College Curriculum Committee Meeting Agenda
Tuesday, January 20, 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: December 2, 2025	2:00	Action	#1/20/26-1	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 Proposals
  b. Recent CCCCO Approvals!
  c. Faculty Resources for Articulation
	2:17	Information	#1/20/26-2–11	CCC Team

5. Division Curriculum Committees	2:25	Action	#1/20/26-12	Kaupp
6. New Certificate Proposal: Darkroom Techniques	2:28	Action	#1/20/26-13	Kaupp
7. New Certificate Proposal: Darkroom Techniques (noncredit)		Action	#1/20/26-14	Kaupp
8. New Certificate Proposal: Fine Art Photography		Action	#1/20/26-15	Kaupp
9. New Certificate Proposal: Fine Art Photography (noncredit)		Action	#1/20/26-16	Kaupp
10. New Certificate Proposal: Photojournalism		Action	#1/20/26-17	Kaupp
11. New Certificate Proposal: Photojournalism (noncredit)		Action	#1/20/26-18	Kaupp
12. New Certificate Proposal: Studio Photography		Action	#1/20/26-19	Kaupp
13. New Certificate Proposal: Studio Photography (noncredit)		Action	#1/20/26-20	Kaupp
14. New Certificate Proposal: Spanish for Health Care Workers	2:38	Action	#1/20/26-21	Kaupp
15. GE Application: Area 1B: COMM 54A	2:41	1st Read	#1/20/26-22	Kaupp
16. GE Application: Area 1B: COMM 54B	2:44	1st Read	#1/20/26-23	Kaupp
17. GE Application: Area 1B: COMM 54C	2:47	1st Read	#1/20/26-24	Kaupp
18. GE Application: Area 3: HUMN 17	2:50	1st Read	#1/20/26-25	Kaupp
19. GE Application: Area 4: PSYC 45	2:53	1st Read	#1/20/26-26	Kaupp
20. GE Application: Area 7: PHDA 15B	2:56	1st Read	#1/20/26-27	Kaupp
21. GE Application: Area 7: PSYC 53	2:59	1st Read	#1/20/26-28	Kaupp
22. Credit for Prior Learning Update	3:02	Information		Latteri
23. Foothill GE Application Criteria: Area 4	3:12	Discussion	#1/20/26-29	Kaupp
24. Foothill GE Application Breadth Criteria & Breadth Mapping	3:24	Discussion	#1/20/26-30–31	Kaupp
25. Good of the Order	3:27			Kaupp
26. Adjournment	3:30			Kaupp

*Times listed are approximate

Attachments:

#1/20/26-1	Draft Minutes: December 2, 2025
#1/20/26-2–11	New Course Proposals: C S 4A, C S 4B, JRNL 22AH, JRNL 22BH, MATH 1CH, MATH 1CHP, MATH 211C, NCBS 411C, NCBS 454M, PSYC 19
#1/20/26-12	Division Curriculum Committees 1.20.26
#1/20/26-13	New Certificate Proposal: Darkroom Techniques
#1/20/26-14	New Certificate Proposal: Darkroom Techniques (noncredit)
#1/20/26-15	New Certificate Proposal: Fine Art Photography
#1/20/26-16	New Certificate Proposal: Fine Art Photography (noncredit)
#1/20/26-17	New Certificate Proposal: Photojournalism
#1/20/26-18	New Certificate Proposal: Photojournalism (noncredit)
#1/20/26-19	New Certificate Proposal: Studio Photography
#1/20/26-20	New Certificate Proposal: Studio Photography (noncredit)
#1/20/26-21	New Certificate Proposal: Spanish for Health Care Workers
#1/20/26-22	Foothill General Education Application for Area 1B—Oral Communication & Critical Thinking: COMM 54A
#1/20/26-23	Foothill General Education Application for Area 1B—Oral Communication & Critical Thinking: COMM 54B
#1/20/26-24	Foothill General Education Application for Area 1B—Oral Communication & Critical Thinking: COMM 54C
#1/20/26-25	Foothill General Education Application for Area 3—Arts & Humanities: HUMN 17
#1/20/26-26	Foothill General Education Application for Area 4—Social & Behavioral Sciences: PSYC 45
#1/20/26-27	Foothill General Education Application for Area 7—Lifelong Learning: PHDA 15B
#1/20/26-28	Foothill General Education Application for Area 7—Lifelong Learning: PSYC 53
#1/20/26-29	Foothill GE Application for Area 4
#1/20/26-30	Foothill GE Breadth Criteria & Breadth Mapping draft updates
#1/20/26-31	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).
3/15/26	Deadline to submit exception requests for summer/fall 2026 (Faculty/Divisions).
TBD	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 (AVP 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)

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2025-26

Meeting Date: <u>1/20/26</u>

<u>Co-Chairs (2)</u>

✔*	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

<u>Voting Membership (1 vote per division)</u>

✔*	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

<u>Non-Voting Membership (4)</u>

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

<u>Visitors</u>

<u>Chris Allen*, John Fox, Natalie Latteri, Teresa Ong*</u>

Indicates in-person attendance

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

Item	Discussion
1. Minutes: November 18, 2025	Motion to approve **M/S** (Dupree, Taylor). **Approved.**
2. Report Out from CCC Members	**Speaker: All** Apprenticeship: Myres mentioned approval items on today's agenda. BSS: No updates to report. Counseling: No updates to report. Fine Arts & Comm.: Walgren shared news of upcoming cert. proposals. HSH: St. Onge-Cole mentioned new course proposals on today's agenda. Kinesiology: No updates to report. Language Arts: No updates to report. LRC: No updates to report. SRC: No updates to report. STEM: Sinclair shared Math dept. discussing developing honors version and support courses for Statistics. Cembellin announced the state recently approved new Principles of Machine Learning and Artificial Intelligence cert.! Herman shared Art & Graphics and Interactive Design depts. will be exploring Credit for Prior Learning (CPL) opportunities; Kaupp noted CPL will be on the agenda for the next CCC meeting. Cembellin shared Computer Science dept. also exploring CPL. Gilstrap has no updates to report! Kaupp confirmed he's now sending FYI emails to relevant divisions re: new mirrored noncredit courses being developed by De Anza (related to his report out from previous meeting).
3. Public Comment on Items Not on Agenda	Dupree expressed gratitude for the great group we've currently got at CCC; others agreed!

4. Announcements
  a. New Course Proposals
 	
  b. ASCCC Fall Plenary Update
	Speakers: CCC Team
	The following proposals were presented: V T 83A & 83B. St. Onge-Cole noted current V T 83 course being split into two, to provide more comprehensive instruction and reduce workload for students. Noted students have been requesting more time to learn content for years.
	
	Kaupp attended virtually. At time of agenda distribution, packet of approved resolutions was not yet available, but our votes on resolutions aligned with the general outcome. Encouraged folks to get involved in state-wide governance!

c. New Fields on CourseLeaf COR Form	Vanatta announced two new fields have been added to COR form in CourseLeaf, Lecture Units & Lab Units. New Title 5 regulations state this info must be included on CORs for credit courses with both lecture and lab hours. New fields visible to all users but only admin users have edit access; info will be entered/maintained by Vanatta, who will be slowly updating CORs to add the info (approx. 600 CORs). Will include info in CCC Communiqué, but if any faculty have questions or concerns, don't hesitate to forward them to Vanatta.
5. Division Curriculum Committees	**Speaker: Ben Kaupp** Document includes details about each division CC. Kaupp noted no updates since previous version and asked folks to send updates for winter quarter (e.g., meeting dates). Motion to approve **M/S** (Sinclair, St. Onge-Cole). **Approved.**
6. New Degree Application: Elementary Teacher Education: Integrated Programs ADT	**Speaker: Ben Kaupp** Second read of new Elementary Teacher Education: Integrated Programs ADT. Motion to approve **M/S** (Brannvall, Sinclair). **Approved.**
7. Stand Alone Application: GID 70R series	**Speaker: Ben Kaupp** Second read of Stand Alone Approval Request for GID independent study series (GID 70R, 71R, 72R & 73R). Sinclair asked for more details about four course series—Vanatta responded, students can select from 1, 2, 3, or 4 units, each unit value is a separate course. To reduce workload on faculty, they create 70R course which Vanatta copies into the three other CORs in the series; 70R course is stand-in for full series, in terms of local approval process. Brief discussion occurred re: logistics of scheduling independent study courses. Motion to approve **M/S** (Brannvall, St. Onge-Cole). **Approved.**
8. Stand Alone Applications: JRYM 403, 420, 422, 422A, 422B, 422C, 422D, 422E, 423B, 423C, 423D, 423E, 423G, 423J, 423K, 423L, 426A, 426B, 427A, 427C, 427E, 427F, 427J, 427K, 427L, 428, 432A, 434E, 434F, 434L	**Speaker: Ben Kaupp** Second read of Stand Alone Approval Requests for JRYM 403, 420, 422, 422A, 422B, 422C, 422D, 422E, 423B, 423C, 423D, 423E, 423G, 423J, 423K, 423L, 426A, 426B, 427A, 427C, 427E, 427F, 427J, 427K, 427L, 428, 432A, 434E, 434F & 434L. Allen noted hoping to eventually include these courses in certs. Motion to approve **M/S** (Brannvall, Kurisu). **Approved.**
9. New Certificate Proposal: Fundamental Foreman (noncredit)	**Speaker: Ben Kaupp** Proposal for new Fundamental Foreman noncredit certificate. *See item 11 for comments and motion/approval details.*
10. New Certificate Proposal: Intermediate Foreman Development (noncredit)	**Speaker: Ben Kaupp** Proposal for new Intermediate Foreman Development noncredit certificate. *See item 11 for comments and motion/approval details.*
11. New Certificate Proposal: Advance Foreman Development (noncredit)	**Speaker: Ben Kaupp** Proposal for new Advance Foreman Development noncredit certificate. The group agreed to discuss and vote on items 9-11 together, as the certs. are related. Allen explained these certs. will include JRYM courses for Cupertino Electric, similar to those in item 8. Allen noted minor title changes might be made for items 9 & 11. Motion to approve items 9-11 **M/S** (Dupree, Jackson Sandoval). **Approved.**

12. Foothill GE Application Criteria: Area 3	**Speaker: Ben Kaupp**
	Kaupp began by thanking the group for the robust discussions thus far. Today's discussion is about Depth Criteria/Mapping for Area 3: Arts and Humanities. Gilstrap noted Area 3 currently includes 16 subject codes.
	Discussion occurred re: the intent behind "respond … affectively" language used in Mandatory Outcome 5 Analytical and Affective Responses. Dworsky suggested perhaps refers to students' emotional connection to a text. Kaupp noted that if this (or any) language is confusing or unclear the group should feel free to update or remove it. A few folks read from definitions found online. Brannvall commented on importance of skills students gain from studying the humanities and encouraged updating this language to be clearer as opposed to removing the outcome. Allen mentioned the approach used by the building trades when completing this form for GE mapping. Brannvall believes this outcome promotes the importance of thinking with empathy and development of critical thinking skills around analytics.
	Kaupp mentioned "Significant Works and Contexts" name of Mandatory Outcome 1, and asked who is deciding what is significant. Noted GE forms should stand on their own without the need for someone to explain what's being asked, so in this context not only is clarity necessary, but we want to ensure we don't end up getting stuck in a particular point in history. Brannvall appreciates the question and noted that while there are canons (established scholarship) which are important, this is an opportunity to include equity. Dworsky agreed that "significant" terminology can result in putting certain works on a pedestal and marginalizing other works. Gilstrap noted the relevance of these discussions because there is a state-wide push to incorporate more equity into CORs. Believes it could be good to at least discuss how we can make the mandatory outcomes more equity based.
	White mentioned Mandatory Outcome 2 Knowledge of the Human Condition, and asked how "human condition" can be defined; Dworsky agreed and added "human life" to that question (in Mandatory Outcome 3 Appreciation for Human Life and Creations). Kaupp again noted the group has complete control over these forms and can choose to update and/or delete any language. Dworsky believes Mandatory Outcomes 2 & 3 can be combined and noted the current wording of 3 could be read as problematic. Brannvall suggested adding "expressions" if 2 & 3 are combined into one outcome, as well as "intersectional" to invite race, class, gender, etc.
	Kaupp noted concern that Mandatory Outcome 4 Ethical and Aesthetic Judgments could result in policing good taste. Walgren believes "aesthetic" and "values" (in 4) somewhat contradictory; Brannvall believes this could be related to aspects of an item beyond its primary function and provided some examples (e.g., decorations on ancient pottery).
	Kaupp asked if the group wants to revisit the requirement of 5 Mandatory Outcomes + 2 Optional Outcomes (5+2) currently used on all GE application forms. Agyare asked if doing so would affect current GE courses—Kaupp noted, likely not, as in the past courses have been grandfathered in when forms change. Allen would like to revisit 5+2. Dworsky asked if there is a particular concern behind 5+2—Kaupp responded, wants to ensure we're not just continuing with that requirement because it's the way we've always done it. Allen noted Apprenticeship division will discuss and provide feedback at future

	meeting. Brannvall advocated for continuing to have optional outcomes, nothing their inclusion allows for a variety of disciplines to be approved. Sinclair believes 5+2 gives faculty a fair amount of leeway in terms of academic freedom and worries if we decide to narrow this down it could introduce bias towards specific disciplines. Also noted it might be restrictive to force the same number of questions across all application forms, but at the same time appreciates the pattern.
	Allen asked if this could be an opportunity to add an open-ended question to allow faculty to provide details that don't necessarily fit within any of the outcomes listed on the form. Kaupp asked if this would replace an existing outcome or add to the form—Allen responded, open to either. Kaupp asked the group to consider this suggestion, which would allow faculty to provide information they believe is relevant and important but which doesn't necessarily conform to the specific outcomes on the form.
	No specific edits were agreed on, and Kaupp reiterated his plan to incorporate all feedback he receives to update all application forms for final discussion after all individual forms have been discussed.
13. 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 noted that current forms' instructions written in such a way to allow faculty to not have to respond to any Breadth Mapping competencies ("indicate if and how"); would like the group to consider if there is a minimum number of competencies a course should meet. Discussion occurred re: retaining competency 5 Information and Digital Literacy, which is not linked to a current ILO; Agyare noted related concepts are included in some of the new ILOs. Dworsky commented that ILOs aren't specific to GE courses and suggested there could be a clear argument to removing Breadth Mapping completely. Kaupp believes the original intent was to help ensure students who complete full GE pattern will satisfy ILOs. Sinclair believes this is related to Student Learning Outcome (SLO) mapping, so by establishing Breadth Criteria we're asking faculty to map their courses to the relevant ILOs. Kaupp believes removing Breadth Criteria likely won't affect student learning/outcomes, but on the other hand keeping them likely won't affect any course's eligibility for GE. Taylor believes this is related to general discussion re: what purpose we want GE to serve. Kaupp suggested the possibility of changing Breadth Mapping from specific competencies (with answers copied from CORs) to one essay-style question which asks faculty how their course contributes to students fulfilling ILOs. Dworsky suggesting enforcing a word count maximum if we make this change. Topic will return for continued discussion at next meeting; Kaupp plans to bring forward an updated draft.
14. Good of the Order	
15. Adjournment	**3:29 PM**

Attendees: Micaela Agyare* (LRC), Chris Allen* (Dean, APPR), Jeff Bissell (KA), Cynthia Brannvall* (FAC), Zach Cembellin (Dean, STEM), Angie Dupree* (BSS), Rachael Dworsky* (LA), John Fox (BSS), Evan Gilstrap* (Articulation Officer), Ron Herman* (Dean, FAC), Maritza Jackson Sandoval* (CNSL), Ben Kaupp* (Faculty Co-Chair), Glenn Kurisu* (HSH), Andy Lee* (CNSL), Tim Myres* (APPR), Teresa Ong (AVP Workforce), Bob Sandor* (STEM), Richard Saroyan (SRC), Jennifer Sinclair* (STEM), Shae St. Onge-Cole* (HSH), Kyle Taylor* (STEM), Mary Vanatta* (Curriculum Coordinator), Judy Walgren* (FAC), Sam White* (LA)
Indicates in-person attendance
Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 11/26/25 9:36 am

Viewing: **C S F004A : INTRODUCTION TO PROGRAMMING IN RUST**

Last edit: 01/14/26 7:35 am

Changes proposed by: Zi Bin Yang (20226133)

Course Proposal Form

Faculty Author	Zi Bin Yang

Effective Term	Fall 2027		
Common Course Numbering?	No		
Subject	Computer Science (C S)	Course Number	F004A
Department	Computer Science (C S)		
Division	Science Technology Engineering and Mathematics (1PS)		
Units	4.5		
Lecture Units	4	Lab Units	0.5
Hours	4 hours lecture, 2 hours lab		
Course Title	INTRODUCTION TO PROGRAMMING IN RUST		
Short Title			

Proposed Transferability	UC/CSU
Proposed Description and Requisites:	Systematic introduction to fundamental concepts of computer science through the study of the Rust programming language. Coding topics include Rust control flows, functions, the ownership system, structs, arrays, error handling, and I/O. General programming topics include documentation, code style, and testing and debugging. Computer science concepts include algorithms, recursion, data abstraction, and problem solving strategies.
Proposed Discipline	Computer Science

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

Associate Degree
Associate Degree for Transfer
[Future] Certificate in Rust

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

No

Comments & Other Relevant Information for Discussion:

The Rust programming language has seen increased usage and importance in the tech industry. This is a proposal to offer a 2-course introductory series to programming using Rust.

Reviewer Comments

Key: 9400

Course Change Request

New Course Proposal

Date Submitted: 11/26/25 10:03 am

Viewing: **C S F004B : INTERMEDIATE SOFTWARE DESIGN IN RUST**

Last edit: 01/14/26 7:37 am
Changes proposed by: Zi Bin Yang (20226133)

Course Proposal Form

Faculty Author	Zi Bin Yang

Effective Term	Fall 2027		
Common Course Numbering?	No		
Subject	Computer Science (C S)	Course Number	F004B
Department	Computer Science (C S)		
Division	Science Technology Engineering and Mathematics (1PS)		
Units	4.5		
Lecture Units	4	Lab Units	0.5
Hours	4 hours lecture, 2 hours lab		
Course Title	INTERMEDIATE SOFTWARE DESIGN IN RUST		
Short Title			

Proposed Transferability	UC/CSU
Proposed Description and Requisites:	Systematic treatment of intermediate concepts in computer science through the study of the Rust programming language. Coding topics include Rust structs, enums, traits and generics, unit testing, lifetime, advanced references, pattern matching, option, advanced error handling, collections and iterators. Computer Science concepts include polymorphism, functional programming, data structures such as linked list, and general problem solving strategies.
Proposed Discipline	Computer Science

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

    Associate Degree
    Associate Degree for Transfer
    [Future] Certificate in Rust

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

    No

Comments & Other Relevant Information for Discussion:

    The Rust programming language has seen increased usage and importance in the tech industry. This is a proposal to offer a 2-course introductory series to programming using Rust.

Reviewer Comments

Key: 9401

Course Change Request

New Course Proposal

Date Submitted: 12/04/25 3:24 pm

Viewing: JRNL F22AH : HONORS INTRODUCTION TO REPORTING & NEWSWRITING

Last edit: 12/08/25 10:15 am

Changes proposed by: Ben Armerding (20109525)

Course Proposal Form

Faculty Author	Brian Lewis

Effective Term	Fall 2027		
Common Course Numbering?	No		
Subject	Journalism (JRNL)	Course Number	F22AH
Department	English (ENGL)		
Division	Language Arts (1LA)		
Units	5		
Lecture Units	4	Lab Units	1
Hours	4 hours lecture, 3 hours lab		
Course Title	HONORS INTRODUCTION TO REPORTING & NEWSWRITING		
Short Title			

Proposed Transferability	UC/CSU

Proposed Description and Requisites:

An introduction to gathering, synthesizing/organizing, and writing news in journalistic style across multiple platforms. Includes role of the journalist and related legal and ethical issues, including instruction and practice in reporting and the fundamentals of newswriting for media, with analysis of typical news stories. Concentration on the language and style of news writing; organization and structure of news stories; the lead and the basic story types. Students will report and write based on their original interviews and research to produce news content. Experiences may include covering speeches, meetings, and other events, writing under deadline, and use of AP Style.

(Honors) This is an honors version of the JRNL 22A course and requires students to observe, reflect on, and participate directly with the campus student newspaper and gain experience with editorial and other roles of the news room. The honors version of the course also requires a greater number of article submissions and/or higher total word count.

Proposed Discipline	Journalism

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

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

No

Comments & Other Relevant Information for Discussion:
Adding honors courses to the Journalism program, asking honors students to be directly involved in the student publication of news on campus.

Reviewer Comments

Key: 8861

Course Change Request

New Course Proposal

Date Submitted: 12/10/25 8:11 am

Viewing: **JRNL F22BH : HONORS INTERMEDIATE REPORTING/NEWSWRITING**

Last edit: 12/11/25 8:19 am

Changes proposed by: Ben Armerding (20109525)

Course Proposal Form

Faculty Author	Brian Lewis

Effective Term	Fall 2027		
Common Course Numbering?	No		
Subject	Journalism (JRNL)	Course Number	F22BH
Department	English (ENGL)		
Division	Language Arts (1LA)		
Units	5		
Lecture Units	4	Lab Units	1
Hours	4 hours lecture, 3 hours lab		
Course Title	HONORS INTERMEDIATE REPORTING/NEWSWRITING		
Short Title			

Proposed Transferability	UC/CSU

Proposed Description and Requisites:	This course is a continuation of the introductory newswriting/reporting course (JRNL 22A) and focuses on coverage of public affairs beats, including local and regional government, police, courts, and school and city boards. Fundamentals in feature writing for newspapers, magazines, and other media, with instruction and practice in profile, human interest, consumer, and interpretive news features. Includes both on- and off-campus reporting and writing/news presentation for a variety of news purposes and through multiple platforms, with practical experience in interviewing, writing special story types, and revising.
	(Honors) This is an honors version of the JRNL 22B course and requires students to observe, reflect on, and participate directly with the campus student newspaper and gain experience with editorial and other roles of the news room. The honors version of the course also requires a greater number of article submissions and/or higher total word count.

Proposed Discipline	Journalism

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

AA-T degree

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

No

Comments & Other Relevant Information for Discussion:

Adding honors courses to the Journalism program, asking honors students to be directly involved in the student publication of news on campus.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 11/21/25 10:32 am

Viewing: **MATH F01CH : HONORS CALCULUS III**

Last edit: 12/08/25 9:54 am

Changes proposed by: Ryan Pugh (20574226)

Course Proposal Form

Faculty Author	Ryan Pugh

Effective Term	Fall 2027		
Common Course Numbering?		No	
Subject	Mathematics (MATH)	Course Number	F01CH
Department	Mathematics (MATH)		
Division	Science Technology Engineering and Mathematics (1PS)		
Units	5		
Lecture Units		Lab Units	
Hours	5 hours lecture		
Course Title	HONORS CALCULUS III		
Short Title			

Proposed Transferability	UC/CSU
Proposed Description and Requisites:	Introduction to functions of more than one variable, including vectors, partial differentiation, the gradient, contour diagrams, and optimization. Additional topics include infinite series, convergence, and Taylor series. Honors work emphasizes more in-depth analysis of real-world problems and the theory through proofs using analysis techniques.

Prerequisite: MATH 1B or 1BH.

Corequisite: MATH 1CHP. |
| Proposed Discipline | Mathematics |

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

- AS Degree
- AA-T Degree
- AS-T Degree
- Foothill GE

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

No

Comments & Other Relevant Information for Discussion:

We are also submitting a proposal for the corequisite course MATH 1CHP.

Reviewer Comments

Key: 9395

Course Change Request

New Course Proposal

Date Submitted: 11/21/25 10:35 am

Viewing: **MATH F1CHP : HONORS CALCULUS III SEMINAR**

Last edit: 12/08/25 9:57 am

Changes proposed by: Ryan Pugh (20574226)

Course Proposal Form

Faculty Author	Ryan Pugh

Effective Term	Fall 2027		
Common Course Numbering?		No	
Subject	Mathematics (MATH)	Course Number	F1CHP
Department	Mathematics (MATH)		
Division	Science Technology Engineering and Mathematics (1PS)		
Units	1		
Lecture Units		Lab Units	
Hours	1 hour lecture		
Course Title	HONORS CALCULUS III SEMINAR		
Short Title			

Proposed Transferability	UC/CSU
Proposed Description and Requisites:	An honors seminar for MATH 1CH. In this course, students will explore a multitude of advanced problems from the calculus III honors course, including proofs of properties of convergent sequences, infinite series and their convergence, properties of vectors, and various other theorems concerning the behavior and properties of differentiable multivariate functions. As the calculus III honors course will require students to submit typed technical solutions to applied problems, this seminar will support students in learning how to use mathematical typesetting software. Best practices for mathematical writing will also be discussed.
Proposed Discipline	Mathematics

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

AS Degree

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

No

Comments & Other Relevant Information for Discussion:

This is a proposal for the corequisite to the course MATH 1CH whose proposal was just submitted.

Reviewer Comments

Key: 9396

Course Change Request

New Course Proposal

Date Submitted: 11/21/25 1:37 pm

Viewing: **MATH F211C : JUST-IN-TIME SUPPORT FOR MATH 1C**

Last edit: 12/08/25 11:21 am

Changes proposed by: Jennifer Sinclair (10896469)

Course Proposal Form

Faculty Author	Jennifer Sinclair

Effective Term	Fall 2027		
Common Course Numbering?	No		
Subject	Mathematics (MATH)	Course Number	F211C
Department	Mathematics (MATH)		
Division	Science Technology Engineering and Mathematics (1PS)		
Units	2.5		
Lecture Units		Lab Units	
Hours	2.5 hours lecture		
Course Title	JUST-IN-TIME SUPPORT FOR MATH 1C		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in Calculus III. Intended for students majoring in science, technology, engineering, and mathematics who are concurrently enrolled in MATH 1C at Foothill College. Topics include: a review of skills developed in precalculus, including developing a knowledge of conic sections with their graphs and behavior, transformations, summation notation, inequalities, factorials, vectors, distance formula, polynomial multiplication and division, and modelling of functions. Corequisite: MATH 1C.
Proposed Discipline	Mathematics

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

None

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

No

Comments & Other Relevant Information for Discussion:

This course is being created in response to AB 1705.

Reviewer Comments	

Key: 9397

Course Change Request

New Course Proposal

Date Submitted: 11/21/25 2:00 pm

Viewing: **NCBS F411C : JUST-IN-TIME SUPPORT FOR MATH 1C**

Last edit: 12/08/25 11:24 am

Changes proposed by: Jennifer Sinclair (10896469)

Course Proposal Form

Faculty Author	Jennifer Sinclair

Effective Term	Fall 2027		
Common Course Numbering?	No		
Subject	Non-Credit: Basic Skills (NCBS)	Course Number	F411C
Department	Mathematics (MATH)		
Division	Science Technology Engineering and Mathematics (1PS)		
Units	0		
Lecture Units		Lab Units	
Hours	2.5 lecture weekly		
Course Title	JUST-IN-TIME SUPPORT FOR MATH 1C		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in Calculus III. Intended for students majoring in science, technology, engineering, and mathematics who are concurrently enrolled in MATH 1C at Foothill College. Topics include: a review of skills developed in precalculus, including developing a knowledge of conic sections with their graphs and behavior, transformations, summation notation, inequalities, factorials, vectors, distance formula, polynomial multiplication and division, and modelling of functions. Corequisite: MATH 1C.
Proposed Discipline	Mathematics

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

None

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

No

Comments & Other Relevant Information for Discussion:

This course is being created in response to AB 1705.

Reviewer Comments	**Jennifer Sinclair (sinclairjennifer) (11/21/25 1:42 pm):** Rollback: Typos

Key: 9398

Course Change Request

New Course Proposal

Date Submitted: 01/07/26 1:53 pm

Viewing: **NCBS F454M : SUPPORT FOR STAT C1000 - MPS**

Last edit: 01/14/26 7:46 am

Changes proposed by: Teresa Zwack (10630491)

Course Proposal Form

Faculty Author	Teresa Zwack and Marnie Francisco

Effective Term	Fall 2027		
Common Course Numbering?		No	
Subject	Non-Credit: Basic Skills (NCBS)	Course Number	F454M
Department	Mathematics (MATH)		
Division	Science Technology Engineering and Mathematics (1PS)		
Units	0		
Lecture Units		Lab Units	
Hours	5 hours lecture		
Course Title	SUPPORT FOR STAT C1000 - MPS		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	Core prerequisite skills, competencies, and concepts needed in Statistics. Intended for students who are concurrently enrolled in STAT C1000 for the Math Performance Success program (MPS) at Foothill College and who want extra support. Topics include a review of skills including developing a knowledge of linear functions, complex mathematical expressions, quantitative reasoning and interpretation of graphs. Corequisite: STAT C1000.
Proposed Discipline	Mathematics

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

None

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

No

Comments & Other Relevant Information for Discussion:

This course is being created in response to AB 1705.

Reviewer Comments

Key: 9406

Course Change Request

New Course Proposal

Date Submitted: 01/07/26 6:43 pm

Viewing: **PSYC F019. : PSYCHOLOGY OF TRAUMA: THEORY, IMPACT & TREATMENT**

Last edit: 01/13/26 9:49 am

Changes proposed by: Florina Petcu (20308855)

Course Proposal Form

Faculty Author	Florina Petcu

Effective Term	Fall 2027		
Common Course Numbering?		No	
Subject	Psychology (PSYC)	Course Number	F019.
Department	Psychology (PSYC)		
Division	Business and Social Sciences (1SS)		
Units	4		
Lecture Units		Lab Units	
Hours	4 hours of lecture		
Course Title	PSYCHOLOGY OF TRAUMA: THEORY, IMPACT & TREATMENT		
Short Title			

Proposed Transferability	UC/CSU
Proposed Description and Requisites:	This course examines trauma from a psychological perspective, focusing on key theories, impact on the developing brain and body, diagnoses, and approaches to treatment and prevention. Students explore research, evidence-based interventions, and case studies while considering cultural factors, resilience, and current issues in the field of traumatic stress. The course emphasizes both conceptual understanding and practical application, preparing students to evaluate the effects of trauma and treatment strategies in real-world contexts.
Proposed Discipline	Psychology

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

> AA Degree
> AA-T Degree
> Foothill GE

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

> No

Comments & Other Relevant Information for Discussion:

> There is a growing need for students to understand trauma as many pursue work in mental health, healthcare, education, and social services. This course provides foundational trauma-informed knowledge and supports the HCAI counseling certificate.

Reviewer Comments

Key: 9399

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):**
  - ○ Fall Quarter: Shaelyn St. Onge-Cole, Glenn Kurisu
  - ○ Winter Quarter: Shaelyn St. Onge-Cole, Rachelle Campbell, Glenn Kurisu
  - ○ Spring Quarter: 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

Program Change Request

New Program Proposal

Date Submitted: 11/15/25 6:05 pm

Viewing: **Darkroom Techniques, Certificate of Achievement**

Last edit: 12/01/25 2:17 pm

Changes proposed by: Judy Walgren (20319689)

Basic Information

Faculty Author(s)	Users
	Judy Walgren

Department	Photography
Division	Fine Arts and Communication
Title of Degree/Certificate	Darkroom Techniques
Type of Award	Certificate of Achievement
Workforce/CTE Program:	Yes
Effective Catalog Edition:	2025-2026
Distinct curriculum sheet?	No

New Degree or Certificate Proposal

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

Photography

Does De Anza offer a similar degree or certificate?

No

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

This certificate of achievement would comprehensively prepare students in the world of photography by providing them with an introductory level photography class where they learn theory, ethics and visual storytelling skills, followed by three courses specific to analog black and white darkroom processes.

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

The Certificate of Achievement in Darkroom Techniques aligns with Foothill College's Strategic Vision for Equity by creating an inclusive learning environment where students from all backgrounds and identities can engage in collective learning, creative exploration, and the development of visual literacy. Through courses that build skills from introductory to advanced levels in analog photography and darkroom processes, students gain essential technical and artistic competencies that support both personal expression and professional growth. Because access to darkroom facilities and instruction is often limited or cost-prohibitive outside academic settings, this certificate provides equitable access to resources, mentorship, and creative opportunities that are especially valuable for students from underserved communities.

Comments and other relevant information for discussion:

Reviewer Comments

Key: 248

Program Change Request

New Program Proposal

Date Submitted: 11/15/25 6:06 pm

Viewing: **Darkroom Techniques, Noncredit certificate**

Last edit: 12/01/25 2:19 pm

Changes proposed by: Judy Walgren (20319689)

Basic Information

Faculty Author(s)	Users
	Judy Walgren

Department	Photography
Division	Fine Arts and Communication
Title of Degree/Certificate	Darkroom Techniques
Type of Award	Noncredit certificate
Workforce/CTE Program:	Yes
Effective Catalog Edition:	2025-2026

New Degree or Certificate Proposal

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

Photography

Does De Anza offer a similar degree or certificate?

No

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

This noncredit certificate would comprehensively prepare students in the world of photography by providing them with an introductory level photography class where they learn theory, ethics and visual storytelling skills, followed by three courses specific to analog black and white darkroom processes.

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

The Noncredit Certificate in Darkroom Techniques aligns with Foothill College's Strategic Vision for Equity by creating an inclusive learning environment where students from all backgrounds and identities can engage in collective learning, creative exploration, and the development of visual literacy. Through courses that build skills from introductory to advanced levels in analog photography and darkroom processes, students gain essential technical and artistic competencies that support both personal expression and professional growth. Because access to darkroom facilities and instruction is often limited or cost-prohibitive outside academic settings, this certificate provides equitable access to resources, mentorship, and creative opportunities that are especially valuable for students from underserved communities.

Comments and other relevant information for discussion:

Reviewer Comments

Key: 253

Program Change Request

New Program Proposal

Date Submitted: 11/15/25 6:26 pm

Viewing: **Fine Art Photography, Certificate of Achievement**

Last edit: 12/01/25 2:54 pm

Changes proposed by: Judy Walgren (20319689)

Basic Information

Faculty Author(s)	Users
	Judy Walgren

Department	Photography
Division	Fine Arts and Communication
Title of Degree/Certificate	Fine Art Photography
Type of Award	Certificate of Achievement
Workforce/CTE Program:	Yes
Effective Catalog Edition:	2025-2026
Distinct curriculum sheet?	No

New Degree or Certificate Proposal

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

Photography

Does De Anza offer a similar degree or certificate?

No

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

A Certificate of Achievement in Fine Art Photography addresses a clear educational need by equipping students with the technical, creative, and conceptual skills required to produce compelling, exhibition-ready work for galleries, museums, and other fine art venues. Success in this field requires both strong technical proficiency and a well-developed artistic vision. Through Foothill College's robust sequence of photography courses, students engage in hands-on learning across analog and digital processes while also developing essential competencies in lighting, visual design, and creative problem-solving. Our program's breadth allows students to tailor their coursework to support their individual artistic goals, helping them build a cohesive and thoughtful practice as emerging visual artists. This certificate strengthens our ability to prepare students for transfer, professional opportunities, and meaningful participation in the contemporary art landscape.

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

This certificate aligns with Foothill College's Strategic Vision for Equity by expanding access to high-quality fine art photography education and resources that are often out of reach for students from underserved communities. By providing equitable access to industry-standard equipment, analog and digital facilities, and individualized artistic mentorship, the program ensures that students from all backgrounds can develop their creative voices and technical skills. It fosters an inclusive learning environment where diverse perspectives are valued and students can explore identity, culture, and lived experience through visual expression. In doing so, the certificate advances Foothill's mission to close equity gaps, promote belonging, and prepare students for meaningful participation in the contemporary arts landscape.

Comments and other relevant information for discussion:

Reviewer Comments

Program Change Request

New Program Proposal

Date Submitted: 11/15/25 6:26 pm

Viewing: **Fine Art Photography, Noncredit certificate**

Last edit: 12/01/25 2:56 pm

Changes proposed by: Judy Walgren (20319689)

Basic Information

Faculty Author(s)	Users
	Judy Walgren

Department	Photography
Division	Fine Arts and Communication
Title of Degree/ Certificate	Fine Art Photography
Type of Award	Noncredit certificate
Workforce/CTE Program:	Yes
Effective Catalog Edition:	2025-2026

New Degree or Certificate Proposal

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

Photography

Does De Anza offer a similar degree or certificate?

No

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

A Non-Credit Certificate in Fine Art Photography addresses a clear educational need by equipping students with the technical, creative, and conceptual skills required to produce compelling, exhibition-ready work for galleries, museums, and other fine art venues. Success in this field requires both strong technical proficiency and a well-developed artistic vision. Through Foothill College's robust sequence of photography courses, students engage in hands-on learning across analog and digital processes while also developing essential competencies in lighting, visual design, and creative problem-solving. Our program's breadth allows students to tailor their coursework to support their individual artistic goals, helping them build a cohesive and thoughtful practice as emerging visual artists. This certificate strengthens our ability to prepare students for transfer, professional opportunities, and meaningful participation in the contemporary art landscape.

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

This non-credit certificate aligns with Foothill College's Strategic Vision for Equity by expanding access to high-quality fine art photography education and resources that are often out of reach for students from underserved communities. By providing equitable access to industry-standard equipment, analog and digital facilities, and individualized artistic mentorship, the program ensures that students from all backgrounds can develop their creative voices and technical skills. It fosters an inclusive learning environment where diverse perspectives are valued and students can explore identity, culture, and lived experience through visual expression. In doing so, the certificate advances Foothill's mission to close equity gaps, promote belonging, and prepare students for meaningful participation in the contemporary arts landscape.

Comments and other relevant information for discussion:

Reviewer Comments

In Workflow

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

Approval Path

1. 11/25/25 2:35 pm Cynthia Brannvall (brannvallcynthia): Approved for 1FA Curriculum Rep

Program Change Request

Date Submitted: 11/15/25 6:08 pm

Viewing: **Photojournalism, Certificate of Achievement**

Last edit: 12/01/25 2:58 pm

Changes proposed by: Judy Walgren (20319689)

Basic Information

Faculty Author(s)	Users
	Judy Walgren

Department	Photography
Division	Fine Arts and Communication
Title of Degree/ Certificate	Photojournalism
Type of Award	Certificate of Achievement
Workforce/CTE Program:	Yes
Effective Catalog Edition:	2025-2026
Distinct curriculum sheet?	No

New Degree or Certificate Proposal

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

> Photography

Does De Anza offer a similar degree or certificate?

> No

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

> A Certificate of Achievement in Photojournalism addresses a vital educational need by bridging the gap between visual storytelling, journalistic integrity, and technical photographic skill. In today's rapidly changing media landscape—where images play a central role in shaping public understanding—students need both the ethical foundation and practical experience to create truthful, impactful visual narratives. This certificate provides students with essential training in photographic technique, critical thinking, and responsible storytelling, preparing them for transfer pathways in journalism, communications, and photography, as well as for entry-level opportunities in media, documentary work, and nonprofit communication.

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

> This certificate directly supports Foothill College's Strategic Vision for Equity by ensuring that students from all backgrounds—particularly those historically underrepresented in journalism and visual media—have access to the resources, mentorship, and professional pathways needed to thrive in this field. By providing equitable access to industry-standard equipment, hands-on instruction, and a curriculum that centers ethical practice and diverse perspectives, the Photojournalism Certificate creates a learning environment where every student can see themselves as a visual storyteller and changemaker. The program cultivates belonging, creativity, and critical media literacy, empowering students to contribute their unique voices and lived experiences to the public narrative. In doing so, it advances Foothill's mission to eliminate equity gaps and prepare students for meaningful engagement in their communities and professions.

Comments and other relevant information for discussion:

Reviewer Comments

In Workflow

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

Approval Path

1. 11/25/25 2:37 pm Cynthia Brannvall (brannvallcynthia): Approved for 1FA Curriculum Rep

Program Change Request

<div align="center">

New Program Proposal

</div>

Date Submitted: 11/15/25 6:09 pm

Viewing: **Photojournalism, Noncredit certificate**

Last edit: 12/01/25 3:00 pm

Changes proposed by: Judy Walgren (20319689)

Basic Information

Faculty Author(s)	Users
	Judy Walgren

Department	Photography
Division	Fine Arts and Communication
Title of Degree/ Certificate	Photojournalism
Type of Award	Noncredit certificate
Workforce/CTE Program:	Yes
Effective Catalog Edition:	2025-2026

New Degree or Certificate Proposal

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

Photography

Does De Anza offer a similar degree or certificate?

No

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

A Non-Credit Certificate in Photojournalism addresses a vital educational need by bridging the gap between visual storytelling, journalistic integrity, and technical photographic skill. In today's rapidly changing media landscape—where images play a central role in shaping public understanding—students need both the ethical foundation and practical experience to create truthful, impactful visual narratives. This certificate provides students with essential training in photographic technique, critical thinking, and responsible storytelling, preparing them for transfer pathways in journalism, communications, and photography, as well as for entry-level opportunities in media, documentary work, and nonprofit communication.

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

This Non-Credit Certificate in Photojournalism directly supports Foothill College's Strategic Vision for Equity by ensuring that students from all backgrounds—particularly those historically underrepresented in journalism and visual media—have access to the resources, mentorship, and professional pathways needed to thrive in this field. By providing equitable access to industry-standard equipment, hands-on instruction, and a curriculum that centers ethical practice and diverse perspectives, the Photojournalism Certificate creates a learning environment where every student can see themselves as a visual storyteller and changemaker. The program cultivates belonging, creativity, and critical media literacy, empowering students to contribute their unique voices and lived experiences to the public narrative. In doing so, it advances Foothill's mission to eliminate equity gaps and prepare students for meaningful engagement in their communities and professions.

Comments and other relevant information for discussion:

Reviewer Comments

Key: 252

Program Change Request

New Program Proposal

Date Submitted: 11/15/25 6:10 pm

Viewing: **Studio Photography, Certificate of Achievement**

Last edit: 12/01/25 3:04 pm

Changes proposed by: Judy Walgren (20319689)

Basic Information

Faculty Author(s)	**Users**
	Judy Walgren

Department	Photography
Division	Fine Arts and Comunication
Title of Degree/Certificate	Studio Photography
Type of Award	Certificate of Achievement
Workforce/CTE Program:	Yes
Effective Catalog Edition:	2025-2026
Distinct curriculum sheet?	No

New Degree or Certificate Proposal

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

Photography

Does De Anza offer a similar degree or certificate?

No

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

A Certificate of Achievement in Studio Photography fulfills an important educational need by providing students with the technical, creative, and professional skills required to produce high-quality, conceptually driven images in controlled lighting environments. Studio photography is a foundational practice for careers in commercial, portrait, fashion, product, and fine art photography, and it demands both technical proficiency and aesthetic understanding. Through hands-on learning in Foothill College's professional studios, students gain experience in lighting design, camera operation, digital workflow, and collaborative production—skills that are essential for success in today's visual and media industries.

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

Aligned with Foothill College's Strategic Vision for Equity, this certificate expands access to specialized photographic education and professional-level facilities that are often inaccessible to students from underserved communities. The program cultivates a supportive, inclusive learning environment where students from all backgrounds can develop creative confidence, technical expertise, and career readiness. By integrating artistic exploration with practical skill-building, the Studio Photography Certificate prepares students for employment opportunities, transfer pathways, and entrepreneurial endeavors while empowering them to tell their own stories and represent their communities through visual media.

Comments and other relevant information for discussion:

Reviewer Comments

Key: 250

In Workflow

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

Approval Path

1. 11/25/25 2:40 pm Cynthia Brannvall (brannvallcynthia): Approved for 1FA Curriculum Rep

Program Change Request

New Program Proposal

Date Submitted: 11/15/25 6:11 pm

Viewing: **Studio Photography, Noncredit certificate**

Last edit: 12/01/25 3:03 pm

Changes proposed by: Judy Walgren (20319689)

Basic Information

Faculty Author(s)	Users
	Judy Walgren

Department	Photography
Division	Fine Arts and Communication
Title of Degree/ Certificate	Studio Photography
Type of Award	Noncredit certificate
Workforce/CTE Program:	Yes
Effective Catalog Edition:	2025-2026

New Degree or Certificate Proposal

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

Photography

Does De Anza offer a similar degree or certificate?

No

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

A Non-Credit Certificate in Studio Photography fulfills an important educational need by providing students with the technical, creative, and professional skills required to produce high-quality, conceptually driven images in controlled lighting environments. Studio photography is a foundational practice for careers in commercial, portrait, fashion, product, and fine art photography, and it demands both technical proficiency and aesthetic understanding. Through hands-on learning in Foothill College's professional studios, students gain experience in lighting design, camera operation, digital workflow, and collaborative production—skills that are essential for success in today's visual and media industries.

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

Aligned with Foothill College's Strategic Vision for Equity, this non-credit certificate expands access to specialized photographic education and professional-level facilities that are often inaccessible to students from underserved communities. The program cultivates a supportive, inclusive learning environment where students from all backgrounds can develop creative confidence, technical expertise, and career readiness. By integrating artistic exploration with practical skill-building, the Studio Photography Certificate prepares students for employment opportunities, transfer pathways, and entrepreneurial endeavors while empowering them to tell their own stories and represent their communities through visual media.

Comments and other relevant information for discussion:

Reviewer Comments

Key: 251

Program Change Request

New Program Proposal

Date Submitted: 11/24/25 2:16 pm

Viewing: **Spanish for Health Care Workers, Certificate of Achievement**

Last edit: 12/02/25 10:08 am

Changes proposed by: Julio Rivera-Montanez (11048508)

Basic Information

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

Department	Spanish
Division	Language Arts
Title of Degree/ Certificate	Spanish for Health Care Workers
Type of Award	Certificate of Achievement
Workforce/CTE Program:	Yes
Effective Catalog Edition:	2025-2026
Distinct curriculum sheet?	No

New Degree or Certificate Proposal

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

Spanish Department

Does De Anza offer a similar degree or certificate?

No

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

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

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

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

The certificate aligns to the Foothill Educational Master Plan (Foothill 2030: The Blueprint for Success) Goal 1: Transform educational programs, pathways, and strategic partnerships to serve student and community needs, Objective 2.1 Design innovative curriculum pathways and delivery strategies to broaden access to the students we serve and enhance their economic mobility.

Comments and other relevant information for discussion:

Reviewer Comments

Key: 259

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):

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

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.

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.

Optional Depth Outcomes

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

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

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:

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):

   -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.

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).

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.

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.

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.

Optional Depth Outcomes

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

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

     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: <u>Anju Vriksha</u>　　　　　　　　　Date: <u>5/16/25</u>

Division Curriculum Rep: <u>Jordan Fong</u>　　　　　　　Date: <u>6/3/25</u>

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

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.

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).

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

Mandatory Depth Outcomes

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

1. **Significant Works and Contexts**
   Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural contexts in which they were created and interpreted.
   o 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

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

Optional Depth Outcomes

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

1. **Ambiguities and Value of Language**
   Understand the ambiguities, vagaries, and value inherent in human language.
   ○ Matching course component(s):

2. **Nonverbal Communication in the Arts**
   Appreciate nonverbal communication in the visual and performing arts.
   ○ Matching course component(s):

   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):

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

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: <u>Natalie Latteri</u>   Date: <u>6/4/2025</u>

Division Curriculum Rep: <u>Angie Dupree</u>   Date: <u>6/16/25</u>

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.

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.
   o 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.
   o 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.

General Education Review Request
Area 4 - Social & Behavioral Sciences

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):

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.

Optional Depth Outcomes

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

1. **Diverse Cultures and Sensitivity**

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

   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.
   o   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.
   o   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: <u>Florina Petcu</u>   Date: _____

Division Curriculum Rep: <u>Angie Dupree</u>   Date: <u>3/10/25</u>

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:

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):

     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

Depth Mapping

Mandatory Depth Outcomes

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

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

     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.

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):

     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):

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.
   o Matching course component(s):

5. **Interpersonal and Communication Skills**
Develop skills for effective communication, teamwork, and collaboration in diverse personal, academic, and professional settings.
   o 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

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

General Education Review Request
Area 7 - Lifelong Learning

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

<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):

   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

Form approved by CCC 2/18/25

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: <u>Ben Stefonik</u>　　　　　　　Date: <u>2/26/25</u>

Division Curriculum Rep: <u>Angie Dupree</u>　　　　　Date: <u>3/10/25</u>

<u>FOR USE BY CURRICULUM OFFICE:</u>

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

General Education Review Request
Area 4 - Social & Behavioral Sciences

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 4 - Social & Behavioral Sciences:

The Social and Behavioral Sciences encompass a wide range of interrelated disciplines that explore the complex relationships between individuals and societies. These fields investigate human behavior, social structures, cultural norms, and institutions, examining how these elements shape and are shaped by historical, economic, political, and environmental forces. The Social and Behavioral Sciences seek to provide students with a deeper understanding of the dynamics of human interaction and the diverse factors influencing societal development.

By analyzing patterns of human thought and action, this area fosters critical thinking and global awareness, equipping students to engage with pressing social issues in informed and meaningful ways. Students will explore topics such as identity, equity, governance, power, and cultural exchange, gaining tools to critically evaluate the challenges and opportunities facing societies today and in the future.

General Education Review Request
Area 4 - Social & Behavioral Sciences

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):

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

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

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

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

Depth Mapping

<u>Mandatory</u> Depth Outcomes

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

1. **Interactions of People and Societies**
   Explain the interactions of people as members of societies, cultures, and social subgroups.
   ○ Matching course component(s):

2. **Critical Thinking and Multiple Perspectives**
   Exercise critical thinking and analytical oral and/or written skills, including consideration of events and ideas from multiple perspectives.
   ○ Matching course component(s):

3. **Application of the Scientific Method**
   Demonstrate knowledge and application of the scientific method and other methods of inquiry relative to the discipline.
   ○ Matching course component(s):

4. **Understanding Power and Influence**
   Assess the distribution of power and influence within social, economic, and political systems.
   ○ Matching course component(s):

5. **Engagement with Social Issues**

   Comprehend and engage in social, economic, and political issues at the local, national, and global levels.
   - ○ Matching course component(s):

Optional Depth Outcomes

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

1. **Diverse Cultures and Sensitivity**

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

2. **Global Development and Relationships**

   Explain world development and global relationships in historical and contemporary contexts.
   - ○ Matching course component(s):

3. **Psychological and Social Dynamics**

   Explain the association between psychological well-being, mental processes, emotions, and societal functioning.
   - ○ Matching course component(s):

4. **Historical and Ethical Contexts of Behavior**

   Analyze current events and global issues in the context of historic, ethical, and social patterns.
   - ○ Matching course component(s):

5. **Human Behavior and the Natural World**

   Describe how individual interactions with the natural world and external societies shape and influence human behavior.
   - ○ Matching course component(s):

General Education Review Request
Area 4 - Social & Behavioral Sciences

Submit your completed form to your Division Curriculum Reps

Requesting Faculty: _____ Date: _____

Division Curriculum Rep: _____ Date: _____

FOR USE BY CURRICULUM OFFICE:

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request
Area 4 - Social & Behavioral Sciences

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.