirements:** Representation from 50% of programs
- **Meeting Schedule:**
    - **Location:** HSH Division Conference Room (5212)
    - **Time and Date:** 1/23 from 12pm-1pm
    - **Frequency:** Monthly
- **Agenda Posting:** Agendas are posted on the HSH Division Office window, 5200 building

Kinesiology & Athletics (KA/ATHL) Division Curriculum Committee

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

Language Arts (LA) Division Curriculum Committee

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

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

Learning Resource Center (LRC) Division Curriculum Committee

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

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

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

Cyan highlights = changes made since previous meeting

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

Course Number & Title or Degree Program Name: COMM 54A Forensic Speech
Indicate if this is: X a course, or ☐ a degree program

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

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

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

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

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

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

Depth Criteria for Area 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.

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

Instructions for Mapping Course Components to Criteria

Please follow the steps below to demonstrate how your course (or degree program) fulfills the Breadth and Depth criteria for General Education Area 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 degree program, please indicate from which course in the sequence you are sourcing COR components.

Breadth Mapping

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

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

     Speech Preparation and Performance (Course Content: Impromptu, Extemp, and Prepared Speeches)

     Students engage in analytical reading and research to construct informative, persuasive, and communication analysis speeches. These assignments emphasize synthesis of evidence, logical organization, and effective expression.

     Written Assignments

     Students complete a written presentation outline, coach-approved speech drafts, and formal self-assessments. These tasks develop writing skills focused on clarity, logic, and rhetorical effectiveness.

     Oral Communication Activities

     Regular public speaking opportunities—both in-class and in competitive settings—develop students' verbal communication and presentation skills across multiple formats and audiences.

     Speech Critique (Oral and Written)

     Students practice active listening and analytical thinking through structured oral critiques and written evaluations of peer performances and external competition videos, applying principles of rhetorical theory.

Information Competency

The course includes direct instruction in information research, source evaluation, citation practices, and ethical integration of evidence, all of which support rigorous academic inquiry and synthesis.

Digital Student Portfolio

The digital portfolio documents student progress and includes self-reflections, peer/instructor feedback, and post-event evaluations, reinforcing metacognition and continuous improvement in communication competency.

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

     There are no matching components for application of mathematical concepts or principles of data collection and analysis to solve problems in this course.

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

     Prepared Speech Development (Course Content: Informative, Persuasive, Communication Analysis)

     Students learn to organize and articulate ideas using the structural conventions of formal public address, including clear thesis statements, logical progression of ideas, effective transitions, and precise rhetorical techniques appropriate to the field of communication studies.

     Written Presentation Outlines and Speech Manuscripts

     Students are required to draft structured outlines and full manuscripts that demonstrate logical organization, clarity of purpose, and adherence to rhetorical principles and genre-specific expectations.

Oral Presentation

In-class and competitive performances require students to express complex arguments clearly and professionally in real-time settings, employing discipline-specific terminology, formats, and delivery standards.

Oral and Written Critiques

Critiquing peer and professional speeches reinforce the use of appropriate evaluative language, rhetorical terminology, and critical reasoning skills while modeling organized and precise communication.

Digital Student Portfolio

Portfolio materials, including written reflections and post-event evaluations, require students to articulate their thought processes, progress, and self-assessments in a coherent and discipline-aligned manner.

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):

     Intercultural Understanding and Appreciation (Course Content)

     Through cross-cultural research and international intercollegiate competition video analysis, students explore diverse cultural communication styles and global rhetorical traditions, fostering intercultural competence and global awareness.

     Speech Topic Selection and Preparation

     Students are encouraged to choose topics related to social justice, equity, current events, and historically marginalized voices. This process deepens their understanding of local and global issues while reinforcing their responsibility as ethical communicators.

     History of Rhetorical Competition

     A study of the historical development of competitive speech—regionally and nationally—exposes students to the evolution of public discourse and its role in civic engagement, advocacy, and cultural change.

Self-Reflection and Evaluation Activities

Through guided post-event evaluations and digital portfolio reflections, students examine their own growth and responsibilities as communicators in increasingly interconnected and multicultural contexts.

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

     Speech Research and Preparation (Course Content: Impromptu, Extemp, and Prepared Speech Sections)

     Students are taught to locate, assess, and ethically incorporate credible sources into their speeches, demonstrating information competency across different speech formats. Instruction includes proper oral citation of sources, emphasizing the legal and ethical use of information.

     Digital Student Portfolio

     Students compile and organize their speeches, critiques, and reflections in a digital portfolio, developing essential digital literacy skills including document management, multimedia presentation, and online collaboration.

     Instruction in Information Competency (Course Lecture and Lab Content)

     Direct instruction focuses on evaluating the reliability and relevance of information, synthesizing research into coherent arguments, and navigating digital tools for content creation and presentation.

     Peer and Instructor Feedback Loops

     Students apply digital platforms for critique exchange and revision, reinforcing the responsible use of technology for academic growth and community engagement.

     Use of Open Educational Resources (OER)

     Students learn to access and apply freely available, high-quality academic sources, enhancing their ability to navigate digital repositories and ethically use publicly available information for personal and academic development.

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

Depth Mapping

<u>Mandatory</u> Depth Outcomes

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

1. **Effective Oral Communication**
   Clearly and precisely express ideas in a logical and organized manner using discipline-appropriate language.
   - Matching course component(s):

     Prepared Speech Assignments (Informative, Persuasive, and Communication Analysis)

     Students develop and deliver structured speeches using rhetorical strategies, logical sequencing, and discipline-specific terminology appropriate for public speaking and forensics competition.

     Limited Preparation Speech Practice (Impromptu and Extemporaneous)

     Students practice organizing and articulating ideas clearly under time constraints, using focused arguments and appropriate vocabulary to maintain coherence and clarity.

     In-Class Performances

     Students regularly present in class and could opt to present at intercollegiate or community events, applying effective verbal communication strategies tailored to specific audiences, settings, and formats.

     Oral Critiques and Peer Feedback Activities

     Students offer verbal evaluations of peer speeches using constructive, organized, and discipline-appropriate language, reinforcing their ability to articulate ideas clearly and professionally.

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):

Oral and Written Speech Critiques

Students evaluate peer and professional speeches using established rhetorical criteria. These critiques require them to analyze structure, argument quality, use of evidence, and delivery, fostering the ability to critically assess others' ideas.

Speech Development and Revision (Prepared and Limited Preparation Events)

Students research, draft, and revise speeches, refining their own ideas and arguments in response to feedback and self-assessment, with an emphasis on clarity, logic, and persuasive impact.

Post-Event Reflections and Digital Portfolio

Students reflect on feedback from coaches, judges, and peers, using that input to evaluate the effectiveness of their performances and refine their approach to future speeches.

Communication Analysis and Persuasive Speech Assignments

These formats require students to build and articulate well-reasoned positions supported by evidence and rhetorical strategy, often in response to complex social, cultural, or political issues.

3. **Analytical Thinking**
   Analyze and evaluate arguments, identifying underlying assumptions, strengths, weaknesses, and implications.
   - Matching course component(s):

     Communication Analysis Speeches

     Students are required to analyze rhetorical artifacts or communication events using theoretical frameworks. This process involves identifying assumptions, evaluating argument strength, and discussing implications within a broader social or cultural context.

     Extemporaneous and Impromptu Speaking

     Students must quickly analyze prompts or current events, identify key issues, and construct arguments that demonstrate awareness of different perspectives and logical implications.

Speech Critique Assignments (Oral and Written)

Students evaluate peer and professional speeches by identifying organizational flaws, weak or unsupported claims, and logical fallacies, as well as recognizing effective use of rhetoric and evidence.

Post-Event Self-Assessment and Digital Portfolio

Through reflective writing, students analyze their own arguments and delivery choices, considering what worked, what didn't, and how to improve—building awareness of their own assumptions and reasoning patterns.

4. **Ethical and Responsible Communication**
   Demonstrate an understanding of the ethical responsibilities associated with effective communication and argumentation.
   - Matching course component(s):

     Oral Citation of Sources in Speeches

     Students are required to ethically integrate and orally cite credible sources in all prepared and limited preparation speeches, emphasizing academic honesty and responsible use of information.

     Instruction in Communication Ethics (Course Content & Lecture)

     The course includes direct instruction on the ethical responsibilities of communicators, including truthfulness, fairness, respect for diverse perspectives, and avoidance of plagiarism or manipulation.

     Post-Event Reflections and Digital Portfolio

     Students reflect on their behavior, communication choices, and peer interactions, demonstrating awareness of ethical practices in competitive and academic speaking environments.

     Peer Critique and Feedback Activities

     Students learn to provide constructive, respectful feedback that supports a safe and inclusive learning environment, reinforcing the ethical dimension of communication.

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

5. **Problem-Solving Through Communication**
   Apply communication and critical thinking skills to resolve problems and make informed decisions.
   - Matching course component(s):

     Persuasive and Extemporaneous Speech Assignments

     Students research and address complex social, political, and cultural issues, applying argumentation and critical thinking to advocate for solutions and make informed, audience-appropriate decisions.

     Tournament Preparation and Performance

     Students must make real-time decisions about adapting to audiences, responding to competition feedback, and refining delivery and content under pressure, demonstrating applied problem-solving through communication.

     Coach-Approved Event Development

     In preparing a speech for intercollegiate competition, students work collaboratively with instructors to identify a relevant problem, develop a strategy, and communicate a compelling and well-supported solution.

     In-Class Discussions and Peer Review

     Collaborative class activities encourage students to engage in dialogue, weigh multiple perspectives, and refine their positions—practicing decision-making through shared communication processes.

     Post-Event Reflection and Digital Portfolio

     Students reflect on the challenges they encountered during speech development and competition, documenting how they used communication strategies to overcome obstacles and improve outcomes.

<u>Optional</u> Depth Outcomes

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

1. **Listening and Interpretation**
   Develop active listening skills to accurately interpret and respond to spoken messages.
   - Matching course component(s):

Oral Critique Activities

Students are required to actively listen to peer speeches and provide structured, constructive feedback based on clarity, content, delivery, and audience impact. These activities foster accurate interpretation and thoughtful verbal response.

In-Class Performances and Peer Evaluations

During speech days, students observe and evaluate classmates' presentations, practicing attentive listening and note-taking in order to offer meaningful critiques.

Analysis of Tournament Speeches and Ballots

Students review recorded speeches and judge feedback from competition ballots, learning to interpret evaluative comments and apply them to their own performance growth.

Intercultural Understanding and International Speech Review

Students watch and discuss international forensics performances, developing listening skills across cultural and stylistic boundaries, and learning to interpret diverse modes of rhetorical delivery.

2. **Rhetorical Strategies**

Utilize rhetorical techniques to adapt messages to diverse audiences and purposes.

- Matching course component(s):

Prepared Speech Assignments (Informative, Persuasive, Communication Analysis)

Students learn to tailor their content, structure, and delivery to suit specific audiences and speech purposes. Instruction includes the use of rhetorical appeals (ethos, pathos, logos) and audience analysis to enhance message impact.

Limited Preparation Speeches (Impromptu and Extemporaneous)

Students practice quickly adapting messages to unfamiliar topics and diverse audiences by selecting appropriate language, tone, and structure in real-time settings.

Instruction in Classical Rhetoric and Contemporary Theory

Course content includes instruction on the five canons of rhetoric and other rhetorical strategies, enabling students to intentionally construct arguments and messages with audience and context in mind.

Peer and Instructor Critique Activities

Through critique and revision, students refine their rhetorical choices and explore how different strategies influence audience understanding and engagement.

3. **Collaborative Communication**
   Engage effectively in group discussions, demonstrating teamwork and interpersonal communication skills.
   - Matching course component(s):

     Group Seminar Coaching Sessions

     Students participate in small group coaching focused on collaborative brainstorming, speech development, peer feedback, and performance practice, reinforcing teamwork and constructive interpersonal communication.

     Peer Review and Critique Activities

     Students engage in guided discussions to offer and receive feedback on speech content and delivery, developing respectful dialogue skills and the ability to work cooperatively toward shared improvement.

     Electronic Group Discussions with Instructor Prompts

     Through digital platforms like Canvas and Pronto, students participate in asynchronous and real-time group conversations, building communication competence in collaborative online environments.

     Post-Event Reflection with Peer Input

     Students include peer and team feedback in their reflections, demonstrating their ability to listen, synthesize insights, and incorporate suggestions into future performances.

4. **Cultural Awareness**
   Recognize and respect cultural differences in communication styles and adapt accordingly.
   - Matching course component(s):

     Intercultural Understanding and Appreciation Module

     Students engage in cross-cultural research and analyze international intercollegiate competition videos to explore diverse rhetorical traditions, communication norms, and audience expectations around the world.

Speech Topic Selection and Development

Students are encouraged to select socially relevant and culturally informed topics, drawing on their own backgrounds or exploring the lived experiences of others to promote empathy and awareness in communication.

Class Discussions and Peer Feedback

Students engage in respectful dialogue with peers from diverse backgrounds, practicing how to navigate differences in communication styles, values, and perspectives during group activities and critique sessions.

Instruction in Global Rhetorical Frameworks

The course introduces students to rhetorical traditions beyond Western models, helping them recognize culturally specific strategies and adapt their own communication to be inclusive and effective across contexts.

5. **Application Across Disciplines**
   Apply oral communication and critical thinking skills to analyze problems and arguments in other academic disciplines.
   - Matching course component(s):

     Speech Assignments on Interdisciplinary Topics

     Students are encouraged to select speech topics that intersect with other fields such as political science, sociology, environmental science, public health, and education—applying communication theory and critical thinking to address real-world academic and social issues.

     Communication Analysis Speeches

     These speeches require students to examine messages, media, or public discourse using analytical tools that are transferable to literary studies, media criticism, cultural studies, and philosophy.

     Extemporaneous Speaking and Current Events Research

     Students analyze current global and national issues, interpreting data and arguments relevant to multiple disciplines and presenting informed, well-reasoned responses that demonstrate interdisciplinary awareness.

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

Oral and Written Critiques

By evaluating argument structure, evidence use, and rhetorical effectiveness, students engage in a form of reasoning that parallels critical methods used in disciplines such as history, law, and the sciences.

Post-Event Reflections and Digital Portfolio

Students reflect on how the skills they develop in speech—research, synthesis, logical argumentation, and audience awareness—can be transferred to other academic and professional contexts.

Submit your completed form to your Division Curriculum Reps

Requesting Faculty: Anju Vriksha Date: 5/16/25

Division Curriculum Rep: Jordan Fong Date: 6/3/25

FOR USE BY CURRICULUM OFFICE:

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

COMM F054A : FORENSIC SPEECH

Proposal Type
Course Revision

Effective Term
Fall 2026

Subject
Communication Studies (COMM)

Course Number
F054A

Department
Communication Studies (COMM)

Division
Fine Arts and Communication (1FA)

Units
5

Course Title
FORENSIC SPEECH

Former ID

Cross Listed

Related Courses

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
AA Degree
Foothill GE

Foothill GE Status
Area 1B: Oral Communication & Critical Thinking

Need/Justification
This course is a restricted support course for the AA degree in Communication Studies.

Course Description
Training in principles of forensic speech, focusing on both individual prepared and individual extemporaneous oratory. Speech formats include communication analysis, extemp, impromptu, informative, and persuasive speech. Study of the history of various speech formats and instruction in speech criticism.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: Recommended previous or concurrent enrollment in COMM C1000, C1000H, or 1B; demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249; not open to students with credit in SPCH 54.

Course Objectives
The student will be able to:

1. Outline and perform properly-formatted impromptu and extemporaneous speeches.

2. Prepare and present either an informative, persuasive, or communication analysis speech.
3. Provide accurate and complete oral citation of researched sources during speeches.
4. Understand the history and development of rhetorical competition in the United States.
5. Deliver constructive and professional oral critiques of peer speeches.
6. Create appropriate and correctly-formatted written speech critiques using adjudication standards.
7. Gain understanding and appreciation of people from diverse cultural backgrounds through intercultural research and presentation analysis.
8. Gain understanding of effective verbal and nonverbal delivery techniques.
9. Apply principles of information competency to research, analyze, and develop content for competitive speeches.
10. Examine ethical engagement with teammates, coaches, judges, and competitors in a forensics or community event setting.
11. Reflect on personal growth and performance through post-event evaluation and self-assessment.

Course Content

This course provides focused instruction and practice in two key areas of competitive forensics: platform speeches and limited preparation speeches. Students will develop skills in research, organization, delivery, and critique through the following components:

1. Introduction to platform and limited preparation speech events
    1. Overview of relevant forensics categories
        1. Platform speeches: Informative, persuasive, and communication analysis
        2. Limited preparation speeches: Impromptu and extemporaneous
    2. Review of event structures and competition requirements
    3. Ethics and etiquette for participation in speech events
2. Platform speeches
    1. Instruction in the preparation and delivery of:
        1. Informative speeches
        2. Persuasive speeches
        3. Communication analysis speeches
    2. Study of historically and culturally relevant examples
    3. Practice in integrating research and evidence into structured arguments
3. Limited preparation speeches
    1. Impromptu speaking
        1. Techniques for spontaneous organization and delivery
        2. Practice analyzing quotations, prompts, and current event topics
    2. Extemporaneous speaking
        1. Research and organization strategies for timed preparation
        2. Emphasis on information competency, analysis, and synthesis of current issues

4. Source citation and evidence integration
    1. Review of proper oral citation techniques
    2. Practice incorporating credible sources into both prepared and limited preparation speeches
5. Speech critique and feedback
    1. Development of oral and written critique skills
    2. Practice evaluating peer speeches using adjudication standards
6. Intercultural understanding and appreciation
    1. Cross-cultural research to inform speech content and audience awareness
    2. Review and analysis of international intercollegiate forensics competition performances to gain a global perspective on speech practices
7. Application and performance
    1. Practicing advocacy and presentation for one or more speech events
    2. Participation in at least one competitive forensics event focused on platform or limited preparation speeches

Lab Content
Not applicable.

Special Facilities and/or Equipment
1. Classroom with access to audio/visual aids, especially video camera, computer with internet access, projector and viewing screen, monitor, and DVD/VCR.
2. When taught as an online/hybrid section: on-going 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:
Written presentation outline
Evaluation of speeches based on organization of material, clarity of expression, significance of evidence, effectiveness of transitions, and logical progression of ideas
Written speech critique of peer performances
Written self-assessments reflecting on personal growth and performance
Participation in in-class performances, activities, discussions, and critiques to demonstrate understanding of competitive event formats and communication theory
Development and submission of a digital portfolio containing all speech events from the quarter, including post-event participation evaluations and self-reflections with support from peers and the instructor
Preparation and presentation of at least one coach-approved event suitable for collegiate competition to assess the quality of speeches

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Instructor-led lectures that introduce the structure, purpose, and variety of forensics event types
Group seminar coaching focused on research, social significance, writing, editing, performance, and delivery
Individualized coaching sessions tailored to each student's chosen event and specific advocacy goals to provide targeted support
In-class performances followed by instructor-guided interpretation, analysis, and feedback
Cooperative exercises, such as peer critiques, oral presentations, and electronic group discussions facilitated by instructor prompts
Demonstrations of essential techniques and elements required for competitive speaking
Participation as a competitor or observer in on-campus performances, intramural events, and/or intercollegiate speech competitions to further enrich the learning experience

Representative Text(s)

Author(s)	Title	Publication Date
Schreiber, Lisa, and Morgan Hartranft	Public Speaking (The Public Speaking Project)	2023
Donovan, Jeremy	How to Win the Championship of Public Speaking	2013
Sedniev, Andrii	Magic of Public Speaking: A Complete System to Become a World Class Speaker	2012
Winebrennar, T.C.	Intercollegiate Forensics, 2nd ed.	1999

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

Other Materials
The nature of this course allows for the use of a variety of materials identified by the instructor, such as current event publications, sample speeches, instructor-created resources.

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

1. Speech writing assignments
    1. Write multiple speeches in a variety of formats, including:
        1. Limited preparation speeches (e.g., impromptu or extemporaneous)
        2. Public address speeches (e.g., informative, persuasive, rhetorical criticism/communication analysis)
    2. Draft outlines and manuscripts using proper structure, research integration, and oral citation techniques
2. Critical thinking assignments
    1. Analyze and evaluate peer speeches and professional models using rhetorical

and organizational criteria
    2. Prepare and revise speeches with attention to argument development, audience adaptation, and the use of credible evidence
    3. Reflect on and respond to written feedback from tournament judges and coaches
3. Reading and research assignments
    1. Conduct and review scholarly and credible research to support the construction of speech content
    2. Read assigned materials that explore communication theory, speech strategy, and effective delivery techniques
4. Performance and skills demonstrations
    1. Deliver weekly in-class presentations for critique and improvement
    2. Prepare and present coach-approved competitive speeches that meet tournament standards
5. Evaluation and reflection assignments
    1. Provide verbal critiques of peer presentations using course terminology and evaluation rubrics
    2. Complete written evaluations of speeches presented in class or in competition
    3. Submit a one-page reflection on feedback received from judges at intercollegiate tournaments

These assignments are representative and may vary based on instructor approach, but all are designed to meet course objectives and support student success in competitive speaking environments.

Authorized Discipline(s):
Communication Studies

Faculty Service Area (FSA Code)
SPEECH

Taxonomy of Program Code (TOP Code)
1506.00 - Speech Communication

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

Please describe how you have incorporated principles of equity during this revision:
May 16, 2025:
1. DEIA (Diversity, Equity, Inclusion, and Accessibility) content is integrated into the COR- The course includes specific modules on intercultural understanding and appreciation, requiring students to engage in cross-cultural research and analyze global rhetorical practices. Content also addresses representation in rhetorical traditions and speech contexts.
2. Implementation of Culturally Responsive Teaching/Pedagogy principles-Assignments are

designed to be socially relevant, encouraging students to draw from their own lived experiences and cultural backgrounds when constructing and presenting speeches. Events of social and cultural significance are embedded throughout the course content.
3. Course activities are developed following Universal Design for Learning (UDL) principles with multiple methods of engagement- Students demonstrate progress through varied formats, including oral presentations, written critiques, digital portfolios, and class discussions, supporting different learning styles and abilities.
4. Course content acknowledges and addresses historical and current structural inequalities within communication- Instruction includes the history of rhetorical competition in the U.S., with attention to issues of access and exclusion. Students critically examine speech practices through an equity lens and explore advocacy as a tool for social change.
5. The course utilizes inclusive language- The course description, objectives, and content were revised to use welcoming, clear, and inclusive language. Jargon is minimized to ensure accessibility across a broad student population.
6. Assignments encourage students to establish connections between the content and their sociocultural backgrounds- Speech topics and reflection assignments prompt students to engage with personal and cultural identities, explore issues of relevance to their communities, and connect course theory with real-world advocacy.
7. Free Open Educational Resources (OER) texts increase student access- When possible, OER and instructor-curated materials are used to reduce financial barriers, ensuring all students can access course content and research tools.
8. Course subjects selected to be inclusive and relevant to student experiences- Students participate in the preparation and performance of speeches that reflect contemporary issues, intercultural perspectives, and diverse rhetorical traditions.
9. Understand and apply theoretical foundations of creating, synthesizing and articulating knowledge, including the critique and utilization of rhetorical maxims globally, including the five canons of rhetoric, Aristotelian proofs of ethos, pathos, and logos.Students are taught to apply classical and contemporary rhetorical theories in their preparation, critique, and performance of speeches.
10. Understand and apply active-mindful critical listening to offer constructive feedback and build relationships- Through peer evaluations, oral critiques, and self-reflection, students practice mindful listening and provide thoughtful, constructive feedback to foster mutual growth and communication competence.

Articulation Office Only

Transferability
CSU

Division Dean Only

Seat Count
30

Load
.111

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

Course Number & Title or Degree Program Name: COMM 54B Forensic Debate
Indicate if this is: X a course, or ☐ a degree program

Overview:
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General Education Review Request
Area 1B - Oral Communication & Critical Thinking

Instructions for Mapping Course Components to Criteria

Please follow the steps below to demonstrate how your course (or degree program) fulfills the Breadth and Depth criteria for General Education Area 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 degree program, please indicate from which course in the sequence you are sourcing COR components.

Breadth Mapping

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

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

     -Research and development of prima facie cases and affirmative arguments using credible sources.

     -Weekly in-class presentations and debate performances that require effective verbal expression.

     -Written self-assessments, debate flows, and peer critiques that develop clarity in written communication.

     -Synthesis of complex arguments and positions during refutation and rebuttal activities.

     -Active listening and critical response to peer and professional debates.

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

     There are no matching components for application of mathematical concepts or principles of data collection and analysis to solve problems in this course.

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

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

     i. Construction and presentation of structured speeches and debate cases using rhetorical vocabulary.
     ii. Preparation of formal debate outlines and written flow charts that demonstrate logical sequencing and clarity.
     iii. Use of debate-specific terminology in oral critiques, written reflections, and class discussion.

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):

     i. Topic selection for debate events includes contemporary political, economic, and social issues.
     ii. Intercultural understanding through research and video analysis of international debate competitions.
     iii. Discussions and debates on global equity, justice, and culturally relevant topics.

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

     i. Conducting scholarly research to support debate arguments, with correct citation practices.
     ii. Development of digital portfolios that include judge ballots, peer feedback, and self-evaluations.
     iii. Use of digital platforms for electronic group discussions and resource sharing.
     iv. Viewing and analysis of recorded national and international debate rounds (e.g., World Universities Debating Championship).

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

Depth Mapping

<u>Mandatory</u> Depth Outcomes

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

1. **Effective Oral Communication**
   Clearly and precisely express ideas in a logical and organized manner using discipline-appropriate language.
   - Matching course component(s):

     i. Prepared and Limited Preparation Debates: Students practice constructing and delivering structured arguments using logical sequencing and formal debate terminology (e.g., constructive, rebuttal, resolutional analysis).
     ii. In-Class Presentations and Tournament Performances: Students articulate complex ideas clearly in real-time settings, demonstrating command of rhetorical structure and audience adaptation.
     iii. Flow Chart Construction and Case File Development: Students organize and articulate their arguments in written form to support clarity during oral delivery.
     iv. Peer Critique and Guided Feedback: Ongoing instructor and peer feedback helps students refine language use and enhance logical coherence in verbal communication.

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):

     i. Oral and Written Debate Critiques: Students evaluate peer performances and professional debate recordings, identifying strengths, weaknesses, and logical fallacies using debate-specific evaluative frameworks.
     ii. Refutation and Rebuttal Practice: Students critically engage with opposing arguments in real time, identifying flaws and responding with organized, evidence-based positions.
     iii. Self-Assessment and Digital Portfolio Reflections: Students reflect on their own debate strategies and feedback received from coaches and judges, using these insights to revise and improve their arguments.
     iv. Case Construction and Argument Development: Students research, plan, and refine arguments for both affirmative and negative cases, demonstrating the ability to critically develop and defend their positions.

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

3. **Analytical Thinking**
   Analyze and evaluate arguments, identifying underlying assumptions, strengths, weaknesses, and implications.
   - Matching course component(s):

     i. Communication Analysis and Debate Case Preparation: Students identify assumptions, evaluate evidence, and construct well-reasoned arguments while preparing for debates.
     ii. Refutation and Rebuttal Activities: Students analyze opponents' arguments in real time, identifying logical flaws and weaknesses to formulate effective counterarguments.
     iii. Flow Chart Construction: Students visually track and analyze the structure and progression of arguments during debates, enabling detailed evaluation of strength, logic, and strategic implications.
     iv. Judge Ballot Review and Self-Reflection: Students evaluate critiques from competitions, assess the effectiveness of their arguments, and reflect on opportunities for strategic improvement.
     v. Analysis of National and International Debate Recordings: Students deconstruct debate rounds, assess argument quality, and examine rhetorical effectiveness, fostering deeper analytical skills.

4. **Ethical and Responsible Communication**
   Demonstrate an understanding of the ethical responsibilities associated with effective communication and argumentation.
   - Matching course component(s):

     i. Oral Citation and Use of Evidence: Students are required to ethically incorporate and cite credible sources during debates, modeling academic integrity and responsible speech practices.
     ii. Instruction on Debate Etiquette and Ethics: The course explicitly teaches norms of ethical engagement in competitive environments, including respectful discourse, fairness, and responsible representation of ideas.
     iii. Self-Assessment and Reflection Assignments: Students evaluate their own communication choices in terms of ethical conduct, audience impact, and personal growth.
     iv. Peer Critique and Team Collaboration: Students practice respectful communication, active listening, and constructive feedback, contributing to a supportive and inclusive classroom and team culture.

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

5. **Problem-Solving Through Communication**
   Apply communication and critical thinking skills to resolve problems and make informed decisions.
   - Matching course component(s):

     i. Debate Case Construction (Affirmative and Negative): Students research and construct arguments that propose solutions to real-world political, economic, legal, and social issues, using evidence-based reasoning to support their claims.
     ii. Refutation and Rebuttal Practice: Students apply problem-solving in real time by analyzing opponents' positions and crafting immediate, coherent responses that address flaws or propose alternative solutions.
     iii. In-Class Debates and Tournament Participation: Students make strategic decisions during debates, adjusting their communication style and argumentative approach to respond to audience, judge, and opponent dynamics.
     iv. Post-Event Reflection and Digital Portfolio: Students evaluate their performance, identify challenges faced during competition, and reflect on how their communication choices contributed to problem-solving or outcome shifts.
     v. Peer Collaboration and Coaching Sessions: Students work collaboratively to refine arguments, address weak points, and make strategic decisions about structure, emphasis, and delivery.

<u>Optional</u> Depth Outcomes

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

1. **Listening and Interpretation**
   Develop active listening skills to accurately interpret and respond to spoken messages.
   - Matching course component(s):

     i. Students practice real-time listening and response during rebuttals, cross-examinations, and impromptu arguments.
     ii. Flowing live debates teaches students to track, interpret, and evaluate complex argumentative structures.
     iii. Participation in peer critiques and tournament judge feedback sessions strengthens interpretation and response accuracy.

2. **Rhetorical Strategies**
   Utilize rhetorical techniques to adapt messages to diverse audiences and purposes.
   - Matching course component(s):

i. Students apply rhetorical appeals (ethos, pathos, logos) and strategic delivery choices based on audience, purpose, and format.
ii. Debate formats such as NPDA and IPDA require rapid adaptation to unfamiliar topics and judge/audience expectations.
iii. Students analyze recorded international debate rounds to observe and apply culturally varied rhetorical strategies.

3. **Collaborative Communication**
   Engage effectively in group discussions, demonstrating teamwork and interpersonal communication skills.
   - Matching course component(s):

     i. Group seminar coaching and peer review sessions require cooperative learning and respectful feedback exchange.
     ii. Students collaborate with teammates to prepare arguments, share research, and coordinate tournament logistics.
     iii. Optional Tournament participation fosters interpersonal skills through interaction with judges, coaches, and competitors.

4. **Cultural Awareness**
   Recognize and respect cultural differences in communication styles and adapt accordingly.
   - Matching course component(s):

     i. Students conduct cross-cultural research and explore international speech traditions through debate topics and video analysis.
     ii. The course includes reflection on cultural identity and its impact on argumentation and audience engagement.
     iii. Assignments encourage students to choose debate topics that explore social justice, equity, and intercultural communication.

5. **Application Across Disciplines**
   Apply oral communication and critical thinking skills to analyze problems and arguments in other academic disciplines.
   - Matching course component(s):

     i. Students debate topics drawn from fields such as political science, economics, philosophy, and public health.

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

ii. Research and argumentation require interdisciplinary engagement and application of subject-specific content.
iii. Skills in persuasive communication and analytical reasoning support academic work in a broad range of disciplines.

Submit your completed form to your Division Curriculum Reps

Requesting Faculty: Anju Vriksha Date: 5/16/25

Division Curriculum Rep: Jordan Fong Date: 6/3/25

FOR USE BY CURRICULUM OFFICE:

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

COMM F054B : FORENSIC DEBATE

Proposal Type
Course Revision

Effective Term
Fall 2026

Subject
Communication Studies (COMM)

Course Number
F054B

Department
Communication Studies (COMM)

Division
Fine Arts and Communication (1FA)

Units
5

Course Title
FORENSIC DEBATE

Former ID

Cross Listed

Related Courses

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
AA Degree
Foothill GE

Foothill GE Status
Area 1B: Oral Communication & Critical Thinking

Need/Justification
This course is a restricted support course for the AA degree in Communication Studies.

Course Description
Training in principles of debate; preparation for extemporaneous speaking and competitive debate. Students will receive instruction in speech delivery, teamwork, case preparation, rebuttal strategy, and proper oral citation of sources. Includes historical study of forensic debate in a variety of formats.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: Recommended previous or concurrent enrollment in COMM C1000, C1000H, or 1B; demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249; not open to students with credit in COMM 54X.

Course Objectives
The student will be able to:

1. Recognize and distinguish between various forms of debate and forensics events,

and construct a proficient event suitable for intercollegiate competition.
2. Research and construct in-depth arguments on a range of current political, economic, legal, and social issues using information competency tools, including logical reasoning, critical deliberation, appropriate support, and effective advocacy.
3. Create a prima facie case and prepare affirmative arguments using credible evidence and structured supporting materials.
4. Engage in effective refutation and rebuttal by analyzing opposing arguments, identifying flaws, and responding with clarity and logic.
5. Adapt public discourse to diverse audiences, formats, and contexts using discipline-appropriate language and rhetorical strategies.
6. Gain understanding of effective delivery techniques, including sustained eye contact, vocal projection, natural facial expression, authentic voice, meaningful gestures, and presence in the moment.
7. Develop and organize debate materials, including a complete case file and a written flow chart for argument tracking and response.
8. Exhibit the ability to write for the ear (oral delivery) as well as for the eye (written formats), ensuring clarity, coherence, and engagement.
9. Deliver a wide range of public discourse formats, such as debates, persuasive speeches, and communication analyses, both in class and in competitive settings.
10. Gain understanding of communicating ethically and professionally with teammates, competitors, coaching staff, and judges.
11. Integrate critique from coaches, peers, and self-assessment to revise and improve both speech content and delivery.
12. Demonstrate intercultural understanding and appreciation through research, presentations, and self-disclosure that explore and respect diverse cultural perspectives.

Course Content

1. Overview of forensics and debate formats
    1. Introduction to individual and team debate styles used in intercollegiate and community competitions
    2. Examination of limited preparation, platform, and policy events
2. Application of communication theory and research skills
    1. Application of communication principles, including audience analysis, rhetorical strategy, and argumentation, to the development of forensics and community presentations
    2. Use of information competency for researching, analyzing, and writing arguments and speeches
    3. Practice of advocacy and presentational skills through structured assignments and feedback
3. Creation of a prima facie case
    1. Understanding the order and responsibilities of affirmative and negative speakers

    2. Linking the assigned resolution to a clearly defined and supportable case
    3. Structuring and timing case presentations according to competitive standards
4. Preparation of affirmative arguments
    1. Conducting research to support argumentative positions
    2. Applying intercollegiate citation requirements and ethical sourcing practices
5. Effective refutation and rebuttal
    1. Identifying logical fallacies in opposing arguments
    2. Practicing refutation and rebuttal techniques to improve response strategies
6. Case file and flow chart development
    1. Compiling current and classic debate case materials for competition use
    2. Practicing flowing arguments and creating written flow charts for organizational purposes
7. Intercultural understanding and appreciation
    1. Conducting cross-cultural and intercultural research for argument development
    2. Analyzing international forensics performances to explore rhetorical diversity
8. Ethics, etiquette, and community engagement
    1. Demonstrating appropriate behavior, ethical communication, and professionalism during tournaments and events

Lab Content
Not applicable.

Special Facilities and/or Equipment
1. Classroom with access to audio/visual aids, especially video camera, computer with internet access, projector and viewing screen, monitor and DVD/VCR.
2. When taught as an online/hybrid section: on-going 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:
Written outline for debate presentations, demonstrating logical structure and preparation
Evaluation of debates based on organization of content, clarity of expression, relevance and significance of supporting evidence, effectiveness of transitions, and logical progression of ideas
Completion of written debate flow charts to track and respond to arguments in a structured and timely manner
Written self-assessments reflecting on personal growth, skill development, and performance throughout the course
Active participation in in-class performances, discussions, critiques, and collaborative activities to demonstrate understanding of competitive event formats and foundational communication theory

Development and submission of a digital portfolio containing all prima facies, debate flows, and post-event evaluations and self-reflections, with input and feedback from peers and the instructor
Preparation and delivery of at least one coach-approved event suitable for collegiate competition to evaluate the quality of speech construction or debate case development

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Instructor-led lectures introducing the various types of debate formats and the principles of effective argumentation
Group seminar coaching sessions focused on research, the social relevance of topics, speechwriting, editing, performance, and delivery
One-on-one coaching to support students in developing competitive events tailored to their individual interests and advocacy goals
Cooperative learning exercises, such as oral presentations with peer critique and instructor-guided analysis of in-class performances
Electronic group discussions, facilitated through online platforms, to encourage continued engagement and reflection outside the classroom
Students may participate, as competitors or observers, in on-campus performances, intramural events, and/or intercollegiate forensics competitions to apply course concepts in real-world settings

Representative Text(s)

Author(s)	Title	Publication Date
Martenay, Jim	Arguing Using Critical Thinking	2021
Rottenberg A., and D. Winchell	Elements of Argument	2020
Freeley, Austin J., and David L. Steinberg	Argumentation and Debate	2013
Robertson, Eric	Strategic Argumentation In Parliamentary Debate	2010
Winebrennan, T.C.	Intercollegiate Forensics, 2nd ed.	1997
Wolfson, Jonathan A.	The Great Debate: A Handbook for Policy Debate and Public Forum Debate	2013
The Editors of IDEA	The Debatabase Book: A Must Have Guide for Successful Debate, 6th ed.	2013

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

Although some of these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

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

1. Writing assignments
    1. Compose multiple speeches and debate cases across recognized formats, such as National Forensics Association (NFA) Lincoln-Douglas Debate, National Parliamentary Debate Association (NPDA) Parliamentary Debate, and International Public Debate Association (IPDA) Debate
    2. Write formal evaluations of peer debates presented in class or in tournament settings
    3. Submit written self-assessments and one-page reflections on judge feedback received during intercollegiate competition
2. Reading and research assignments
    1. Read assigned materials on communication theory, debate structure, and delivery techniques
    2. Conduct and review scholarly research to support the development of prima facie cases and argumentative positions
    3. Evaluate and synthesize credible sources to construct persuasive and well-supported debate arguments
3. Performance and skills demonstrations
    1. Deliver weekly in-class debates or related presentations for critique and refinement
    2. Prepare and present at least one coach-approved debate aligned with tournament expectations and evaluative criteria
4. Evaluation and reflection assignments
    1. Provide verbal critiques of peer performances using appropriate debate terminology and structured rubrics
    2. Complete written assessments analyzing argument structure, delivery, and strategic effectiveness of in-class and competition debates
    3. Reflect on performance growth and areas for improvement through digital portfolio entries and post-event evaluations
5. Debate viewing and analysis assignments
    1. Watch and analyze video recordings of national and international parliamentary and IPDA debates, including the World Universities Debating Championship
    2. Practice flowing arguments while viewing these debates to build skills in organization, strategic analysis, and response planning

These assignments are representative of course requirements and may vary by instructor. All are designed to meet course objectives and support student success in competitive speaking environments.

Authorized Discipline(s):
Communication Studies

Faculty Service Area (FSA Code)
SPEECH

Taxonomy of Program Code (TOP Code)
1506.00 - Speech Communication

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

Please describe how you have incorporated principles of equity during this revision:
May 17, 2025:
1. DEIA (Diversity, Equity, Inclusion, and Accessibility) content is integrated into the COR- The course content emphasizes equitable access to competitive speech and debate by including assignments and materials that reflect diverse perspectives, rhetorical traditions, and global issues. Students engage in research that highlights underrepresented voices and develop arguments rooted in current and historical inequities.
2. Implementation of Culturally Responsive Teaching/Pedagogy principles- Students are encouraged to connect debate topics to their lived experiences and cultural backgrounds. The course invites reflection on social, political, and economic systems, and supports personal and community-based advocacy through speech and debate.
3. Course activities are developed following Universal Design for Learning (UDL) principles with multiple methods of engagement- Students demonstrate learning through a variety of methods, including written assignments, oral presentations, peer critique, digital portfolio reflections, and performance-based assessments—ensuring accessibility for diverse learning styles and abilities.
4. Course content acknowledges and addresses historical and current structural inequalities within communication and debate- Students critically examine the origins and traditions of competitive debate and rhetorical education, including their exclusionary histories. Case topics and assignments incorporate themes of justice, equity, and civic engagement.
5. The course utilizes inclusive language- The Course Outline of Record has been revised to include clear, welcoming, and student-centered language. Jargon is minimized, and instructional materials are written to support accessibility and engagement for all learners.
6. Assignments encourage students to establish connections between the content and their sociocultural backgrounds- Students choose debate topics that matter to them and their communities, conduct intercultural research, and are invited to speak from personal experience when appropriate to the debate format.
7. Free Open Educational Resources (OER) texts increase student access- The course incorporates free, instructor-curated materials and open-access research resources to reduce financial barriers and ensure equitable access to high-quality content.
8. Course subjects selected to be inclusive and relevant to student experiences- Students are exposed to a range of national and international debate formats and topics, including those that emphasize cross-cultural communication, social justice, and global citizenship.
9. Understand and apply theoretical foundations of creating, synthesizing, and articulating knowledge, including the critique and utilization of rhetorical maxims globally, such as the

five canons of rhetoric, Aristotelian proofs, and Toulmin model of arguementation.Instruction includes classical and contemporary rhetorical frameworks that students can adapt to various cultural contexts and advocacy goals.
10. Understand and apply active, mindful, and critical listening to offer constructive feedback and build relationships- Students are trained in respectful critique and collaborative communication, using these tools to foster a supportive and inclusive classroom and tournament environment.

Articulation Office Only

Transferability
CSU

Division Dean Only

Seat Count
30

Load
.111

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

Course Number & Title or Degree Program Name: COMM 54C Forensic Oral Interpretation
Indicate if this is: X a course, or ☐ a degree program

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

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

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

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

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

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

Depth Criteria for Area 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.

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

Instructions for Mapping Course Components to Criteria

Please follow the steps below to demonstrate how your course (or degree program) fulfills the Breadth and Depth criteria for General Education Area 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 degree program, please indicate from which course in the sequence you are sourcing COR components.

Breadth Mapping

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

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

     i. Literary analysis and interpretation of diverse texts (Course Content D, Assignments)
     ii. Writing and performing introductions that synthesize research and rhetorical purpose (Course Content B2, Methods of Evaluation A)
     iii. Peer critiques and oral/written self-reflection (Course Content F, Assignments)
     iv. Research on literature and authors for performance development (Reading and Research Assignments)

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

     There are no matching components for application of mathematical concepts or principles of data collection and analysis to solve problems in this course.

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

i. Creation and performance of oral interpretation across genres (Course Objectives A, G)
ii. Instruction in vocal/physical delivery and rhetorical strategy (Course Content C)
iii. Written introductions linking literature to relevant social issues (Course Content B2, Assignments)

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):

     i. Intercultural research and performance content (Course Content G, Assignments)
     ii. Use of interpretive literature to explore issues of identity, justice, and equity (Objectives D, Equity Considerations)
     iii. Reflections on representation and inclusion in public performance (Evaluation, Assignments)

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

     i. Research and citation practices in writing introductions (Assignments, Course Content B2)
     ii. Use of peer/instructor feedback and performance videos for self-evaluation (Course Content F5, Methods of Evaluation G)
     iii. Engagement with online forensics materials and digital performance portfolios

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Depth Mapping

<u>Mandatory</u> Depth Outcomes

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

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

1. **Effective Oral Communication**
   Clearly and precisely express ideas in a logical and organized manner using discipline-appropriate language.
   - Matching course component(s):

     i. Course Objectives A, G Students create and perform oral interpretations with appropriate vocal control and character development.
     ii. Course Content B2: Students are taught to write and deliver original introductions that clearly present the literature and its significance.
     iii. Course Content C: Students receive instruction in vocal delivery, physical presence, and audience adaptation.
     iv. Assignments: Students write and revise introductions and perform them in rehearsed settings.
     v. Evaluation: Students are assessed through written introductions, in-class performances, and evaluation of clarity, content, and delivery style.

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):

     i. Course Objectives C and F: Students learn to critique interpretive performances and apply feedback to improve their own.
     ii. Course Content F: Emphasis on oral and written critique practices, including integration of peer and instructor feedback.
     iii. Assignments: Students complete self-evaluations and peer critiques using structured rubrics.
     iv. Evaluation: Includes written self-evaluations, peer critiques, and instructor-guided feedback application.

3. **Analytical Thinking**
   Analyze and evaluate arguments, identifying underlying assumptions, strengths, weaknesses, and implications.
   - Matching course component(s):

     i. Course Content D: Students analyze literature for tone, theme, and character in preparation for performance.
     ii. Course Content B2: Students connect literature to current social issues through analytical writing in introductions.

iii. Assignments: Students write literary analysis essays and performance introductions highlighting social commentary.
iv. Evaluation: Based on the depth of literary analysis, thoughtful selection of material, and the rationale presented in introductions.

4. **Ethical and Responsible Communication**
   Demonstrate an understanding of the ethical responsibilities associated with effective communication and argumentation.
   - Matching course component(s):

     i. Course Objective H: Emphasizes ethical conduct and professionalism during performances.
     ii. Course Content G: Students explore diverse perspectives and issues of representation in literature.
     iii. Course Content H: Addresses ethical standards, tournament etiquette, and respectful collaboration.
     iv. Equity Considerations: Students engage with culturally inclusive content and are encouraged to critique social injustice.
     v. Evaluation: Includes intercultural research and peer collaboration.

5. **Problem-Solving Through Communication**
   Apply communication and critical thinking skills to resolve problems and make informed decisions.
   - Matching course component(s):

     i. Course Content B2 & D3: Students construct introductions and manuscripts that express thematic and social relevance.
     ii. Rehearsals and individualized coaching develop the student's ability to revise performances based on critique.
     iii. Assignments: Reflective writing, instructor feedback, and in-class critique guide ongoing improvement.
     iv. Evaluation: Includes self-reflection journals, digital performance portfolios, and participation in competitive or public events that require strategic delivery choices.

<u>Optional</u> Depth Outcomes

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

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

1. **Listening and Interpretation**
   Develop active listening skills to accurately interpret and respond to spoken messages.
   - Matching course component(s):

     i. Course Content F: Students receive direct instruction and practice in oral critique and interpretation of peer performances.
     ii. Peer critique sessions and post-performance reflections help students evaluate and respond thoughtfully to verbal messages.
     iii. Assignments: Students complete peer evaluations and respond to instructor feedback, demonstrating listening accuracy and growth.

2. **Rhetorical Strategies**
   Utilize rhetorical techniques to adapt messages to diverse audiences and purposes.
   - Matching course component(s):

     i. Course Objectives E and B2: Students apply rhetorical strategies in both literary interpretation and original introductions.
     ii. Course Content B2 and C3: Teaches students how to emotionally connect with an audience and adapt vocal/physical delivery accordingly.
     iii. Assignments: Writing and delivering introductions that connect performance to social issues demonstrates intentional rhetorical framing.

3. **Collaborative Communication**
   Engage effectively in group discussions, demonstrating teamwork and interpersonal communication skills.
   - Matching course component(s):

     i. Course Content H: Emphasizes collaboration, support, and etiquette within team environments.
     ii. Lab Content B: Students engage in group rehearsals and peer coaching sessions.
     iii. Assignments: Participation in Reader's Theater and Duo Interpretation performances fosters effective collaboration and communication.

4. **Cultural Awareness**
   Recognize and respect cultural differences in communication styles and adapt accordingly.
   - Matching course component(s):

     i. Course Objectives D and G: Students research and perform culturally diverse literature with a focus on representation.

ii. Course Content G: Dedicated to exploring intercultural understanding, cross-cultural research, and global performance analysis.
iii. Assignments: Students reflect on cultural relevance and critique representation in their own and others' performances.

5. **Application Across Disciplines**
   Apply oral communication and critical thinking skills to analyze problems and arguments in other academic disciplines.
   - Matching course component(s):

     i. Course Content D and E: Students analyze themes from literary texts that intersect with disciplines like history, sociology, and ethics.
     ii. Assignments: Performance introductions require synthesis of cultural, historical, and theoretical content.
     iii. Evaluation: Students are assessed on their ability to connect literature to broader academic and societal issues.

Submit your completed form to your Division Curriculum Reps

Requesting Faculty: Anju Vriksha Date: 5/16/25

Division Curriculum Rep: Jordan Fong Date: 6/3/25

FOR USE BY CURRICULUM OFFICE:

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

COMM F054C : FORENSIC ORAL INTERPRETATION

Proposal Type
Course Revision

Effective Term
Fall 2026

Subject
Communication Studies (COMM)

Course Number
F054C

Department
Communication Studies (COMM)

Division
Fine Arts and Communication (1FA)

Units
5

Course Title
FORENSIC ORAL INTERPRETATION

Former ID
Formerly: COMM 54Y

Cross Listed

Related Courses

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
AA Degree
Foothill GE

Foothill GE Status
Area 1B: Oral Communication & Critical Thinking

Need/Justification
This course is a restricted support course for the AA degree in Communication Studies.

Course Description
Training in the principles of oral interpretation of published works, focusing on both individual and partnered oratory. Areas of focus include interpretation of poetry, dramatic interpretation, and interpretation of prose. Students will explore and perform selections of literature with an emphasis on vocal and physical expression, original introductions, literary analysis, intercultural awareness, and historical context. Study of the history and modern application of interpretive formats is also included.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: Recommended previous or concurrent enrollment in COMM C1000, C1000H, or 1B; demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249; not open to students with credit in COMM 54Y or SPCH 54Y.

Course Objectives
The student will be able to:

1. Create and perform independent oral interpretations of poetry, prose, and drama.
2. Gain understanding of interpretative speech performance history.
3. Learn to properly critique an oral interpretation, both orally and in writing.
4. Gain understanding and appreciation of people of diverse cultural backgrounds through intercultural research and presentations.
5. Apply principles of literary analysis, rhetorical strategy, and communication theory to interpretive performance.
6. Incorporate critique from instructors, peers, and adjudicators to improve interpretative skill.
7. Gain understanding of effective vocal control, physical presence, emotional connection, and character development in performance.

Course Content

1. Overview of forensics interpretation and related formats
    1. Definition and goals of interpretation in forensics
    2. Types of literature: poetry, prose, drama
    3. Introduction to Readers' Theater and/or community-based oral performance events
2. Overview of interpretation events, including:
    1. Dramatic interpretation: selections drawn from plays, emphasizing realism and character depth
    2. Prose interpretation: narrative-focused literature such as short stories or novels with attention to storytelling elements
    3. Poetry interpretation: interpretation of one or more poems highlighting sound, image, and poetic devices
    4. Programmed oral interpretation: a unified performance combining at least two literary genres centered on a theme
    5. Duo interpretation: two performers interpreting a single or programmed script with coordinated delivery
    6. Interpreters' Theater (Readers' Theater): group oral reading emphasizing ensemble expression, unity, and interpretation from manuscript
3. Oral interpretation techniques
    1. Instruction in various oral interpretation speech formats
        1. Technique and delivery of interpretation of prose
        2. Technique and delivery of dramatic interpretation
        3. Technique and delivery of interpretation of poetry
    2. Instruction in creation of original introductory material
4. Performance technique
    1. Vocal delivery: volume, pace, inflection, tone, articulation
    2. Physical delivery: facial expression, gestures, posture, and movement

3. Emotional connection and audience adaptation
5. Literary analysis and script preparation
    1. Selecting appropriate literature for interpretation
    2. Analyzing structure, theme, tone, and character
    3. Preparing a manuscript for performance
6. History of interpretive speech
    1. Examination of modern and historical oral interpretation
    2. Review of oral interpretation performance videos
7. Critique and evaluation
    1. Oral and written critique practices
    2. Using rubrics and ballots for structured feedback
    3. Instruction in and submission of properly structured written critique
    4. Demonstration and practice of oral critique techniques
    5. Integrating feedback for performance improvement
8. Intercultural understanding and representation
    1. Exploring and selecting literature from diverse cultural traditions
    2. Sensitivity to voice, identity, and representation in performance
    3. Cross-cultural research
    4. International intercollegiate competition video review
    5. Intercultural research and reflection
9. Professionalism and ethics
    1. Tournament conduct and etiquette
    2. Collaboration and support in team settings
    3. Self-discipline and time management for preparation

Lab Content
Not applicable.

Special Facilities and/or Equipment
1. Classroom with access to audio/visual aids, especially video camera, computer with internet access, projector and viewing screen, monitor and DVD/VCR.
2. When taught as an online/hybrid section: on-going 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:
Written introductions for presentations
Evaluation of oral interpretation based on selection of material, quality of content, and delivery style
Written self-evaluation
Preparation and performance of oral interpretations in multiple genres
Written literary and character analyses
Peer and instructor critiques (oral and written)

Self-reflection journals and digital performance portfolio
Participation in rehearsals, discussions, and one or more formal performances
Completion of intercultural research related to selected performance literature

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Instructor-led lectures on theory and technique
Demonstrations of oral interpretation performances
Collaborative group rehearsals
Individualized coaching
Structured peer critique
Students will engage in electronic discussions and perform in competitive or public speaking settings

Representative Text(s)

Author(s)	Title	Publication Date
Martinez, Anna	Oral Interpretation of Literature	2023
Young, Richard T.	Oral Interpretation: A Creative Performance Approach	2024
Gura, Timothy	Oral Interpretation, 12th ed.	2009
Lewis, Todd V.	Communicating Literature: An Introduction to Oral Interpretation	2008
Winebrennan, T.C.	Intercollegiate Forensics, 2nd ed.	1997

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

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

1. Writing assignments
    1. Write literary analysis essays on performance selections
    2. Compose character development outlines
    3. Draft self-reflection journals after performances
    4. Write and revise original introductions for performance pieces that clearly identify sources and authors and explain the piece's relevance, especially as it connects to a contemporary social issue
2. Reading and research assignments
    1. Read and annotate literary texts (poetry, prose, drama) for interpretation
    2. Conduct intercultural research on selected authors or texts
    3. Study historical materials on interpretation and competitive performance
3. Performance and demonstration assignments
    1. Perform rehearsed selections in class and/or at competition

2. Deliver peer critiques using performance rubrics
3. Participate in interpretive rounds in the classroom or at tournaments or community events

Authorized Discipline(s):
Communication Studies

Faculty Service Area (FSA Code)
SPEECH

Taxonomy of Program Code (TOP Code)
1506.00 - Speech Communication

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

Please describe how you have incorporated principles of equity during this revision:
May 17, 2025:
1.DEIA (Diversity, Equity, Inclusion, and Accessibility) content is integrated into the COR. The course prioritizes the inclusion of literature from a wide range of cultural traditions, voices, and identities. Interpretative performance is used as a means of examining equity and representation in public discourse.
2. Implementation of Culturally Responsive Teaching/Pedagogy principles. Students are encouraged to explore texts that resonate with their own lived experiences and those of marginalized communities. Instructional practices emphasize self-reflection, cultural awareness, and narrative authenticity.
3. Course activities are developed following Universal Design for Learning (UDL) principles with multiple methods of engagement. Students participate in a range of activities—literary analysis, performance, self-evaluation, and collaborative critique—ensuring multiple points of access and ways to demonstrate learning.
4. Course content acknowledges and addresses historical and current structural inequalities within communication and performance.Through the analysis of literary texts and authors, students reflect on how systemic inequities have shaped representation in literature and interpretive spaces.
5. The course utilizes inclusive language. Instructional materials, assignments, and rubrics have been revised to use clear, student-centered language and to avoid jargon and bias.
6. Assignments encourage students to establish connections between the content and their sociocultural backgrounds. Students research and write introductions that explain the relevance of their literature selections—frequently connecting them to contemporary social issues that reflect their communities and values.
7. Free Open Educational Resources (OER) texts increase student access. OER materials ensure that all students can fully participate without the barrier of textbook cost, further supporting equitable learning conditions.
8. Course subjects selected to be inclusive and relevant to student experiences. Performance texts are chosen or approved with an emphasis on meaningful representation, cultural

depth, and topical urgency.
9. Students understand and apply theoretical foundations of performance and rhetoric across global contexts. The course connects rhetorical theory to lived experience through exploration of ethos, pathos, and logos in literary interpretation.
10. Listening and critique practices promote empathy, collaboration, and cross-cultural understanding. Students participate in structured peer feedback that supports respectful engagement, reflective listening, and inclusive critique.

Articulation Office Only

Transferability
CSU

Division Dean Only

Seat Count
30

Load
.111

General Education Review Request
Area 3 - Arts & Humanities

Course Number & Title or Degree Program Name: HUMN 17
Indicate if this is: X **a course, or** ☐ **a degree program**

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

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

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

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

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

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

Depth Criteria for Area 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.

General Education Review Request
Area 3 - Arts & Humanities

Instructions for Mapping Course Components to Criteria

Please follow the steps below to demonstrate how your course (or degree program) fulfills the Breadth and Depth criteria for General Education Area 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 degree program, please indicate from which course in the sequence you are sourcing COR components.

Breadth Mapping

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

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

   Course Objectives
   1. Identify and explain key historical and cultural examples of conspiracy theories, cults, and secret societies within a global humanities context.
   2. Analyze the ways narratives of secrecy, conspiracy, and belief function within specific historical and cultural frameworks.
   3. Evaluate primary and secondary texts, media, symbols, beliefs, and artifacts to interpret how societies construct and respond to hidden or exclusive groups.
   4. Apply critical thinking skills to assess the ethical, political, and social implications of belief systems associated with conspiracies and secret societies.
   5. Articulate well-supported arguments that reflect an understanding of the humanities' methods of inquiry into human belief, power structures, and cultural identity

   These objectives require analytical reading and writing, as students must read, evaluate, and write about conspiracy theories, cults, and secret societies, as well as engage in critical analysis and reflections.

   Methods of Evaluation
   Reflection papers on course themes
   Exams and quizzes covering key concepts
   Classroom presentations
   Research papers
   Discussion boards where students can discuss their thoughts and ideas about the course material

Methods of Instruction
Classroom lectures and discussion
Instructor-guided interpretation and analysis of mixed media
Individual or group presentations of major projects followed by in-class discussion
Collaborative learning and small group exercises

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

   Course Content
   Recognition of the continuity, change, and context of conspiracy theories, cults, and secret societies may involve statistics and data analysis.

   Methods of Evaluation
   The final research paper involves data analysis.

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

   Course Objectives
   5. Articulate well-supported arguments that reflect an understanding of the humanities' methods of inquiry into human belief, power structures, and cultural identity

   Methods of Evaluation
   Discussion Boards
   Oral/Video Presentations
   Research Projects

   Methods of Instruction
   Collaborative projects, such as group and individual presentations, encourage critical expression.

General Education Review Request
Area 3 - Arts & Humanities

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):

Course Objectives

1. Identify and explain key historical and cultural examples of conspiracy theories, cults, and secret societies within a global humanities context.

Course Content

Every week, students engage in global content that explores cultural constructs. The course focusses on historical as well as contemporary issues—namely, illustrating the longevity of types of conspiracy theories, cults, and secret societies as well as their unique manifestations within particular historical junctures. I have included the course content in its entirety below to illustrate the breadth of global engagement.

1. What Is a Conspiracy Theory? Global Definitions & Frameworks
A. Cross-cultural introduction to secrecy, belief, and social anxiety
2. Ancient Secret Knowledge & Initiation Rites
A. Mystery Cults & Esoteric Knowledge: Mesopotamia
B. Mystery Cults & Esoteric Knowledge: India
C. Mystery Cults & Esoteric Knowledge: Egypt
D. Mystery Cults & Esoteric Knowledge: Greece
3. Religious Heresies & Hidden Enemies
A. Zoroastrian Dualism
B. Jewish Diaspora
C. Early Christianity
D. Islam
4. Secret Societies & Revolutions
A. Freemasons
B. Illuminati
C. Chinese triads
D. Ottoman Bektashi orders
E. India’s Thuggees
F. Bohemian Grove
5. Anti-Semitic Conspiracies: A Global History
A. Protocols of the Elders of Zion
B. Nazi ideology & Modern “Globalists”
C. Adrenochrome
D. Worldwide Media Control
E. The Jewish Banker
6. Colonialism, Race, and Paranoia
A. White flight & White genocide
B. Bill Gates, Oprah Winfrey: Charities, Vaccines, & Schools

C. South African and Latin American case studies
7. Cults and Millenarian Movements
A. Japan (Aum Shinrikyo)
B. Uganda (Movement for the Restoration of the Ten Commandments)
C. USA (Heaven's Gate)
8. Cold War & Global Espionage Conspiracies
A. CIA
B. KGB
C. Operation Condor
D. Propaganda and myth in postcolonial states: Vietnam & Algiers
9. 9/11, Global Islamophobia, and "The Great Replacement"
A. Western conspiracies about Muslims
B. Global terrorism myths
C. US immigration fears and policies
10. COVID-19, Global Health Conspiracies, and Digital Culture
A. Anti-vax
B. 5G
C. Bioengineering fears
11. Conspiracy Culture in the Global South and Digital Diaspora
A. India (Hindutva conspiracies)
B. Nigeria (Soros & colonial paranoia)
C. Uganda (Bill Gates, women's health, and blocking out the sun)
D. Transnational movements
12. Student Presentations
A. Integrating ideas
B. Reflecting on belief systems and cultural narratives

Methods of Instruction
Lectures and assigned material include information and perspectives from local, regional, and global contexts, such as digital conspiracies in the Global South, etc.
Collaborative activities, such as group presentations, involve discussions that engage students with diverse content and encourage empathy.

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

Course Content
Interdisciplinary Humanities research methods require students to understand how

information is gathered, evaluated, and applied.

Methods of Evaluation
Research projects encourage, and in some cases require, students to use digital resources and evaluate information from scholarly sources.

Methods of Instruction
Mixed media, such as videos, memes, podcasts, news reporting, etc., are used in lecture and assigned material to teach students about the spread of conspiracy theories, cults, and secret societies while enhancing students' digital literacy.

Depth Mapping

<u>Mandatory</u> Depth Outcomes

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

1. **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):

   Course Objectives
   1. Identify and explain key historical and cultural examples of conspiracy theories, cults, and secret societies within a global humanities context.
   2. Analyze the ways narratives of secrecy, conspiracy, and belief function within specific historical and cultural frameworks.
   3. Evaluate primary and secondary texts, media, symbols, beliefs, and artifacts to interpret how societies construct and respond to hidden or exclusive groups.

   Methods of Evaluation
   Discussion
   Reflection Papers
   Class Presentations

   Methods of Instruction
   Lecture
   Assigned reading/viewing/listening material

General Education Review Request
Area 3 - Arts & Humanities

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):

   Course Objectives
   3. Evaluate primary and secondary texts, media, symbols, beliefs, and artifacts to interpret how societies construct and respond to hidden or exclusive groups.
   4. Apply critical thinking skills to assess the ethical, political, and social implications of belief systems associated with conspiracies and secret societies.

   Methods of Evaluation
   Reflection Papers
   Research Papers

   Methods of Instruction
   Lecture
   Assigned reading/viewing/listening material

3. **Appreciation for Human Life and Creations**
   Develop appreciation for what is significant about human life and its creations.
   - Matching course component(s):

   Course Objectives
   1. Identify and explain key historical and cultural examples of conspiracy theories, cults, and secret societies within a global humanities context.
   3. Evaluate primary and secondary texts, media, symbols, beliefs, and artifacts to interpret how societies construct and respond to hidden or exclusive groups.

   Conspiracy theories, cults, and secret societies are the creations of humans. Exposure to why and how these have emerged, and the cultural products that result from them, are key components of this course.

   Methods of Evaluation
   Reflection Papers
   Discussion

   Methods of Instruction
   Lecture

General Education Review Request
Area 3 - Arts & Humanities

4. **Ethical and Aesthetic Judgments**
   Make reasoned judgments that reflect ethical and aesthetic human values.
   - Matching course component(s):

   Course Objectives
   1. Identify and explain key historical and cultural examples of conspiracy theories, cults, and secret societies within a global humanities context.
   2. Analyze the ways narratives of secrecy, conspiracy, and belief function within specific historical and cultural frameworks.
   3. Evaluate primary and secondary texts, media, symbols, beliefs, and artifacts to interpret how societies construct and respond to hidden or exclusive groups.

   Course Content
   Interdisciplinary Humanities research methods require students to understand how information is gathered, evaluated, and applied.

   Methods of Evaluation
   Research projects encourage, and in some cases require, students to use digital resources and evaluate information from scholarly sources.

   Methods of Instruction
   Lecture
   Mixed media viewings and audio recordings

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):

   Course Objectives
   1. Identify and explain key historical and cultural examples of conspiracy theories, cults, and secret societies within a global humanities context.
   2. Analyze the ways narratives of secrecy, conspiracy, and belief function within specific historical and cultural frameworks.
   3. Evaluate primary and secondary texts, media, symbols, beliefs, and artifacts to interpret how societies construct and respond to hidden or exclusive groups.
   4. Apply critical thinking skills to assess the ethical, political, and social implications of belief systems associated with conspiracies and secret societies.
   5. Articulate well-supported arguments that reflect an understanding of the humanities' methods of inquiry into human belief, power structures, and cultural identity.

   Methods of Evaluation
   Discussion

Reflection Papers and Presentations
Research Papers and Presentations

Methods of Instruction
Lecture
Small-group discussions

<u>Optional</u> Depth Outcomes

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

1. **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):

   Course Objectives
   3. Evaluate primary and secondary texts, media, symbols, beliefs, and artifacts to interpret how societies construct and respond to hidden or exclusive groups.

   Each week's content includes artistic images and symbols related to conspiracy theories, cults, and secret societies.

   Methods of Evaluation
   Discussion
   Reflection Papers

   Methods of Instruction
   Lecture
   Assigned weekly material
   Small-group presentations

3. **Interpretations of Artistic Expression**
   Recognize the variety of valid interpretations of artistic expression.
   - Matching course component(s):

General Education Review Request
Area 3 - Arts & Humanities

Course Objectives
2. Analyze the ways narratives of secrecy, conspiracy, and belief function within specific historical and cultural frameworks.
3. Evaluate primary and secondary texts, media, symbols, beliefs, and artifacts to interpret how societies construct and respond to hidden or exclusive groups.
4. Apply critical thinking skills to assess the ethical, political, and social implications of belief systems associated with conspiracies and secret societies.

Methods of Evaluation
Discussion
Reflection Papers
Final Research Paper

Methods of Instruction
Lecture
Presentations

4. **Shared Humanity Across Cultures**
   Appreciate shared humanity within the context of diverse cultures.
   - Matching course component(s):

Course Objectives
1. Identify and explain key historical and cultural examples of conspiracy theories, cults, and secret societies within a global humanities context.

Relevant Course Content
Please see the course content included in response to the "Global Contexts" section above. Each week incorporates content from 3 or more diverse cultures and illustrates common themes in terms of why and how conspiracy theories, cults, and secret societies develop and are received.

Methods of Evaluation
Reflection Papers
Discussion

Methods of Instruction
Lecture
Mixed-media viewings/audio recordings

General Education Review Request
Area 3 - Arts & Humanities

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):

   Please see "Types of Assignments": Case Studies and Final Research Paper

   Course Objectives
   1. Identify and explain key historical and cultural examples of conspiracy theories, cults, and secret societies within a global humanities context.
   2. Analyze the ways narratives of secrecy, conspiracy, and belief function within specific historical and cultural frameworks.
   3. Evaluate primary and secondary texts, media, symbols, beliefs, and artifacts to interpret how societies construct and respond to hidden or exclusive groups.
   4. Apply critical thinking skills to assess the ethical, political, and social implications of belief systems associated with conspiracies and secret societies.
   5. Articulate well-supported arguments that reflect an understanding of the humanities' methods of inquiry into human belief, power structures, and cultural identity.

   Methods of Evaluation
   Discussion
   Final Research Paper

   Methods of Instruction
   Lecture
   Presentations

Submit your completed form to your Division Curriculum Reps

Requesting Faculty: Natalie Latteri Date: 6/4/2025

Division Curriculum Rep: Angie Dupree Date: 6/16/25

FOR USE BY CURRICULUM OFFICE:

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

HUMN F017. : GLOBAL CONSPIRACY THEORIES, CULTS & SECRET SOCIETIES

Proposal Type
New Course

Effective Term
Fall 2026

Subject
Humanities (HUMN)

Course Number
F017.

Department
Humanities (HUMN)

Division
Business and Social Sciences (1SS)

Units
4

Course Title
GLOBAL CONSPIRACY THEORIES, CULTS & SECRET SOCIETIES

Former ID

Cross Listed

Related Courses

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
Certificate of Achievement
Foothill GE

Foothill GE Status
Area 3: Arts & Humanities

Need/Justification
This course is a required core course for the AA degree and certificate of achievement in Humanities, and it satisfies the Foothill GE requirement for Area 3, Arts & Humanities.

Course Description
This course explores the cultural, historical, and philosophical dimensions of conspiracy theories, cult movements, and secret societies throughout history. Through an interdisciplinary humanities lens, students will analyze the emergence and evolution of these phenomena, and how they reflect and impact broader anxieties, beliefs, and power structures. Topics include ancient mystery cults, medieval heresies, secret orders, and the psychological and sociological factors that sustain them. The course emphasizes critical analysis of narrative construction, myth-making, and the use of secrecy and exclusivity in shaping cultural identity and social control. Students will engage with primary and secondary sources, including folklore, literature, chronicles, film, journalistic and popular media to examine how conspiracy and secret societies have been represented and why they persist in the collective imagination. This course emphasizes analytical, interpretive, and reflective approaches to human cultural production and belief systems.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: One of the following: ENGL C1000 or C1000H or ESLL 26.

Course Objectives
The student will be able to:

1. Identify and explain key historical and cultural examples of conspiracy theories, cults, and secret societies within a global humanities context.
2. Analyze the ways narratives of secrecy, conspiracy, and belief function within specific historical and cultural frameworks.
3. Evaluate primary and secondary texts, media, symbols, beliefs, and artifacts to interpret how societies construct and respond to hidden or exclusive groups.
4. Apply critical thinking skills to assess the ethical, political, and social implications of belief systems associated with conspiracies and secret societies.
5. Articulate well-supported arguments that reflect an understanding of the humanities' methods of inquiry into human belief, power structures, and cultural identity.

Course Content

1. What is a conspiracy theory? Global definitions and frameworks
    1. Cross-cultural introduction to secrecy, belief, and social anxiety
2. Ancient secret knowledge and initiation rites
    1. Mystery cults and esoteric knowledge: Mesopotamia
    2. Mystery cults and esoteric knowledge: India
    3. Mystery cults and esoteric knowledge: Egypt
    4. Mystery cults and esoteric knowledge: Greece
3. Religious heresies and hidden enemies
    1. Zoroastrian dualism
    2. Jewish diaspora
    3. Early Christianity
    4. Islam
4. Secret societies and revolutions
    1. Freemasons
    2. Illuminati
    3. Chinese triads
    4. Ottoman Bektashi orders
    5. Thuggees
    6. Bohemian Grove
5. Anti-Semitic conspiracies: A global history
    1. Protocols of the Elders of Zion
    2. Nazi ideology and modern "Globalists"
    3. Adrenochrome

    4. Worldwide media control
    5. The Jewish banker
6. Colonialism, race, and paranoia
    1. White flight and white genocide
    2. Bill Gates, Oprah Winfrey: Charities, vaccines, and schools
    3. South African and Latin American case studies
7. Cults and millenarian movements
    1. Japan (Aum Shinrikyo)
    2. Uganda (Movement for the Restoration of the Ten Commandments)
    3. USA (Heaven's Gate)
8. Cold War and global espionage conspiracies
    1. CIA
    2. KGB
    3. Operation Condor
    4. Propaganda and myth in postcolonial states: Vietnam and Algiers
9. 9/11, global Islamophobia, and "The Great Replacement"
    1. Western conspiracies about Muslims
    2. Global terrorism myths
    3. US immigration fears and policies
10. COVID-19, global health conspiracies, and digital culture
    1. Anti-vax
    2. 5G
    3. Bioengineering fears
11. Conspiracy culture in the global south and digital diaspora
    1. India (Hindutva conspiracies)
    2. Nigeria (Soros and colonial paranoia)
    3. Uganda (Bill Gates, women's health, and blocking out the sun)
    4. Transnational movements
12. Student presentations
    1. Integrating ideas
    2. Reflecting on belief systems and cultural narratives

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:
Reflection papers on course themes
Exams and quizzes covering key concepts

Classroom presentations Research papers Discussion boards where students can discuss their thoughts and ideas about the course material

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Classroom lectures and discussion
Instructor-guided interpretation and analysis of mixed media
Individual or group presentations of major projects followed by in-class discussion
Collaborative learning and small group exercises

Representative Text(s)

Author(s)	Title	Publication Date
Webb, Jeffrey B.	Conspiracy Theories: A Reference Handbook	2024
Fritze, Ronald H.	Hope and Fear: Modern Myths, Conspiracy Theories, and Pseudo-History	2022
Uscinski, Joseph E., and Adam M. Enders	Conspiracy Theories: A Primer	2020

Please provide justification for any texts that are older than 5 years
Although it is older than five years, the Uscinski/Enders text is considered something of a classic already and is highly recommended; Uscinski is the foremost scholar on conspiracy theories in the United States. Using this text as a supplement to more recent scholarship is helpful to foundational theories regarding when and why conspiracy theories spread.

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

1. Quizzes on terms and concepts (3)
2. Case study essays (2)
3. Case study group presentation
4. Final research paper comparing two or more conspiracy theories and their impact
5. Final research presentation
6. 30-40 pages weekly reading

Sample assignment: Conspiracy theory case study essay

1. Assignment overview: Choose one global conspiracy theory (historical or contemporary) and write a 3-4 page essay analyzing its origin, narrative structure, cultural function, and impact. Use at least two academic sources and one primary media artifact (e.g., image, video, article, or meme). Your essay should explain why

the theory gained traction, who benefits from its dissemination, and at least 2 divergent arguments of what it may reveal about the society that produced it

2. Assignment objectives:
    1. Practice critical reading and research skills
    2. Apply interdisciplinary humanities analysis to a real-world cultural artifact
    3. Reflect on the intersection of power, identity, and belief
3. Requirements:
    1. 3-4 page, typed, double-spaced, 12 pt. font (Chicago format)
    2. Bibliography with at least 6 sources (2 primary, 2 scholarly secondary, 2 popular secondary)
    3. Thesis statement, organized analysis, and conclusion
4. Evaluation criteria:
    1. Clarity and originality of thesis (20%)
    2. Depth of analysis and contextual understanding (30%)
    3. Integration of sources and textual/media evidence (25%)
    4. Overall engagement and insight (15%)
    5. Organization, grammar, and citation (10%)

Authorized Discipline(s):
Humanities

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:
May 2025: The study of power structures and the impact of marginalization (racial, economic, educational, etc.) on the development and spread of conspiracy theories is integral to this course. Equity is discussed in every module.

Articulation Office Only

Transferability
CSU/UC

Division Dean Only

Seat Count
35

Load
.089

General Education Review Request
Area 4 - Social & Behavioral Sciences

Course Number & Title or Degree Program Name: PSYC 45 Introduction to Cognitive Psychology

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

Overview:

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

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

Breadth Criteria:

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

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

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

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

Depth Criteria for Area 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.

General Education Review Request
Area 4 - Social & Behavioral Sciences

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.

Instructions for Mapping Course Components to Criteria

Please follow the steps below to demonstrate how your course (or degree program) fulfills the Breadth and Depth criteria for General Education Area 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 degree program, please indicate from which course in the sequence you are sourcing COR components.

Breadth Mapping

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

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

   Course Objectives
   1. define cognitive psychology and explain its purpose and interdisciplinary nature
   2. identify and critically analyze key concepts and theories in cognitive psychology
   5. examine and evaluate methods used in cognitive psychology considering cultural contexts
   6. apply principles of cognitive psychology to real-life culturally diverse situations, and to controversial topics

   These objectives require analytical reading and writing, as students must read, evaluate, and write about cognitive psychology concepts as well as engage in critical analysis and reflections.

   Methods of Evaluation
   Examinations (e.g., multiple choice, short-answers, essay questions) and quizzes assess students' reading, understanding, and ability to communicate their knowledge.
   Oral/video presentations - promote speaking skills
   Written and/or oral analytical reflections
   Research projects

Methods of Instruction

Collaborative activities and active learning exercises will develop both listening and speaking skills as students engage with peers and discuss cognitive psychology concepts.

2. **Computation**

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

- Matching course component(s):

Course Content

The evolution of artificial intelligence (AI) in cognitive psychology may involve mathematical models or computational techniques

Method of Evaluation

Research projects - may involve data analysis

3. **Critical Expression**

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

- Matching course component(s):

Course Objectives

2. identify and critically analyze key concepts and theories in cognitive psychology
3. explore how brain structures and neural mechanisms contribute to various cognitive processes
4. understand how cognitive processes such as memory, perception, decision-making, and attention work

Methods of Evaluation

Oral/video presentations
Written and/or oral analytical reflections
Research projects

Methods of Instruction

Active learning exercises and Collaborative activities encourage problem-solving and critical discussion among students.

General Education Review Request
Area 4 - Social & Behavioral Sciences

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):

   Course Objectives

   5. examine and evaluate methods used in cognitive psychology considering cultural contexts
   6. apply principles of cognitive psychology to real-life culturally diverse situations, and to controversial topics

   Course Content

   Cultural variations in attending to stimuli and Cultural differences in problem-solving highlight the importance of understanding cognitive processes from diverse cultural perspectives.
   Emotion and Decision-making and Decision-making and Culture also encourage students to consider how cultural contexts influence decision-making processes.

   Methods of Instruction

   Collaborative activities - can involve discussions that engage students with diverse perspectives and ideas about community, global consciousness, and responsibility considering the role of AI. By exploring AI's impact on cognitive processes, students can consider ethical, cultural, and technological dimensions

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

   Course Objectives

   2. identify and critically analyze key concepts and theories in cognitive psychology
   5. examine and evaluate methods used in cognitive psychology considering cultural contexts

   Course Content

   Research methods in cognitive psychology require students to understand how information is gathered, evaluated, and used in cognitive psychology research.

The evolution of artificial intelligence (AI) in cognitive psychology introduces digital tools and technologies used in cognitive research

Methods of Evaluation
Research projects encourage students to use digital resources and evaluate information from scholarly sources.

Methods of Instruction
Media (e.g., videos, podcasts) can be used to teach students about cognitive psychology while enhancing their digital literacy.

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):

   Course Objectives
   2. identify and critically analyze key concepts and theories in cognitive psychology
   5. examine and evaluate methods used in cognitive psychology considering cultural contexts
   6. apply principles of cognitive psychology to real-life culturally diverse situations, and controversial topics

   Cultural variations in attending to stimuli (holistic vs. analytic processing)
   Lateralization of functions including gender and cultural differences
   Theories of perception (e.g., Gestalt's Law, Gibson's Theory)
   The perception of depth
   Decision-making and culture
   Language production and comprehension

   These components will foster students' understanding of how cognitive processes like attention, perception, decision-making, and language are shaped by cultural and societal influences. Exploring differences in how people from various cultures process information,

make decisions and communicate helps students appreciate the diversity of thought and behavior in social settings. This knowledge fosters a more nuanced understanding of human interactions, emphasizing the role of culture in shaping individual and group behaviors. By integrating insights from cognitive science, students will also learn how the brain and cognitive systems interact with social and cultural contexts to shape our understanding of the world.

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):

   Course Objectives
   2. identify and critically analyze key concepts and theories in cognitive psychology
   3. explore how brain structures and neural mechanisms contribute to various cognitive processes
   5. examine and evaluate methods used in cognitive psychology considering cultural contexts
   6. apply principles of cognitive psychology to real-life culturally diverse situations, and controversial topics

   Research Methods in Cognitive Psychology
   Cultural Context in Cognitive Processes (Attention, Perception, Memory)
   Cognitive Neuroscience
   Perception and Decision-Making
   Language and Intelligence
   Problem-Solving, Creativity, and AI

   These course components will help students develop critical thinking skills by applying cognitive psychology theories to real-life, culturally diverse situations. Additionally, exploring AI and neuroscience will broaden their understanding of human cognition and enhance their ability to think critically about both personal and societal behaviors.

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):

General Education Review Request
Area 4 - Social & Behavioral Sciences

Course Objectives

1. define cognitive psychology and explain its purpose and interdisciplinary nature
2. identify and critically analyze key concepts and theories in cognitive psychology
3. explore how brain structures and neural mechanisms contribute to various cognitive processes
4. examine and evaluate methods used in cognitive psychology considering cultural contexts

Research Methods in Cognitive Psychology
The Evolution of Artificial Intelligence in Cognitive Psychology
Cognitive Neuroscience
Perception, Memory, Attention, and Decision Making
Problem Solving and Creativity

These areas will help students apply the scientific method to critically analyze studies and evaluate findings based on empirical evidence and will enhance their understanding of how cognitive psychology applies the scientific method to answer questions about human cognition.

4. **Understanding Power and Influence**

Assess the distribution of power and influence within social, economic, and political systems.

- Matching course component(s):

Course Objectives

1. define cognitive psychology and explain its purpose and interdisciplinary nature
2. identify and critically analyze key concepts and theories in cognitive psychology
4. understand how cognitive processes such as memory, perception, decision-making, and attention work
5. examine and evaluate methods used in cognitive psychology considering cultural contexts
6. apply principles of cognitive psychology to real-life culturally diverse situations and controversial topics

Decision Making and Culture
Heuristics
Implication of Eye Witness Testimony
Cultural Influences on Cognition
Problem Solving
Understanding meaning and sentences
Artificial Intelligence and Language

These areas will help students develop their understanding of power dynamics in different contexts. Students will develop critical analytical skills that can be applied to real-life situations, further understanding how cognitive psychology informs our understanding of power and influence.

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):

   Course Objectives
   1. define cognitive psychology and explain its purpose and interdisciplinary nature
   2. identify and critically analyze key concepts and theories in cognitive psychology
   5. examine and evaluate methods used in cognitive psychology considering cultural contexts
   6. apply principles of cognitive psychology to real-life culturally diverse situations and controversial topics

   Decision Making and Reasoning
   Implication of Eye Witness Testimony
   Cultural Influences on Cognition
   Neuroscience of Social Influence
   Problem Solving
   Language
   Artificial Intelligence and Language
   These areas will help students engage with social, economic and political issues, providing further insight in how principles of cognitive psychology can be applied to make systemic changes at the local, national, and global levels.

<u>Optional</u> Depth Outcomes

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

1. **Diverse Cultures and Sensitivity**
   Demonstrate appreciation of and sensitivity toward diverse cultures, including their social, behavioral, and organizational structures.
   - Matching course component(s):

   Course Objectives
   4. understand how cognitive processes such as memory, perception, decision-making, and

attention work
5. examine and evaluate methods used in cognitive psychology considering cultural contexts
6. apply principles of cognitive psychology to real-life culturally diverse situations, and controversial topics

Cultural Variations in Attending to Stimuli
Cultural Differences in Problem Solving
Decision-Making and Culture
Intelligence and Culture
The Creative Brain and the Influence of Culture on Creativity
Multiple Languages

These components encourage sensitivity towards diverse cognitive and behavioral patterns rooted in cultural contexts.

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):

Course Objectives
Explore how brain structures and neural mechanisms contribute to various cognitive processes.
Understand how cognitive processes such as memory, perception, decision-making, and attention work.
Apply principles of cognitive psychology to real-life culturally diverse situations and controversial topics.

The role of the brain in cognition
Lateralization of functions, including gender and cultural differences
Lapses and disruptions in attention (e.g., spatial neglect, change blindness, ADHD)
Memory gaps, errors, and forgetting
Implications of eyewitness testimony
Neurophysiology of memory

Decision Making and Reasoning
Emotion and decision-making
Aids and obstacles to problem-solving
The creative brain and the influence of culture on creativity
Speech and language pathologies
Music and language
Intelligence and culture

These components demonstrate the association between psychological well-being, mental processes, emotions, and societal functioning, offering students valuable insight into how cognitive processes contribute to psychological and behavioral well-being, fostering healthier social interactions.

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):

Course Objectives

1. define cognitive psychology and explain its purpose and interdisciplinary nature
2. identify and critically analyze key concepts and theories in cognitive psychology
3. explore how brain structures and neural mechanisms contribute to various cognitive processes
4. understand how cognitive processes such as memory, perception, decision-making, and attention work
5. examine and evaluate methods used in cognitive psychology considering cultural contexts
6. apply principles of cognitive psychology to real-life culturally diverse situations, and controversial topics

Human Intelligence
Emotion and Decision Making
Neuropsychology of Language
Memory Gaps and Errors

General Education Review Request
Area 4 - Social & Behavioral Sciences

The creative brain and the influence of culture on creativity

These topic help students explore how cognition shapes and is shaped by the environment and culture demonstrating the connection between human behavior, societal structures, and the natural world.

Submit your completed form to your Division Curriculum Reps

Requesting Faculty: Florina Petcu Date: _____

Division Curriculum Rep: Angie Dupree Date: 3/10/25

FOR USE BY CURRICULUM OFFICE:

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

PSYC F045. : INTRODUCTION TO COGNITIVE PSYCHOLOGY

Proposal Type
New Course

Effective Term
Fall 2026

Subject
Psychology (PSYC)

Course Number
F045.

Department
Psychology (PSYC)

Division
Business and Social Sciences (1SS)

Units
4

Course Title
INTRODUCTION TO COGNITIVE PSYCHOLOGY

Former ID

Cross Listed

Related Courses

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
AA-T Degree
Foothill GE

Foothill GE Status
Area 4: Social & Behavioral Sciences

Need/Justification
This course is a restricted support course for the AA degree and ADT in Psychology, and it satisfies the Foothill GE requirement for Area 4, Social & Behavioral Sciences.

Course Description
This course introduces students to cognitive psychology and main areas of research such as memory, decision making, cognitive biases, attention, and perception. The course will provide an overview of key theories and empirical studies in this field. Students will explore how we solve problems, make decisions, and create memories, as well as how our behavior is influenced by brain activity and various cognitive processes. Students will also gain an understanding of the relationship between cognitive functions and cultural contexts.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: PSYC C1000 or C1000H, and ENGL C1000, C1000H, or ESLL 26.

Course Objectives
The student will be able to:

1. Define cognitive psychology and explain its purpose and interdisciplinary nature
2. Identify and critically analyze key concepts and theories in cognitive psychology
3. Explore how brain structures and neural mechanisms contribute to various cognitive processes
4. Understand how cognitive processes work, such as memory, perception, decision-making, and attention
5. Examine and evaluate methods used in cognitive psychology considering cultural contexts
6. Apply principles of cognitive psychology to real-life culturally diverse situations and controversial topics

Course Content

1. An introduction to cognitive psychology
    1. What is Mind?
    2. The scope and application of cognitive psychology
    3. Historical perspectives and the cognitive revolution
    4. Research methods in cognitive psychology
    5. The evolution of artificial intelligence (AI) in cognitive psychology
2. Cognitive neuroscience
    1. The organization of the nervous system
    2. The role of the brain in cognition
    3. Brain cells: neurons and glia
    4. The anatomy of the brain: hindbrain, midbrain, and forebrain
    5. The cerebral cortex and localization of function
    6. Lateralization of functions, including gender and cultural differences
    7. Brain imaging techniques
3. Perception
    1. Basic characteristics of perception
    2. Human object perception vs. computer object recognition
    3. Sensation vs. perception
    4. The visual system
    5. Face recognition
    6. Theories of perception
        1. Bottom-up theory
        2. Top-down theory
        3. Helmholtz's Theory
        4. Gestalt's Law
        5. Gibson's Theory
        6. Neurophysiological theories
    7. The perception of depth

8. Illusions
9. Cognitive psychology and technology: virtual reality
10. Deficits in perception

4. Attention
    1. Selective attention and models of attention
    2. Divided attention
    3. Automatic and controlled processes
    4. Lapses and disruptions in attention (e.g., spatial neglect, change blindness, ADHD)
    5. Cultural variations in attending to stimuli (holistic vs. analytic processing)
5. Memory
    1. Memory processes
    2. Sensory memory
    3. Short-term/working memory
    4. Long-term memory
    5. Models of memory
    6. Memory gaps, errors, and forgetting
    7. Implications of eyewitness testimony
    8. Neurophysiology of memory
        1. Outstanding and deficient memory
6. The organization of knowledge
    1. Pattern recognition
    2. Cognitive scripts
    3. Concepts and categories
7. Decision making and reasoning
    1. Making judgments from observations
    2. Inductive vs. deductive reasoning
    3. Heuristics
    4. Dual system approach to decision-making
    5. The neuroscience of decision-making
    6. Emotion and decision-making
    7. Decision-making and culture
8. Problem-solving and creativity
    1. Types of problems
    2. Problem-solving strategies
    3. Aids and obstacles to problem-solving
    4. Theoretical approaches to solving problems
    5. Cultural differences in problem-solving
    6. What creativity is
    7. The creative brain and the influence of culture on creativity
9. Language
    1. Properties of language
    2. The structure of language
    3. Language production and comprehension

4. Understanding meaning and sentences
5. Neuropsychology of language
6. Speech and language pathologies
7. Multiple languages
8. Music and language
9. Artificial intelligence and language
10. Human intelligence
11. What intelligence is
12. History of intelligence
13. Theories and measures of intelligence
14. Intelligence and culture

Lab Content
Not applicable.

Special Facilities and/or Equipment
When taught as an online distance learning 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:
Examinations (e.g., multiple choice, short answers, essay questions)
Quizzes
Oral/video presentations
Written and/or oral analytical reflections
Lecture

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Lecture
Active learning exercises
Collaborative activities (e.g., group discussions, projects, small group exercises)
Media (e.g., videos, podcasts)

Representative Text(s)

Author(s)	Title	Publication Date
Goldstein, E. Bruce	Cognitive Psychology: Connecting Mind, Research, and Everyday Experience, 6th ed.	2025
Reisberg, D.	Cognition: Exploring the Science of the Mind, 8th ed.	2021

Author(s)	Title	Publication Date
	Introduction to Memory and Cognition - Open Educational Resources	2023

Other Materials
Introduction to Memory and Cognition OER link:
https://bobsthinktank.github.io/PSYC341OER/

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

1. Reading assignments (examples of relevant past and current journal articles)
    1. Tversky, A., and D. Kahneman (1974). "Judgment under Uncertainty: Heuristics and Biases." Science, New Series, Vol. 185, No. 4157, pp. 1124-1131.
    2. Johnson-Laird, P. N. (2024). "Is creativity computable?" Journal of Cognitive Psychology, 1–22. https://doi.org/10.1080/20445911.2024.2313354
2. Book excerpts on contemporary applications (examples of topics)
    1. AI's role in modeling mental processes
    2. Cross-cultural perspectives in cognition
3. Outside of class assignments (examples)
    1. Cognitive exercises: practicing cognitive tasks or simulations online to explore concepts such as attention, reaction times, or problem-solving (e.g., the Stroop effect)
    2. Cognitive science talks/webinars: attending talks or webinars on psychology or cognitive science and reflecting on topics such as memory, perception, or problem-solving

Authorized Discipline(s):
Psychology

Faculty Service Area (FSA Code)
PSYCHOLOGY

Taxonomy of Program Code (TOP Code)
2001.00 - Psychology, 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:
Jan. 2025: In creating this course, principles of equity have been incorporated by ensuring course content includes diverse perspectives and contributions from underrepresented groups in cognitive psychology such as integrating research and contributions from underrepresented groups in the field, highlighting culturally relevant examples, and

discussing potential biases in historical and contemporary cognitive theories. Assessments and activities will accommodate diverse learning styles and prioritize accessibility, including for students with disabilities. Materials include open or low-cost resources. The course fosters inclusion by providing a platform for students to connect course concepts to their lived experiences, encouraging them to share their unique perspectives in a collaborative and respectful environment.

Articulation Office Only

Transferability
CSU/UC

Division Dean Only

Seat Count
50

Load
.100

General Education Review Request
Area 7 - Lifelong Learning

Course Number & Title or Degree Program Name: PHDA 15B Intermediate Modified Total Fitness

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

Overview:

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

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

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

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

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

Depth Criteria for Area 7 - Lifelong Learning:

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

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

General Education Review Request
Area 7 - Lifelong Learning

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

Instructions for Mapping Course Components to Criteria

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

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

Breadth Mapping

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

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

     Pre- and post-activity measurement
     Measurable progress on student educational plan
     Written self-evaluation

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

     While not a math course, PHDA 15B incorporates the application of quantitative reasoning through the tracking and analysis of physical performance. The course uses "pre- and post-activity measurement" as an evaluation method, requiring students to interpret changes in their fitness levels over time. This may include monitoring variables such as heart rate, duration, repetitions, or intensity—concepts that require the application of basic mathematical principles like percentages, rate, and comparison. Furthermore, understanding the "principles of fitness" such as frequency, intensity, sets,

and repetitions involves numerical thinking and planning, especially when adjusting routines based on progression or overload. These activities support foundational computational skills as students analyze data to solve practical health and fitness problems.

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

     PHDA 15B supports critical expression through its inclusion of "written self-evaluation" as a method of assessment. This component encourages students to articulate their understanding of fitness principles, reflect on personal progress, and communicate how they've applied course content to their own goals. In doing so, students are required to use discipline-appropriate terminology—such as proprioception, muscular endurance, or dynamic balance—in a clear and organized manner. This reflective writing task fosters precision in communication and helps students build confidence in expressing ideas within the context of adapted physical education.

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):

     Course Content:
     A. Components of fitness
     B. Principles of fitness
     C. Body mechanics
     D. Balance and coordination training
     E. Improved muscular strength and muscular endurance
     F. Improve flexibility and joint range of motion

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

General Education Review Request
Area 7 - Lifelong Learning

Depth Mapping

<u>Mandatory</u> Depth Outcomes

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

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

     Designed to provide the student the opportunity to engage in an appropriate and safe total body workout. An exercise program will be developed and implemented with consideration given to each student's individual needs and abilities. Students will progress in their level of exercise.

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):

     Course Content:
     A. Components of fitness
     B. Principles of fitness
     C. Body mechanics
     D. Balance and coordination training
     E. Improved muscular strength and muscular endurance
     F. Improved flexibility and joint range of motion

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):

     Course Objectives:
     A. Identify and apply the components of a comprehensive fitness program
     B. Understand the principles of fitness

C. Demonstrate proper technique and body mechanics of each exercise
D. Understand training benefits of balance and coordination activities
E. Incorporate balance and coordination activities
F. Understand body equilibrium, proprioception and body awareness
G. Understand the role that muscular strength and muscular endurance play in a person's well-being

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

A. Identify and apply the components of a comprehensive fitness program
B. understand the principles of fitness
C. demonstrate proper techniques and body mechanics of each exercise
D. understand training benefits of balance and coordination activities
E. incorporate balance and coordination activities
F. understand body equilibrium, proprioception and body awareness
G. understand the role that muscular strength and muscular endurance play in a person's well-being

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

This course meets the Depth requirement by engaging students in the analysis of current health and fitness issues as they relate to diverse populations and individual needs. According to the Course Description, exercise programs are developed "with consideration given to each student's individual needs and abilities," promoting an inclusive approach that encourages reflection on physical activity across ability levels. Course Objectives such as "understand body equilibrium, proprioception, and spacial awareness" and "understand the role that muscular strength, muscular endurance, and flexibility play towards improved balance and coordination" provide a foundation for exploring how health, aging, disability, and functional fitness intersect. The Course Content further supports this with topics like "reaction time," "body awareness," and "dynamic balance," which are especially relevant to contemporary issues affecting older adults or individuals recovering from injury. Additionally, the evaluation method of "written self-evaluation" allows students to critically reflect on their own experiences in relation to broader health and wellness themes. By fostering awareness of how personal

fitness connects with larger societal challenges, this course supports students in identifying and analyzing current issues that influence health and learning within diverse communities.

<u>Optional</u> Depth Outcomes

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

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

     PHDA 15B supports Career and Life Planning by fostering self-awareness, goal setting, and time management through the development and application of individualized fitness plans. The Course Description notes that exercise programs are tailored "with consideration given to each student's individual needs and abilities," encouraging students to reflect on their personal goals and health needs. Course Objectives such as "identify and apply the components of a comprehensive fitness program" and "understand the principles of fitness" require students to engage with structured routines, track progress, and make adjustments—skills that parallel effective life planning and career development. Additionally, the "written self-evaluation" included under Methods of Evaluation promotes metacognition and accountability, helping students become more aware of their strengths, challenges, and learning preferences. These reflective practices, combined with the physical discipline and consistency required in the lab setting, foster a strong work ethic, self-management, and leadership in managing personal health—all transferable to academic, personal, and professional contexts.

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):

General Education Review Request
Area 7 - Lifelong Learning

Course Objectives:

A. Identify and apply the components of a comprehensive fitness program
B. Understand the principles of fitness
C. Demonstrate proper techniques and body mechanics of each exercise
D. Understand training benefits of balance and coordination activities
E. Incorporate balance and coordination activities
F. Understand body equilibrium, proprioception and spatial awareness
G. Understand the role that muscular strength, muscular endurance and flexibility play towards improved balance and coordination

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):

     PHDA 15B supports the development of interpersonal and communication skills through its emphasis on instructor-led interaction, cooperative learning, and group-based physical activities. According to the Methods of Instruction, the course includes "instructor demonstration and interaction" and "cooperative learning exercises," both of which provide structured opportunities for students to engage in teamwork, ask questions, and receive feedback in real time. In a fitness setting, effective communication is essential for understanding exercise instructions, giving and receiving peer support, and promoting safety and encouragement. Furthermore, the Course Content on balance, coordination, and spatial awareness often involves partner or group drills that foster collaboration and clear communication. These experiences help students build the confidence and social awareness needed to work respectfully and effectively with others in diverse personal, academic, and professional settings.

Submit your completed form to your Division Curriculum Reps

Requesting Faculty: Rita O'Loughlin Date: 06/17/25

Division Curriculum Rep: Richard Saroyan Date: 6/20/25

General Education Review Request
Area 7 - Lifelong Learning

FOR USE BY CURRICULUM OFFICE:

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

PHDA F015B : INTERMEDIATE MODIFIED TOTAL FITNESS

Proposal Type
Course Revision

Effective Term
Fall 2026

Subject
Physical Education - Adaptive PE (PHDA)

Course Number
F015B

Department
Adaptive Learning (A L)

Division
Student Resource and Support Programs (1SR)

Units
1

Course Title
INTERMEDIATE MODIFIED TOTAL FITNESS

Former ID

Cross Listed

Related Courses

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
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 7: Lifelong Learning

Need/Justification
This course partially satisfies the Foothill GE requirement for Area 7, Lifelong Learning.

Course Description
Designed to provide the student the opportunity to engage in an appropriate and safe total body workout. Exercise programs will be developed with consideration given to each student's individual needs and abilities. Students will progress in their level of exercise, incorporating balance and coordination activities.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives
The student will be able to:

1. Identify and apply the components of a comprehensive fitness program.
2. Understand the principles of fitness.
3. Demonstrate proper technique and body mechanics of each exercise.

4. Understand training benefits of balance and coordination activities.
5. Incorporate balance and coordination activities into fitness program.
6. Understand body equilibrium, proprioception, and spacial awareness.
7. Understand the role that muscular strength, muscular endurance, and flexibility play towards improved balance and coordination.

Course Content

1. Components of fitness
    1. Cardiovascular endurance
    2. Muscular strength
    3. Muscular endurance
    4. Flexibility
    5. Balance and coordination
    6. Body composition
2. Principles of fitness
    1. Frequency
    2. Intensity
    3. Set and repetitions
    4. Progression and overload
    5. Specificity
    6. Adaptation and recovery
    7. Warm-up
    8. Cool down
3. Body mechanics
    1. Breathing technique
    2. Posture
    3. Proper form
    4. Range of motion
4. Balance and coordination training
    1. Static balance
    2. Dynamic balance
    3. Body equilibrium
    4. Proprioception
    5. Body awareness and body positioning
    6. Spacial awareness
    7. Reaction time
    8. Agility
5. Improved muscular strength and muscular endurance
    1. Integrating balance and stabilization exercises
    2. Functional balance and coordination activities
6. Improved flexibility and joint range of motion
    1. Active stretching vs. passive stretching
    2. Dynamic balance activities to improve flexibility

Lab Content
During the periods of instruction, the student will demonstrate their skill in class by performing each exercise safely and correctly with awareness to their level of exertion, posture, and body alignment.

Special Facilities and/or Equipment
Gymnasium with fitness equipment, to include weight machines, hand weights, cardiovascular and balance equipment.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Pre- and post-activity measurement
Measurable progress on SEC
Written self-evaluation

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Instructor demonstration and interaction
Discussion
Cooperative learning exercises

Other Materials
No materials are required for this course.

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 (Adapted): Disabled Student Programs and Services

Faculty Service Area (FSA Code)
ADAPTIVE P.E.

Taxonomy of Program Code (TOP Code)
0835.80 - Adapted Physical Education

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:
2/13/25 - Equity is embedded in this course by ensuring that neurodivergent students, particularly disabled students of color, gain access to the executive functioning skills often presumed rather than explicitly taught in academic and professional settings. By integrating Universal Design for Learning (UDL) principles, the course offers multiple means of

engagement, representation, and expression, allowing students to develop self-regulation and problem-solving strategies in ways that align with their strengths. Additionally, assistive technology and culturally responsive examples support diverse learning needs, while a strengths-based, trauma-informed approach fosters self-advocacy and empowerment. This ensures that all students, regardless of background, have the tools to navigate education, employment, and independent adulthood successfully.

Articulation Office Only

Transferability
CSU Approved, UC Pending

Division Dean Only

Seat Count
30

Load
.050

General Education Review Request
Area 7 - Lifelong Learning

Course Number & Title or Degree Program Name: PSYC 53
Indicate if this is: X a course, or ☐ a degree program

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

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

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

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

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

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

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

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

General Education Review Request
Area 7 - Lifelong Learning

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

Instructions for Mapping Course Components to Criteria

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

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

Breadth Mapping

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

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

   Course Objectives
   Deepen their understanding of advantageous skill sets for careers in psychology and deepen and understanding of their personality characteristics.
   Reflect on their personalities and goals and make connections between their interests and career options.

   Course Content
   Subfields within psychology and career options within each subfield as well as degrees and certificates needed to attain careers in various positions.
   Clinical, counseling, and social work-related fields
   Developmental-related fields
   Industrial-organizational and business-related fields
   Cognitive and cognitive neuroscience-related fields
   Legal and forensic field
   Health psychology
   School psychology and education-related fields
   Experimental and quantitative psychology
   Social psychology and social-justice related fields

Sports Psychology

Methods of Evaluation
Essays
Portfolios
Presentations

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

   Course Content
   Introduction to careers in psychology
   Overview of career options (with statistics)
   Overview of degrees in psychology (with statistics)
   Overview of entry-level positions in psychology (with statistics)

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

   Course Objectives
   Define and explain many different degrees in psychology and the positions and careers available for each type of degree.
   Describe a variety of career options in the field of psychology and the degrees, certificates, and credentials needed for various career options.

   Course Content
   Education plan and job search skills
   Customized education pathway plan
   Job search skills
   Curriculum vitae and resume-building skills
   Personal statements and cover letter skills
   Preparing for a four-year university
   Preparing for graduate school

   Methods of Evaluation
   Essays
   Portfolios

Presentations

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):

   Course Content
   Cultural competency and promoting diversity
   Overview of how psychology can address social injustice
   Overview of under-representation of minoritized communities in the field and its effects
   Research on the need for culturally competent mental health workers and educators
   Research on the benefits of diversity in the field of mental health and other careers in psychology

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

   Course Objectives
   Identify entry-level jobs and volunteer, service learning, and internship opportunities related to the field of psychology.

   Course Content
   Education plan and job search skills
   Customized education pathway plan
   Job search skills
   Curriculum vitae and resume-building skills
   Personal statements and cover letter skills
   Preparing for a four-year university
   Preparing for graduate school

Depth Mapping

General Education Review Request
Area 7 - Lifelong Learning

<u>Mandatory</u> Depth Outcomes

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

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

   Course Content
   Subfields within psychology and career options within each subfield as well as degrees and certificates needed to attain careers in various positions.
   Clinical, counseling, and social work-related fields
   Developmental-related fields
   Industrial-organizational and business-related fields
   Cognitive and cognitive neuroscience-related fields
   Legal and forensic field
   Health psychology
   School psychology and education-related fields
   Experimental and quantitative psychology
   Social psychology and social-justice related fields
   Sports Psychology

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):

   Course Objectives
   Develop job search, resume building, and education planning skills.

   Course Content
   Entry-level jobs, volunteer and service-learning opportunities, internships, undergraduate research
   Entry-level paid jobs, such as ABA line therapist for autistic children
   Volunteer opportunities
   Service leadership and community service opportunities
   Internship opportunities
   Undergraduate research opportunities

General Education Review Request
Area 7 - Lifelong Learning

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):

   Course Objectives
   Create a personalized education and career aspiration plan.

   Course Content
   Skill sets for careers in psychology
   Overview of a variety of desired skill sets for different careers in psychology
   Personality and skill assessments for students

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

   Course Content
   Cultural competency and promoting diversity
   Overview of how psychology can address social injustice
   Overview of under-representation of minoritized communities in the field and its effects
   Research on the need for culturally competent mental health workers and educators
   Research on the benefits of diversity in the field of mental health and other careers in psychology

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

   Course Content
   Cultural competency and promoting diversity
   Overview of how psychology can address social injustice
   Overview of under-representation of minoritized communities in the field and its effects
   Research on the need for culturally competent mental health workers and educators
   Research on the benefits of diversity in the field of mental health and other careers in psychology
   Types of degrees and honors societies in psychology

Associates degree
Bachelors of Arts and Bachelors of Science
Masters-level degrees, M.A., MFT, MSW, etc.
Doctoral degrees, Ph.D., PsyD, Ed.D.
Honors societies: Psi Beta, Psi Chi

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):

   Course Objectives
   Create a personalized education and career aspiration plan.
   Develop job search, resume building, and education planning skills.

   Course Content
   Entry-level jobs, volunteer and service-learning opportunities, internships, undergraduate research
   Entry-level paid jobs, such as ABA line therapist for autistic children
   Volunteer opportunities
   Service leadership and community service opportunities
   Internship opportunities
   Undergraduate research opportunities

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):

   Course Content
   Cultural competency and promoting diversity
   Overview of how psychology can address social injustice
   Overview of under-representation of minoritized communities in the field and its effects
   Research on the need for culturally competent mental health workers and educators
   Research on the benefits of diversity in the field of mental health and other careers in psychology

General Education Review Request
Area 7 - Lifelong Learning

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

4. **Technology Integration**
   Use technology effectively to analyze problems and create innovative solutions in personal, academic, and professional contexts.
   - Matching course component(s):

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

Submit your completed form to your Division Curriculum Reps

Requesting Faculty: Ben Stefonik Date: 2/26/25

Division Curriculum Rep: Angie Dupree Date: 3/10/25

FOR USE BY CURRICULUM OFFICE:

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

PSYC F053. : CAREERS IN PSYCHOLOGY

Proposal Type
New Course

Effective Term
Fall 2026

Subject
Psychology (PSYC)

Course Number
F053.

Department
Psychology (PSYC)

Division
Business and Social Sciences (1SS)

Units
2

Course Title
CAREERS IN PSYCHOLOGY

Former ID

Cross Listed

Related Courses

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
2

Weekly Lab Hours
0

Weekly Out of Class Hours
4

Special Hourly Notation

Total Contact Hours
24

Total Student Learning Hours
72

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
AA-T Degree
Foothill GE

Foothill GE Status
Area 7: Lifelong Learning

Need/Justification
This course is a restricted support course for the AA degree and ADT in Psychology, and it satisfies the Foothill GE requirement for Area 7, Lifelong Learning.

Course Description
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 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.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives
The student will be able to:

1. Identify entry-level jobs and volunteer, service learning, and internship opportunities

related to the field of psychology.
2. Define and explain many different degrees in psychology and the positions and careers available for each type of degree.
3. Describe a variety of career options in the field of psychology and the degrees, certificates, and credentials needed for various career options.
4. Understand and describe the many of the sub-disciplines within the field of psychology.
5. Create a personalized education and career aspiration plan.
6. Develop job search, resume building, and education planning skills.
7. Deepen their understanding of advantageous skill sets for careers in psychology and deepen an understanding of their personality characteristics.
8. Reflect on their personalities and goals and make connections between their interests and career options.

Course Content

1. Introduction to careers in psychology
    1. Overview of career options
    2. Overview of degrees in psychology
    3. Overview of entry-level positions in psychology
2. Types of degrees and honors societies in psychology
    1. Associates degree
    2. Bachelors of Arts and Bachelors of Science
    3. Masters-level degrees: MA, MFT, MSW, etc.
    4. Doctoral degrees: PhD, PsyD, EdD
    5. Honors societies: Psi Beta, Psi Chi
3. Cultural competency and promoting diversity
    1. Overview of how psychology can address social injustice
    2. Overview of under-representation of minoritized communities in the field and its effects
    3. Research on the need for culturally competent mental health workers and educators
    4. Research on the benefits of diversity in the field of mental health and other careers in psychology
4. Skill sets for careers in psychology
    1. Overview of a variety of desired skill sets for different careers in psychology
    2. Personality and skill assessments for students
5. Subfields within psychology and career options within each subfield, as well as degrees and certificates needed to attain careers in various positions
    1. Clinical, counseling, and social work-related fields
    2. Developmental-related fields
    3. Industrial-organizational and business-related fields
    4. Cognitive and cognitive neuroscience-related fields
    5. Legal and forensic field

6. Health psychology
7. School psychology and education-related fields
8. Experimental and quantitative psychology
9. Social psychology and social-justice related fields
10. Sports psychology

6. Entry-level jobs, volunteer and service-learning opportunities, internships, undergraduate research
    1. Entry-level paid jobs, such as ABA line therapist for autistic children
    2. Volunteer opportunities
    3. Service leadership and community service opportunities
    4. Internship opportunities
    5. Undergraduate research opportunities
7. Education plan and job search skills
    1. Customized education pathway plan
    2. Job search skills
    3. Curriculum vitae and resume-building skills
    4. Personal statements and cover letter skills
    5. Preparing for a four-year university
    6. Preparing for graduate school

Lab Content
Not applicable.

Special Facilities and/or Equipment
When taught as an online distance learning 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:
Quizzes
Discussion posts
Essays
Portfolios
Presentations
Writing exercises
Service leadership projects

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Lecture
Class discussion
Guided learning activities

Active learning activities Project-based learning activities

Representative Text(s)

Author(s)	Title	Publication Date
Kuther, Tara L., and Robert D. Morgan	Careers in Psychology Opportunities in a Changing World, 5th ed.	2020
Kuther, Tara L.	The Psychology Major's Handbook, 6th ed.	2024
Norris, M.E.	The Canadian Handbook for Careers in Psychological Science	2019
American Psychological Association	Careers in Psychology	2011

Please provide justification for any texts that are older than 5 years
The texts older than five years are still relevant to the field. In addition, the Norris and APA texts are free.

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

1. Journal articles
2. Newspaper and magazine articles

Authorized Discipline(s):
Psychology

Faculty Service Area (FSA Code)
PSYCHOLOGY

Taxonomy of Program Code (TOP Code)
2001.00 - Psychology, 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:
April 2025: When presenting the material, the course will incorporate the lens of racial/ethnic identities into the materials. The course will highlight the need for culturally competent mental health practitioners. The course will also highlight the value of having people from diverse backgrounds and minoritized communities enter the field. The course will also incorporate equity-minded pedagogical practices, such as utilizing scaffolding and formative assessments.

Articulation Office Only

Transferability
CSU

Division Dean Only

Seat Count
50

Load
.050

APPT F121A : SP-101 BASIC PLUMBING SERVICE SKILLS

Proposal Type
New Course

Effective Term
Fall 2026

Subject
Apprenticeship: Pipe Trades (APPT)

Course Number
F121A

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
7.5

Course Title
SP-101 BASIC PLUMBING SERVICE SKILLS

Former ID

Cross Listed

Related Courses

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
82

Total Lab Hours per quarter
36

Total Out of Class Hours per quarter
164

Special Hourly Notation

Total Contact Hours
118

Total Student Learning Hours
282

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

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

Stand Alone

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

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

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

Please select
Temporary

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

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)
Fall 2026

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

Criteria A. Appropriateness to Mission

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

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

Criteria B. Need

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

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

Attach evidence

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

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

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

Course Corequisites

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

Course Objectives
The student will be able to:

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

Course Content

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

5. Electrical safety, tool safety, stairway and ladder safety
6. Proper methods for lifting and carrying objects
7. Safety issues related to excavation
8. Confined spaces
9. Fire safety

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

Lab Content

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

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

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

Special Facilities and/or Equipment

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

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Results of written exercises and final examination
Satisfactory completion of hands-on projects
Maintenance of a student's workbook with questions drawn from text
Group and classroom participation

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Lecture
Lab assignment
Group discussion
Demonstration

Representative Text(s)

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

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

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

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

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

Authorized Discipline(s):
Plumbing

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*0952.30 - Plumbing, Pipefitting, and Steamfitting

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

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

Articulation Office Only

Transferability
None

Division Dean Only

Seat Count
50

Load
.177

APPT F128I : BEGINNING DRAWING & DESIGN

Proposal Type
New Course

Effective Term
Fall 2026

Subject
Apprenticeship: Pipe Trades (APPT)

Course Number
F128I

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
5

Course Title
BEGINNING DRAWING & DESIGN

Former ID

Cross Listed

Related Courses

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
36

Total Lab Hours per quarter
72

Total Out of Class Hours per quarter
72

Special Hourly Notation

Total Contact Hours
108

Total Student Learning Hours
180

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

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

Stand Alone

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

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

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

Please select
Temporary

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

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)
Fall 2026

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

Criteria A. Appropriateness to Mission

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

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

Criteria B. Need

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

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

Attach evidence

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

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

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

Course Corequisites

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

Course Objectives
The student will be able to:

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

Course Content

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

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

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

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

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Results of written exercises and final examination
Satisfactory completion of hands-on projects
Maintenance of a student's workbook with questions drawn from text

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Lecture
Drawing/hands-on assignments
Group discussions
Demonstrations

Representative Text(s)

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

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

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

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

Authorized Discipline(s):
Plumbing

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*0952.30 - Plumbing, Pipefitting, and Steamfitting

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

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

Articulation Office Only

Transferability
None

Division Dean Only

Seat Count
50

Load
.162

CWE F060A : OCCUPATIONAL WORK EXPERIENCE: APPRENTICE

Proposal Type
Course Revision

Effective Term
Fall 2026

Subject
Cooperative Work Experience Education (CWE)

Course Number
F060A

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
10.5

Course Title
OCCUPATIONAL WORK EXPERIENCE: APPRENTICE

Former ID

Cross Listed

Related Courses

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
0

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
0

Special Hourly Notation
350 hours of paid employment.

Total Contact Hours
0

Total Student Learning Hours
0

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

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

Stand Alone

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

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

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

Please select
Permanent

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

Criteria A. Appropriateness to Mission

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

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

Criteria B. Need

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

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

Attach evidence

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

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

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

Course Corequisites

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

Course Objectives
The student will be able to:

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

Course Content

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

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

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

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Performance rating from employer via Performance Agreement
Accuracy, timeliness of all assignments/deadlines
Time cards/Blue Book entries verifying employment hours
Trade evaluations conducted by Training Director
Overall job performance and adherence to building trade policies and procedures

Methods of Instruction

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

Other Materials
Materials to be determined by instructor.

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

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

Authorized Discipline(s):
Construction Technology

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*0952.00 - Construction Crafts Technology

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

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

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

Articulation Office Only

Transferability
CSU

Division Dean Only

Seat Count
999

Load
.000

CWE F065A : OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-SHEET METAL

Proposal Type
Course Revision

Effective Term
Fall 2026

Subject
Cooperative Work Experience Education (CWE)

Course Number
F065A

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
10.5

Course Title
OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-SHEET METAL

Former ID

Cross Listed

Related Courses

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
0

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
0

Special Hourly Notation
350 hours of paid employment.

Total Contact Hours
0

Total Student Learning Hours
0

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

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

Stand Alone

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

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

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

Please select
Permanent

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

Criteria A. Appropriateness to Mission

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

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

Criteria B. Need

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

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

Attach evidence

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

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

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

Course Corequisites

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

Course Objectives
The student will be able to:

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

Course Content

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

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

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

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Performance rating from employer via Performance Agreement
Accuracy, timeliness of all assignments deadlines
Time cards/Blue Book entries verifying employment hours
Trade evaluations conducted by Training Director
Overall job performance and adherence to building trade policies and procedures

Methods of Instruction

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

Other Materials
Materials to be determined by instructor.

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

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

Authorized Discipline(s):
Sheet Metal

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*0952.00 - Construction Crafts Technology

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

Please describe how you have incorporated principles of equity during this revision:
June 2025: This course incorporates the principles of equity by ensuring all apprentices have equal access to training, support, and opportunities to succeed.

Articulation Office Only

Transferability
CSU

Division Dean Only

Seat Count
999

Load
.000

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

Proposal Type
Course Revision

Effective Term
Fall 2026

Subject
Cooperative Work Experience Education (CWE)

Course Number
F065B

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
10.5

Course Title
OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-SOUND & COMMUNICATIONS

Former ID

Cross Listed

Related Courses

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
0

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
0

Special Hourly Notation
350 hours of paid employment.

Total Contact Hours
0

Total Student Learning Hours
0

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

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

Stand Alone

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

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

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

Please select
Permanent

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

Criteria A. Appropriateness to Mission

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

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

Criteria B. Need

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

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

Attach evidence

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

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

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

Course Corequisites

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

Course Objectives
The student will be able to:

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

Course Content

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

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

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

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Performance rating from employer via Performance Agreement
Accuracy, timeliness of all assignments deadlines

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

Methods of Instruction

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

Other Materials
Materials to be determined by instructor.

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

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

Authorized Discipline(s):
Telecommunication Technology

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*0952.00 - Construction Crafts Technology

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

Please describe how you have incorporated principles of equity during this revision:
June 2025: This course incorporates the principles of equity by ensuring all apprentices have equal access to training, support, and opportunities to succeed.

Articulation Office Only

Transferability
CSU

Division Dean Only

Seat Count
999

Load
.000

CWE F065C : OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-PLUMBING

Proposal Type
Course Revision

Effective Term
Fall 2026

Subject
Cooperative Work Experience Education (CWE)

Course Number
F065C

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
10.5

Course Title
OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-PLUMBING

Former ID

Cross Listed

Related Courses

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
0

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
0

Special Hourly Notation
350 hours of paid employment.

Total Contact Hours
0

Total Student Learning Hours
0

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

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

Stand Alone

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

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

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

Please select
Permanent

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

Criteria A. Appropriateness to Mission

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

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

Criteria B. Need

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

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

Attach evidence

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

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

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

Course Corequisites

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

Course Objectives
The student will be able to:

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

Course Content

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

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

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

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Performance rating from employer via Performance Agreement
Accuracy, timeliness of all assignments deadlines
Time cards/Blue Book entries verifying employment hours
Trade evaluations conducted by Training Director
Overall job performance and adherence to building trade policies

Methods of Instruction

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

Other Materials
Materials to be determined by instructor.

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

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

Authorized Discipline(s):
Plumbing

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*0952.00 - Construction Crafts Technology

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

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

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

Articulation Office Only

Transferability
CSU

Division Dean Only

Seat Count
999

Load
.000

CWE F065D : OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-ELECTRICAL

Proposal Type
Course Revision

Effective Term
Fall 2026

Subject
Cooperative Work Experience Education (CWE)

Course Number
F065D

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
10.5

Course Title
OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-ELECTRICAL

Former ID

Cross Listed

Related Courses

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
0

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
0

Special Hourly Notation
350 hours of paid employment.

Total Contact Hours
0

Total Student Learning Hours
0

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

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

Stand Alone

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

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

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

Please select
Permanent

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

Criteria A. Appropriateness to Mission

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

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

Criteria B. Need

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

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

Attach evidence

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

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

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

Course Corequisites

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

Course Objectives
The student will be able to:

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

Course Content

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

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

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

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Performance rating from employer via Performance Agreement
Accuracy, timeliness of all assignments deadlines

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

Methods of Instruction

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

Other Materials
Materials to be determined by instructor.

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

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

Authorized Discipline(s):
Electricity

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*0952.00 - Construction Crafts Technology

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

Please describe how you have incorporated principles of equity during this revision:
June 2025: This course incorporates the principles of equity by ensuring all apprentices have equal access to training, support, and opportunities to succeed.

Articulation Office Only

Transferability
CSU

Division Dean Only

Seat Count
999

Load
.000

JRYM F100. : BUILDING TRADES TEACHER DEVELOPMENT

Proposal Type
Course Revision

Effective Term
Fall 2026

Subject
Journeypersons (JRYM)

Course Number
F100.

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
5

Course Title
BUILDING TRADES TEACHER DEVELOPMENT

Former ID

Cross Listed

Related Courses

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
60

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
120

Special Hourly Notation

Total Contact Hours
60

Total Student Learning Hours
180

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

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

Stand Alone

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

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

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

Please select
Permanent

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

Criteria A. Appropriateness to Mission

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

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

Criteria B. Need

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

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

Attach evidence

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

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

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives
The student will be able to:

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

Course Content

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

Lab Content
Not applicable.

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

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
In-class reviews and quizzes
Evaluation of class assignments
Self-evaluation
In-class discussion, participation, partner, and group activities
Group planning, participation, and presentation

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Online learning and individual, partner, and group interactive learning assessment exercises
In-class discussion, participation, evolving learning community
Multiple in-class presentations, such as individual introduction, partner introduction, how-to, and various topics
Group presentation of a selected topic of interest, including a course syllabus and lesson plan

Representative Text(s)

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

Please provide justification for any texts that are older than 5 years
This is the standard textbook used for this course. Although older than five years, it remains a seminal text in this area of study.

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

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

Authorized Discipline(s):
Sheet Metal or Plumbing or Electricity or Business Education

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*0952.00 - Construction Crafts Technology

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

Please describe how you have incorporated principles of equity during this revision:
March 2025: Enhancing instruction for Journeyperson classes in training programs.

Articulation Office Only

Transferability
None

Division Dean Only

Seat Count
45

Load
.090

R T F473. : ADVANCED CLINICAL EXPERIENCE: MAMMOGRAPHY NONCREDIT

Proposal Type
New Course

Effective Term
Summer 2026

Subject
Radiologic Technology (R T)

Course Number
F473.

Department
Radiologic Technology (R T)

Division
Health Sciences and Horticulture (1BH)

Units
0

Course Title
ADVANCED CLINICAL EXPERIENCE: MAMMOGRAPHY NONCREDIT

Former ID

Cross Listed

Related Courses
R T F073. - ADVANCED CLINICAL EXPERIENCE: MAMMOGRAPHY

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
8

Total Lab Hours per quarter
160

Total Out of Class Hours per quarter
16

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

Total Contact Hours
168

Total Student Learning Hours
184

Repeatability Statement
Unlimited Repeatability

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

Credit Status
Non-Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
No

Grading
Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?
No

Honors
No

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

Stand Alone

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

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

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

Please select
Permanent

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

Criteria A. Appropriateness to Mission

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

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

Criteria B. Need

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

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

Attach evidence
Title 17 section 30455-1.pdf
R T 473 - authorization for current students.pdf

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

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

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

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

Course Corequisites

Course Advisories

Course Objectives
The student will be able to:

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

Course Content

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

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

Lab Content
Radiologic Technology clinical practice:

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

Special Facilities and/or Equipment
1. Rotation to a clinical affiliate with mammographic equipment.
2. Computer with internet access and an email address.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Clinical evaluation
Completion of competency checklist

Methods of Instruction

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

Clinical practice

Representative Text(s)

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

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments
Reading assignments to prepare for the California State Mammography exam and/or the ARRT mammography exam.

Authorized Discipline(s):
Radiological Technology

Faculty Service Area (FSA Code)
HEALTH CARE SERVICES

Taxonomy of Program Code (TOP Code)
*1225.00 - Radiologic Technology

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

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

Articulation Office Only

Transferability
None

Division Dean Only

Seat Count
6

Load
.200

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

Barclays Official California Code of Regulations

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

17 CCR § 30455.1

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

Currentness

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

(1) Be a certified diagnostic radiologic technologist;

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

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

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

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

(D) One of the following:

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

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

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

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

Credits

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

HISTORY

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

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

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

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

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

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

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

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

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

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

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

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

Good morning, Rachelle,

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

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

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

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

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

This is authorized through **CCR 17 30461(b)(2)(B) and CCR 17 30461 (c)(2)(C) and CCR 17 30461 (d)(2)(C) and CCR 17 30461 (e)(2)(C).**
Also, review the "Requirements for a Radiology Certificate" **CCR 17 30462** and "Requirements for Fluoroscopy Permits" **CCR 17 30463** and "Requirements for Radiography Permits" CCR **17 30464** and "Requirements for Dermatology Permits" **CCR 17 30465.**

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

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

Sincerely,
Bryan

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

Division	Course Code	Course Title	Extension granted in 2016/17/19/20/22/23/24	Extension granted last time (2025)	Most Recently Offered (since 2010)	Notes
BSS	ANTH_F067B	CULTURES OF THE WORLD: BELIZE	Yes - 2019, 2022, 2023, 2024	Yes; planned to offer "as early as summer 2026" (not currently on spring 2026 schedule)		
BSS	ANTH_F067C	CULTURES OF WORLD: BRIT ISLES		Yes; planned to offer "as early as summer 2026" (not currently on spring 2026 schedule)	summer 2019	
APPR	APPT_F190.	PIPE FITTING WITH A CALCULATOR	Yes - 2024	Yes; planned to offer in spring 2026 (not currently on spring 2026 schedule)	fall 2018	
APPR	APPT_F198.	PLUMBING SERVICE & REPAIR				
APPR	APSM_F130.	SMQ-30 ADVANCED WELDING	Yes - 2019, 2020, 2022, 2023, 2024	Yes; planned to offer in winter 2026	fall 2013	
APPR	APSM_F131.	SMQ-31 CAD DETAILING	Yes - 2022, 2023, 2024	Yes; planned to offer in winter 2026	spring 2016	
APPR	APSM_F132.	SMQ-32 INTERMEDIATE CAD DETAIL	Yes - 2022, 2023, 2024	Yes; planned to offer in winter 2026	spring 2016	
APPR	APSM_F154C	HYDRONIC HEATING			spring 2021	
APPR	APSM_F155B	AIR DISTRB & EFFICNT DUCT DSGN	Yes - 2023, 2024	Yes; planned to offer in winter 2026		
APPR	APSM_F159B	AIRFLOW & PSYCHROMETRICS TAB			winter 2021	
APPR	APSM_F179A	BLDG/CASCDG PRESR/AIR CHG TEST			spring 2021	
FAC	*ART_F073R*	*INDEPENDENT STUDY IN ART*			*fall 2015*	
KA	ATHL_F031A	PRESEASON CONDITION SOFTBALL			fall 2020	
KA	ATHL_F033A	PRESEASON COND WMN'S WATER POL			summer 2020	
KA	ATHL_F042.	INTRCLG VOLLEYBALL I (WMN)			summer 2020	
KA	ATHL_F042B	SPORT TECH/COND WMN'S VOLLEYBA			spring 2021	
KA	ATHL_F042C	FUNCT FITNESS WMN'S VOLLEYBALL			spring 2021	
KA	ATHL_F042F	INTRCLG VOLLEYBALL II (WMN)			fall 2020	
KA	*ATHL_F071R*	*INDEPENDENT STUDY IN ATHLETICS*			*spring 2015*	
KA	*ATHL_F072R*	*INDEPENDENT STUDY IN ATHLETICS*			*fall 2019*	
KA	*ATHL_F073R*	*INDEPENDENT STUDY IN ATHLETICS*				
STEM	BIOL_F001D	INTRO TO MOLECULAR GENETICS			spring 2021	
STEM	BIOL_F013.	MARINE BIOLOGY			spring 2021	
BSS	BUSI_F019.	BUSINESS LAW II	Yes - 2022, 2023, 2024	Yes; planned to offer in fall 2025	spring 2016	
BSS	BUSI_F088A	FOUNDATIONS OF LEADERSHIP		Yes; planned to offer in fall 2025		
BSS	BUSI_F096.	ENTREPRENUR-START & MNG SM BUS		Yes; planned to offer in winter 2026	winter 2020	
BSS	CHLD_F091.	ADM/SUP:ADULT SUPRV & LEADER			winter 2021	
CNSL	CNSL_F003.	IDENTITY, CULTURE & EDUCATION				
STEM	C S_F020A	PROGRAMMING IN C#	Yes - 2023, 2024	Yes; planned to offer in spring 2026 (not currently on spring 2026 schedule)	spring 2018	
STEM	C S_F055J	AWS CERT SOLUTNS ARCH ASSC PRP				
KA	DANC_F002A	BEGINNING MODERN DANCE			spring 2021	
KA	DANC_F002B	INTERMEDIATE MODERN DANCE			spring 2021	
KA	DANC_F003A	BEGINNING JAZZ DANCE			winter 2021	
KA	DANC_F003B	INTERMEDIATE JAZZ DANCE			winter 2021	
KA	DANC_F004A	BEG BALLROOM & SOCIAL DANCE			fall 2020	
KA	DANC_F004B	INT BALLROOM & SOCIAL DANCE			fall 2020	
KA	DANC_F004C	ADV BALLROOM & SOCIAL DANCE			fall 2020	
KA	DANC_F011A	REPERTORY DANCE I			fall 2020	
KA	DANC_F011B	CHOREOGRAPHY FOR PERFORM I			winter 2021	

KA	DANC_F011C	DANCE PRODUCTION I		spring 2021	
KA	DANC_F012A	REPERTORY DANCE II		fall 2020	
KA	DANC_F012B	CHOREOGRAPHY FOR PERFORM II		winter 2021	
KA	DANC_F012C	DANCE PRODUCTION II		spring 2021	
KA	DANC_F013A	INTRO TO CONTEMPORARY DANCE		winter 2021	
KA	DANC_F013B	INT CONTEMPORARY DANCE		winter 2021	
KA	DANC_F014.	DANCE CONDITIONING		spring 2021	
KA	DANC_F018A	INTRODUCTION TO HIP-HOP DANCE		spring 2021	
KA	DANC_F018B	INTERMEDIATE HIP-HOP DANCE		spring 2021	
HSH	*D H_F073R*	*INDEPENDENT STUDY DENTAL HYGIE*		*winter 2018*	
LA	ENGL_F037.	SCI FI LIT: REIMAGINE REALITY		fall 2020	
LA	*ENGL_F072R*	*INDEPENDENT STUDY ENGLISH*			
LA	*ENGL_F073R*	*INDEPENDENT STUDY ENGLISH*		*fall 2020*	
LA	ESLL_F228.	DEVLP LANG SKILLS ESL STUDENTS	Yes; planned to offer in summer or fall 2026	summer 2019	
HSH	HORT_F060G	LANDSCAPE DESIGN:INTERM COMPU Yes - 2022, 2023, 2024	Yes; planned to offer in winter 2027	spring 2016	
HSH	HORT_F090E	HORT & LANDSCAPE PHOTOGRAPHY Yes - 2019, 2022, 2023, 2024	Yes; planned to offer in winter 2026	fall 2013	
LA	*JRNL_F070R*	*INDEPENDENT STDY IN JOURNALISM*			
LA	*JRNL_F071R*	*INDEPENDENT STDY IN JOURNALISM*			
LA	*JRNL_F072R*	*INDEPENDENT STDY IN JOURNALISM*			
LA	*JRNL_F073R*	*INDEPENDENT STDY IN JOURNALISM*			
APPR	JRYM_F105.	PROJ MGMT COMMERCL CONSTR 1	Yes; planned to offer in winter 2026		
APPR	JRYM_F106.	PROJ MGMT COMMERCL CONSTR 2	Yes; planned to offer in winter 2026		
KA	KINS_F003.	THEORIES/TECH COACHING SPORTS		spring 2021	
KA	KINS_F051.	PERF ENHANCING SUBST SPORT/EXE		spring 2021	
KA	*KINS_F071R*	*INDEPENDENT STUDY KINESIOLOGY*		*winter 2020*	
KA	*KINS_F072R*	*INDEPENDENT STUDY KINESIOLOGY*			
KA	*KINS_F073R*	*INDEPENDENT STUDY KINESIOLOGY*			
BSS	LINC_F057B	CREATING COMMUNTY ONLINE ENVIR			
BSS	LINC_F059.	INTEGRAT 21ST CENT SKILLS INST		winter 2021	
BSS	LINC_F062.	CLOUD-BASED WORD PROCESS TOOLS		fall 2020	
BSS	LINC_F064.	SLIDE PRESENTATION DESIGN		fall 2020	
BSS	LINC_F067.	DESIGN WEB-BASED LEARN PROJECT		spring 2021	
BSS	LINC_F068G	TCHNG/LRNG GOOGLE APPS FOR EDU			
BSS	LINC_F073H	ADOBE ILLUSTRATOR OVERV		spring 2021	
BSS	LINC_F082A	INTRO DESIGN INSTRUC TECH PROJ		spring 2021	
BSS	LINC_F090B	OPEN EDUCATION RESOURCES		summer 2020	
BSS	LINC_F095B	TECHNOLOGY ETHICS & EDUC LAW	Yes; planned to offer in fall 2026	fall 2019	
FAC	MDIA_F008B	WOMEN IN FILM			
FAC	MTEC_F088A	SONGWRITING I		fall 2020	
FAC	MTEC_F088B	SONGWRITING II		fall 2020	
FAC	MUS_F002F	HISTORY AMER MUSICAL THEATRE		fall 2020	Cross-listed w/ THTR 2F (which was last taught in spring 2025)
FAC	*MUS_F072R*	*INDEPENDENT STUDY MUS/MUS TECH*			
FAC	*MUS_F073R*	*INDEPENDENT STUDY MUS/MUS TECH*		*spring 2018*	
LA	NCEL_F480.	ESL FOR JOB SEARCHING	Yes; planned to offer in fall 2025	winter 2020	

SRC	PHDA_F018.	INDIV EXERCISE SPEC POPULATION		Yes; planned to offer in spring 2026 (not currently on spring 2026 schedule)	spring 2020
KA	*PHED_F070R*	*INDEPENDENT STUDY IN PHYS ED*			*spring 2020*
KA	*PHED_F071R*	*INDEPENDENT STUDY PHYSICAL EDU*			
KA	*PHED_F072R*	*INDEPENDENT STUDY PHYSICAL EDU*			
KA	*PHED_F073R*	*INDEPENDENT STUDY PHYSICAL EDU*			
FAC	PHOT_F068C	STUDIO LIGHTING TOPICS IN PHOT	Yes - 2024	Yes; planned to offer in spring 2026 (not currently on spring 2026 schedule)	winter 2019
FAC	PHOT_F068E	LECTURE TOPICS IN PHOTOGRAPHY	Yes - 2022, 2023, 2024	Yes; planned to offer in spring 2026 (not currently on spring 2026 schedule)	fall 2015
FAC	PHOT_F071.	THE PHOTOGRAPHIC BOOK			spring 2021
FAC	*PHOT_F072R*	*INDEPENDENT STUDY IN PHOTOGRAP*			
FAC	PHOT_F078B	SOCIAL CONCERNS FIELD STUDY/PH	Yes - 2022, 2023, 2024	Yes; planned to offer in spring 2026 (not currently on spring 2026 schedule)	winter 2016
FAC	PHOT_F078C	DOCUMENTARY FIELD STUDY PHOTO	Yes - 2022, 2023, 2024	Yes; planned to offer in spring 2026 (not currently on spring 2026 schedule)	fall 2015
FAC	PHOT_F078D	MUSEUM/GALLERY FIELD STUDY IN	Yes - 2022, 2023, 2024	Yes; planned to offer in spring 2026 (not currently on spring 2026 schedule)	fall 2015
HSH	R T_F201.	DIGTL RADIOGRPHY FOR RAD TECHS	Yes - 2024	Yes; planned to offer in 2025-26 AY (not currently on spring 2026 schedule)	
HSH	R T_F202.	RAD SAFETY FLUOROSCPY RAD TECH	Yes - 2024	Yes; planned to offer in 2025-26 AY (not currently on spring 2026 schedule)	
BSS	SOSC_F020.	CROSS CULTURAL PERSP		Yes; no planned term specified	winter 2020
LA	SPAN_F110.	ELEM SPANISH CONVERSATION I	Yes - 2024	Yes; planned to offer in winter 2026	spring 2019
LA	SPAN_F111.	ELEM SPANISH CONVERSATION II	Yes - 2024	Yes; planned to offer in spring 2026 (not currently on spring 2026 schedule)	spring 2019
FAC	THTR_F043A	SCRIPT ANALYSIS			spring 2021
FAC	*THTR_F071R*	*INDEPENDENT STUDY THEATRE ARTS*			
FAC	*THTR_F073R*	*INDEPENDENT STUDY THEATRE ARTS*			*winter 2017*
BSS	*WMN_F070R*	*INDEPENDENT STUDY WMN'S STUDIE*			
BSS	*WMN_F071R*	*INDEPENDENT STUDY WMN'S STUDIE*			
BSS	*WMN_F072R*	*INDEPENDENT STUDY WMN'S STUDIE*			
BSS	*WMN_F073R*	*INDEPENDENT STUDY WMN'S STUDIE*			

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

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

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

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

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

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

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

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

Depth Criteria for Area 5 - Natural Sciences (with Lab):
Natural Sciences courses focus on exploring the physical universe, its life forms, and the measurable natural phenomena that govern its operations. These courses emphasize the scientific method as a means of discovery and understanding, fostering critical thinking, data analysis, and an appreciation of the interconnectedness between science and human activity.

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

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

Instructions for Mapping Course Components to Criteria

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

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

Breadth Mapping

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

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

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

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

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

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

Depth Mapping

<u>Mandatory</u> Depth Outcomes (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 inductive, deductive, and model-based reasoning to solve problems.
   - Matching course component(s):

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

5. **Critical Thinking**
   Encourage the practice of critical thinking, including evaluating ideas, contrasting opinions, and drawing reasoned conclusions.
   - Matching course component(s):

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

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

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

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):

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

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

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

Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using 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 exclusively include student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world.

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

1. **Direct Interaction**
   Engage in observation and data collection through direct interaction with the material world.
   - Matching course component(s):

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

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

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):

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

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

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

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

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):

Submit your completed form to your Division Curriculum Reps

Requesting Faculty: _____ Date: _____

Division Curriculum Rep: _____ Date: _____

Form approved by CCC 2/18/25

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

FOR USE BY CURRICULUM OFFICE:

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

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

Degree Program Addendum

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

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

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

and provides

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

Instructions for Mapping Degree Programs

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

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

Your Response:

Foothill GE Breadth Criteria and Breadth Mapping (Draft - updated per feedback during CCC meeting, 12/2/25 Item 13)

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

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

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

A completed GE pattern helps ensure that students demonstrate competence in the core skills and attributes embodied in Foothill's Institutional Learning Outcomes.

Breadth Mapping (Narrative Response)

Purpose
Breadth Mapping is intended to support the college's ability to demonstrate that the GE pattern, as a whole, contributes meaningfully to student achievement of Foothill's Institutional Learning Outcomes. This section is not intended to function as a second SLO mapping process or to impose additional required learning outcomes beyond those already established in the COR.

Instructions
In 250 words or fewer, describe how your course (or degree program) contributes to students' development of Foothill's Institutional Learning Outcomes, as applicable: 1) Think Critically; 2) Thrive in the Global Workforce; 3) Engage in a Life of Inquiry; 4) Act with Integrity. Additionally, describe how your course or degree program contributes to students' development of skills in Information and Digital Literacy, if applicable (see note, below). In your response, make clear which competencies are meaningfully addressed in the course or degree program, and reference course content, assignments, student activities, or recurring practices where applicable.

Matching course component(s): (Briefly identify key course components that support the above, e.g., major assignments, recurring activities, core units/modules, projects, labs, presentations, discussions, readings, etc.)

Note for faculty completing GE applications
Because Foothill's new ILO framework integrates information and digital literacy into multiple ILO categories (rather than positioning it as a standalone outcome), applicants may address

information/digital literacy explicitly when applicable or treat it as integrated into the overall narrative. *(How does your course cultivate students' ability to find, evaluate, use, and create information using appropriate digital tools; understand how information is produced and valued; and participate ethically in digital or academic communities?)*

FOOTHILL COLLEGE

Institutional Learning Outcomes

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

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

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

A student will be able to:

1. Think Critically

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

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

Measurable Outcomes

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

2. Thrive in the Global Workforce

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

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

Measurable Outcomes

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

3. Engage in a Life of Inquiry

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

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

Measurable Outcomes

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

4. Act with Integrity

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

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

Measurable Outcomes

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

Reference

College Mission Statement

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