

## College Curriculum Committee Meeting Agenda

Tuesday, February 7, 2023

2:00 p.m. – 3:30 p.m.

Administrative Conference Room 1901; virtual option via Zoom

Masks required for all in-person attendees

| Item  | Time* | Action              | Attachment(s) | Presenter(s) |
|---|-------|---------------------|---------------|--------------|
| 1. Minutes: January 24, 2023  | 2:00  | Action              | #2/7/23-1     | Kuehnl       |
| 2. Report Out from Division Reps  | 2:02  | Discussion          |               | All          |
| 3. Public Comment on Items Not on Agenda<br>(CCC cannot discuss or take action)             | 2:12  | Information         |               |              |
| 4. Announcements<br>a. New Course Proposal<br>b. Curriculum Sheet Updates for 2023-24       | 2:17  | Information         | #2/7/23-2     | CCC Team     |
| 5. Consent Calendar<br>a. GE Applications   | 2:22  | Action              | #2/7/23-3-7   | Kuehnl       |
| 6. New Degree Proposal: Industrial<br>Technology and Building Construction<br>Management BS | 2:27  | Action              | #2/7/23-8     | Kuehnl       |
| 7. New Degree Application: Social Work and<br>Human Services ADT                            | 2:32  | 2nd Read/<br>Action | #2/7/23-9     | Kuehnl       |
| 8. Stand Alone Applications: JRNL 22B, 53A,<br>53B, 60, 61, 62, 64, 70R series              | 2:35  | 2nd Read/<br>Action | #2/7/23-10-18 | Kuehnl       |
| 9. Stand Alone Applications: SOC 50A, 50B   | 2:38  | 2nd Read/<br>Action | #2/7/23-19-20 | Kuehnl       |
| 10. New Degree Application: Communication<br>Studies 2.0 ADT                                | 2:41  | 1st Read            | #2/7/23-21    | Kuehnl       |
| 11. Stand Alone Applications: NCLA 407A,<br>407B, 407C                                      | 2:46  | 1st Read            | #2/7/23-22-24 | Kuehnl       |
| 12. Courses not Taught in Four Years  | 2:51  | Discussion          | #2/7/23-25    | Vanatta      |
| 13. Equity in the COR   | 2:59  | Discussion          | #2/7/23-26    | Kuehnl       |
| 14. Good of the Order   | 3:28  |                     |               | Kuehnl       |
| 15. Adjournment   | 3:30  |                     |               | Kuehnl       |

\*Times listed are approximate

### **Consent Calendar:**

Foothill General Education (attachments #2/7/23-3-7)

Area I—*Humanities*: ART [2D](#), [20](#); [ETHN 7](#)

Area VI—*United States Cultures & Communities*: ETHN [7](#), [8](#)

### **Attachments:**

#2/7/23-1 Draft Minutes: January 24, 2023

#2/7/23-2 New Course Proposal: [MATH 2BL](#)

#2/7/23-8 New Degree Proposal: Industrial Technology and Building Construction  
Management BS

#2/7/23-9 New Degree Application: Social Work and Human Services ADT

#2/7/23-10-17 Stand Alone Applications: JRNL [22B](#), [53A](#), [53B](#), [60](#), [61](#), [62](#), [64](#), [70R series](#)

#2/7/23-18 Journalism Occupations LMI Report

- #2/7/23-19-20 Stand Alone Applications: SOC [50A](#), [50B](#)
- #2/7/23-21 New Degree Application: Communication Studies 2.0 ADT
- #2/7/23-22-24 Stand Alone Applications: NCLA [407A](#), [407B](#), [407C](#)
- #2/7/23-25 Courses not Taught in Four Years - 2023 list—draft
- #2/7/23-26 Guiding Principles for Equitable CORs—draft

**2022-2023 Curriculum Committee Meetings:**

| <u>Fall 2022 Quarter</u> | <u>Winter 2023 Quarter</u> | <u>Spring 2023 Quarter</u> |
|--------------------------|----------------------------|----------------------------|
| <del>10/4/22</del>       | 1/24/23                    | 4/25/23                    |
| <del>10/18/22</del>      | 2/7/23                     | 5/9/23                     |
| 11/1/22                  | 2/21/23                    | 5/23/23                    |
| 11/15/22                 | 3/7/23                     | 6/6/23                     |
| 11/29/22                 | 3/21/23                    | 6/20/23                    |

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

**2022-2023 Curriculum Deadlines:**

- ~~12/1/22~~ Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- ~~12/1/22~~ Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- 4/21/23 Deadline to submit curriculum sheet updates for 2023-24 catalog (Faculty/Divisions).
- TBD Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- TBD Deadline to submit course updates and local GE applications for 2024-25 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), Ben Armerding (LA), Jeff Bissell (KA), Rachelle Campbell (HSH), Anthony Cervantes (Dean, Enrollment Services), Valerie Fong (Dean, LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Tom Gough (FA), Kurt Hueg (Interim VP Instruction), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Don Mac Neil (KA), Ana Maravilla (CNSL), Allison Meezan (BSS), Patrick Morriss (STEM), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Ron Painter (STEM), Sarah Parikh (STEM), Chrissy Penate (LRC), Amy Sarver (LA), Lisa Schultheis (STEM), JP Schumacher (Dean, SRC), Shaelyn St. Onge-Cole (HSH), Ram Subramaniam (Administrator Co-Chair), Mary Vanatta (Curriculum Coordinator), Voltaire Villanueva (AS President)

CC: Interpreters

## COLLEGE CURRICULUM COMMITTEE

Committee Members – 2022-23

Meeting Date: 2/7/23Co-Chairs (2)

|           |                 |      |  |                         |
|-----------|-----------------|------|--|-------------------------|
| <u>✓*</u> | Eric Kuehnl     | 7479 | Vice President, Academic Senate (tiebreaker vote only) | kuehneric@fhda.edu      |
| _____     | Ram Subramaniam | 7179 | Acting Associate Vice President of Instruction         | subramaniamram@fhda.edu |

Voting Membership (1 vote per division)

|           |                       |      |              |                             |
|-----------|-----------------------|------|--------------|-----------------------------|
| <u>✓</u>  | Micaela Agyare        | 7086 | LRC          | agyaremicaela@fhda.edu      |
| <u>✓</u>  | Ben Armerding         | 7453 | LA           | armerdingbenjamin@fhda.edu  |
| _____     | Jeff Bissell          | 7663 | KA           | bisselljeff@fhda.edu        |
| _____     | Rachelle Campbell     | 7469 | HSH          | campbellrachelle@fhda.edu   |
| <u>✓*</u> | Valerie Fong          | 7135 | Dean—LA      | fongvalerie@fhda.edu        |
| _____     | Evan Gilstrap         | 7675 | Articulation | gilstrapevan@fhda.edu       |
| <u>✓</u>  | Hilary Gomes          | 7585 | FA           | gomeshilary@fhda.edu        |
| <u>✓*</u> | Tom Gough             | 7130 | FA           | goughtom@fhda.edu           |
| <u>✓*</u> | Julie Jenkins         |      | BSS          | jenkinsjulie@fhda.edu       |
| <u>✓*</u> | Ben Kaupp             |      | SRC          | kauppben@fhda.edu           |
| _____     | Andy Lee              | 7783 | CNSL         | leeandrew@fhda.edu          |
| <u>✓</u>  | Don Mac Neil          | 7248 | KA           | macneildon@fhda.edu         |
| <u>✓</u>  | Ana Maravilla         |      | CNSL         | maravillaana@fhda.edu       |
| <u>✓*</u> | Allison Meezan        | 7166 | BSS          | meezankaren@fhda.edu        |
| <u>✓*</u> | Patrick Morriss       | 7548 | STEM         | morrisspatrick@fhda.edu     |
| _____     | Brian Murphy          |      | APPR         | brian@pttc.edu              |
| _____     | Tim Myres             |      | APPR         | timm@smw104jatc.org         |
| <u>✓*</u> | Ron Painter           |      | STEM         | painterron@fhda.edu         |
| <u>✓*</u> | Sarah Parikh          | 7748 | STEM         | parikhsarah@fhda.edu        |
| <u>✓*</u> | Crissy Penate         |      | LRC          | penatechrisanthony@fhda.edu |
| _____     | Amy Sarver            | 7459 | LA           | sarveramy@fhda.edu          |
| _____     | Lisa Schultheis       | 7780 | STEM         | schultheislisa@fhda.edu     |
| <u>✓*</u> | JP Schumacher         | 7549 | Dean—SRC     | schumacherjp@fhda.edu       |
| <u>✓*</u> | Shaelyn St. Onge-Cole | 7818 | HSH          | stonge-coleshaelyn@fhda.edu |

Non-Voting Membership (4)

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

Visitors

Chris Allen\*, Jenn Saldana\*

\* Indicates in-person attendance

**College Curriculum Committee  
Meeting Minutes  
Tuesday, January 24, 2023  
2:00 p.m. – 3:30 p.m.  
Administrative Conference Room 1901; virtual option via Zoom**

| Item  | Discussion  |
|---|---|
| 1. Minutes: November 29, 2022   | <b>Approved by consensus.</b>   |
| 2. Report Out from Division Reps  | <p><b>Speaker: All</b><br/>STEM: Painter shared that division CC met today and approved two new course proposals.</p> <p>SRC: No updates to report.</p> <p>LRC: Agyare shared the Library has a new database recommended by Theatre Arts dept., which contains recordings of theatrical productions and related interviews/resources.</p> <p>Fine Arts: Gough noted new ADT proposal on agenda. Gomes mentioned upcoming addition to Art course families.</p> <p>KA: No updates to report.</p> <p>BSS: Meezan noted new ADT on agenda.</p> <p>Counseling: Lee encouraged folks to reach out with any counseling-related questions for themselves or their students. Reminded the group about Quick Questions option (phone or Zoom, first-come first-serve).</p> <p>Language Arts: Armerding shared that Spanish dept. considering updating local Spanish AA degree to align with ADT.</p> <p>Apprenticeship: No updates to report.</p> <p>Vanatta mentioned currently working with Marketing to set timeline for creation of 2023-24 catalog, and should have curriculum sheet deadline figured out soon. Will likely be similar to last year's deadline, mid-April.</p> |
| 3. Public Comment on Items Not on Agenda  | No comments.  |
| 4. Announcements<br>a. New Course Proposals<br><br>b. Notification of Proposed Requisites<br><br>c. CCCCO Memo Re: AB 1705 Implementation | <p><b>Speakers: CCC Team</b><br/>The following proposals were presented: ETHN 1H, 2H, 3H, 5H; MATH 33; THTR 49E, 49F. No comments.</p> <p>New corequisites and prerequisites for SOC 50A, 50B (new courses for 2023-24); new prerequisite for V T 85 (eff. 2023-24). No comments.</p> <p>Kuehnl noted this is a recent memo re: implementation of AB 1705 legislation. Fong shared that this morning deans met with folks from Institutional Research, Testing, and Counseling, to discuss potential impacts for Foothill. Plan to attend upcoming webinar to ask some questions mostly re: math.</p>   |
| 5. New Certificate Proposal: Ethnic Studies   | <p><b>Speaker: Eric Kuehnl</b><br/>Proposal for new Ethnic Studies Certificate of Achievement. No comments.</p> <p>Motion to approve <b>M/S</b> (Kaupp, Bissell). <b>Approved.</b></p>  |

|   |  |
|---|--|
| <p>6. New Certificate Proposal: Spanish</p>   | <p><b>Speaker: Eric Kuehnl</b><br/>         Proposal for new Spanish Certificate of Achievement. No comments.</p> <p>Motion to approve <b>M/S</b> (Jenkins, Kaupp). <b>Approved.</b></p>   |
| <p>7. New Degree Proposal:<br/>         Communication Studies 2.0 ADT</p>   | <p><b>Speaker: Eric Kuehnl</b><br/>         Proposal for new Communication Studies 2.0 ADT. Vanatta explained we are required by the state to create this new ADT, which will replace the existing Communication Studies ADT.</p> <p>Motion to approve <b>M/S</b> (Lee, Bissell). <b>Approved.</b></p>   |
| <p>8. New Certificate Application:<br/>         Research, Design and<br/>         Development for Global Good</p> | <p><b>Speaker: Eric Kuehnl</b><br/>         Second read of new Research, Design and Development for Global Good Certificate of Achievement. Vanatta noted TOP Code on narrative has been updated since first read, to match LMI. Parikh voiced concerns, noting although LMI indicates undersupply of jobs, Table 11 shows 97% of recent job postings require bachelor degree or higher; unclear how this cert. will help with this situation. Meezan shared that she and Jenkins tried to arrange meeting between Parikh, Kas Pereira (LINC faculty creating cert.), and a few others, but given finals and the holidays it hasn't happened yet. Believes direct conversation will be useful, so Pereira can provide details about the LINC program. Requested application be tabled until after meeting has occurred.</p> <p>Motion to table application <b>M/S</b> (Meezan, Parikh). <b>Approved.</b></p> |
| <p>9. New Degree Application: Social<br/>         Work and Human Services ADT</p>                                 | <p><b>Speaker: Eric Kuehnl</b><br/>         First read of new Social Work and Human Services ADT. Gibbs provided background, noting that for many years former faculty members wanted to create this type of degree but were prevented from or unable to do so. One of whom was Lois McCarty, and the other Leroy Martin. Dedicated ADT to Leroy Martin and thanked colleagues on campus who helped in its creation.</p> <p>Second read and possible action will occur at next meeting.</p>  |
| <p>10. Stand Alone Applications: JRNL<br/>         22B, 53A, 53B, 60, 61, 62, 64, 70R<br/>         series</p>     | <p><b>Speaker: Eric Kuehnl</b><br/>         First read of Stand Alone Approval Requests for JRNL 22B, 53A, 53B, 60, 61, 62, 64, 70R series. Vanatta noted these are existing courses, originally approved for temporary Stand Alone as the faculty had planned to create a degree/certificate. That did not come to fruition, so courses now need permanent approval. Noted this doesn't prevent courses from being incl. in a degree/cert. in the future.</p> <p>Second read and possible action will occur at next meeting.</p>  |
| <p>11. Stand Alone Applications: SOC<br/>         50A, 50B</p>  | <p><b>Speaker: Eric Kuehnl</b><br/>         First read of Stand Alone Approval Requests for SOC 50A, 50B. Each will be temporarily Stand Alone and included in the new Social Work and Human Services ADT.</p> <p>Second read and possible action will occur at next meeting.</p>  |
| <p>12. Equity in the COR</p>  | <p><b>Speaker: Eric Kuehnl</b><br/>         Continuing discussion of draft of guidelines document for faculty to use when creating/updating CORs from an equity perspective. Based on comments/suggestions made at the previous CCC meeting, CCC Team updated draft to move details about issues/goals from Equity Action Plan to the References section and add definition of "epistemology." Additionally, definitions list updated to alphabetical order, and missing sources added; paragraph at top of page 4 expanded.</p>   |

Kuehnl explained goal is for CCC to have document finalized/approved by end of winter quarter, to forward to Academic Senate for review/ approval. Morriss commented on decision to move details about issues/ goals from page 1 to end of document, disagreeing that language sets a negative tone; believes moving this info in effect marginalizes it. Asked the group for details about discussion at previous meeting. Kaupp recalls discussion was related to folks wanting to set the tone of how we can do better (vs. how we've been "bad" in the past). Parikh added that CCC doesn't have option to edit language used in issues/ goals, so suggestion was to move them off page 1. Morriss suggested that since full text of issues/goals is a "word wall" we include pertinent details on page 1, instead of full language.

Bissell commented that by listing all/some of this language at end of document, the reader has to scroll down to read the full info. Kaupp suggested coming up with language which strikes balance between stating we're moving forward and acknowledging issues. Parikh suggested we paraphrase issues/goals to include on page 1, which will enable us to set specific tone, and maintain full details from Equity Action Plan at the end. St. Onge-Cole commented that for students it's powerful to see that "negative" issues being recognized and addressed; believes we need to acknowledge we've made mistakes. Parikh concerned some faculty disagree that we've made mistakes, who may be uninterested in moving forward if document sets reprimanding tone. Discussion occurred re: discomfort as a motivator for moving forward— some members believe it can be helpful/necessary; others concerned it will discourage faculty who are already less likely to engage in process.

Meezan asked if document/process will be required for all CORs and made policy; believes intent is important for CCC to know as we create document. Kuehnl doesn't believe it will be a requirement, noting that mandating a process could result in certain issues; doesn't believe any sort of equity review of CORs is planned. Morriss suggested we imagine how a specific audience might feel when reading document, especially students. Parikh again expressed concern that a more "negative" tone might result in not reaching important group of faculty who aren't already inclined to update CORs with an equity lens; believes those who want to go through this process will do so, regardless of tone, and it's those who are hesitant whom we need to consider the most.

Schumacher commented on the opening statement on page 1, and the following paragraph, describing them as very bold. Expressed concern that we are thinking about how to frame systemic racism in a more palatable way. Jenkins suggested page 1 first state what's inspiring document, then acknowledge we still have certain issues (incl. specifics), and finish by outlining how we're going to tackle resolving these issues.

Kuehnl noted we have just three meetings to get document finalized before official review/voting, in order to meet the goal of forwarding to Academic Senate by end of winter quarter. Thus, we should use meeting time to actively update/refine document; believes using breakout groups, each of which focuses on a specific section of document, is the best plan of action. Kuehnl is trying to identify CORs which have already been updated with an equity lens, to use as examples—hasn't had much luck, yet. Vanatta noted CCC Team plans to ask folks in Office of Equity and Inclusion to review Definitions section.

|                       |   |
|-----------------------|---|
|                       | CCC members broke out into small groups of 4-5 (online and in person) for 25 minutes. One group focused on setting tone/intent of document and determining how to best incorporate Equity Action Plan details; other groups focused on COR-specific sections. Kuehnl asked groups to send their notes to him and Vanatta so document can be updated for next meeting. |
| 13. Good of the Order |   |
| 14. Adjournment       | <b>3:31 PM</b>  |

**Attendees:** Micaela Agyare\* (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Jeff Bissell\* (KA), Valerie Fong\* (Dean, LA), Patricia Gibbs (BSS), Hilary Gomes (FA), Tom Gough\* (FA), Julie Jenkins\* (BSS), Ben Kaupp\* (SRC), Eric Kuehnl\* (Faculty Co-Chair), Andy Lee\* (CNSL), Don Mac Neil (KA), Ana Maravilla\* (CNSL), Allison Meezan\* (BSS), Patrick Morriss\* (STEM), Brian Murphy (APPR), Ron Painter\* (STEM), Sarah Parikh\* (STEM), Chrissy Penate\* (LRC), Amy Sarver (LA), JP Schumacher (Dean, SRC), Jenn Saldana\* (guest), Shaelyn St. Onge-Cole\* (HSH), Ram Subramaniam\* (Administrator Co-Chair), Mary Vanatta\* (Curriculum Coordinator)

\* Indicates in-person attendance

**Minutes Recorded by:** M. Vanatta

# Course Change Request

## New Course Proposal

Date Submitted: 01/13/23 11:40 am

Viewing: **MATH F02BL : APPLIED LINEAR ALGEBRA  
LABORATORY EXPERIENCES**

Last edit: 01/30/23 10:49 am

Changes proposed by: Jeffrey Anderson (20175715)

### In Workflow

- 1PS Curriculum Rep
- Curriculum Coordinator
- Activation

### Approval Path

- 01/24/23 12:43 pm  
Ron Painter  
(painterron):  
Approved for 1PS  
Curriculum Rep

#### Course Proposal Form

Faculty Author: Jeff Anderson

Effective Term: Summer 2024

Subject: Mathematics (MATH) Course Number: F02BL

Department: Mathematics (MATH)

Division: Science Technology Engineering and  
Mathematics (1PS)

Units: 1

Hours: 3 lab hours

Course Title: APPLIED LINEAR ALGEBRA LABORATORY EXPERIENCES

Short Title:

Proposed Transferability: UC/CSU

Proposed Description and Requisites: This course is for students who are currently enrolled in or have already finished MATH 2B. In this course, students learn how to use linear algebra to create, develop, and analyze mathematical models of real-world problems related to their academic and career interests.

Corequisite: Completion of or concurrent enrollment in MATH 2B.

Proposed Discipline: Mathematics

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

Math and Applied Math. I could see adding this to Computer Science or any of the Engineering degrees/certificates but I have not yet spoken with those departments.

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

No

Comments & Other Relevant Information for Discussion:

This course follows the same structure as the following two courses:

1. Math 22AL at UC Davis which is a 1 unit, 3 hour lab section for linear algebra
2. ENGR 11 lab at Foothill College which is a 1 unit, 3 hour lab section for our ENGR 11 course here at Foothill College

Reviewer  
Comments

Foothill GE application for Area I—Humanities  
Approved by GE subcommittee 1/23/23  
Subcommittee members: Ben Armerding, Cynthia Brannvall

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# **ART F002D : AFRICAN, OCEANIC & NATIVE AMERICAN ART**

**Proposal Type**

Course Revision

**Effective Term**

Summer 2023

**Subject**

Art (ART)

**Course Number**

F002D

**Department**

Art (ART)

**Division**

Fine Arts and Communication (1FA)

**Units**

4.5

**Course Title**

AFRICAN, OCEANIC & NATIVE AMERICAN ART

**Former ID**

**Cross Listed**

**Related Courses**

**Maximum Units**

4.5

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

Yes

**Weekly Lecture Hours**

4

**Weekly Lab Hours**

1.5

**Weekly Out of Class Hours**

8

**Special Hourly Notation****Total Contact Hours**

66

**Total Student Learning Hours**

162

**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 I: Humanities

**Need/Justification**

This course is a required core course for the AA degree and Certificate of Achievement in Art History.

**Course Description**

A chronological and thematic examination of arts produced by a selection of societies from Africa, Oceania, and Native North America. Includes the influences of these diverse non-Western arts on American art and society. Art objects will be analyzed within the relevant social and historical context and as part of a larger matrix of myth, ritual, religious belief, politics, and worldview. Includes an examination of art from West Africa (e.g., Nigeria: Ife,

Benin, Yoruba, Igbo, etc.), Melanesia (e.g., New Guinea), Polynesia (e.g., Hawaii, Rapa Nui, New Zealand), and Native North America (e.g., Woodlands, Southwest, Plains, Northwest Coast, Arctic and Subarctic, etc.).

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

### **Course Objectives**

The student will be able to:

1. Systematically develop an appreciation for and an ability to interpret and analyze significant art works and aesthetic traditions from a variety of cultures in Africa, Oceania, and Native North America
2. Deepen their knowledge of the human condition in the process of recognizing and discussing ethnocentrism and how world-view affects judgments about and appreciation of art
3. Examine and evaluate art within a diverse variety of socio-historical contexts, contrasting assemblages of transient art forms (e.g., objects functioning in ritual or festival events) with a Western traditional emphasis on the object (e.g., paintings, sculptures, etc.)
4. Develop the ability to identify and think critically about multi-cultural aesthetic parallels as a means of discerning how art functions in society and describes social values
5. Develop broad-based cultural foundations for understanding art by examining and comparing non-Western art traditions to contemporary multi-cultural American art
6. Appreciate our common humanity by developing an understanding of art production and creativity in the visual arts within diverse cultural contexts
7. Think critically and make reasoned judgments about appropriation and public exhibition of non-Western arts within the context of Western museums
8. Recognize significant contributions of African, Oceanic, and Native American artistic traditions in the development of American art and society

### **Course Content**

1. Introduction to African Art; Ancient Nigeria (Nok, Ife)
  1. Past (mis)conceptions of "primitive" art; ethnocentrism
  2. Archaeology and art in Nigeria
2. Nigeria: Royal Arts of Benin Kingdom
  1. 1897 British Punitive Expedition and Western art collecting/repatriation/museum exhibition issues concerning African art
3. Nigeria: Yoruba and Igbo Art

1. Influence of Yoruba art and religion in the Americas; santeria and Yoruba altars in the New World
2. Royal Yoruba arts contrasted with more egalitarian Igbo art and society
3. Igbo altars to the earth deity, Ala, and "foreign-import" Mamy Wata
4. Ghana: Akan/Ashante Art
  1. The origins of kente cloth
  2. Relationships between word and image in Akan art; the significance of the oral traditions (e.g., proverbs, etc.) in Ghana
5. Introduction to Oceanic Art; Melanesia (New Guinea: Mt. Hagan, Abelam, Asmat; New Ireland)
  1. Rockefeller collection of Asmat art at the NY Metropolitan Museum of Art; collection and exhibition concerns regarding context of AOA art
  2. Contrasting art produced by coastal and mountain cultures in New Guinea
6. Polynesia: New Zealand Maori
  1. Maori moko and contemporary moko
7. Hawaii; Fiji, Tonga, Samoa
  1. Aristocratic arts and architecture of Hawaiian royalty
  2. Concepts of mana/tapu
  3. Pacific Island contributions to contemporary American art
8. Introduction to Native North American Art; Woodlands
9. Southwest, Plains, Far West
  1. Horse culture and the impact of introducing the horse to Plains societies; aesthetics of mobility
  2. Contemporary Plains beadwork and contributions to American art today
10. Northwest Coast, Arctic and Subarctic
  1. Traditions of reciprocity in NWC art: the potlach, etc.
  2. Northwest Coast creation stories and contemporary NWC art and architecture
  3. The importance of spirit in Inuit belief and art
11. Contemporary and Modern Native American Art
  1. Continuity and change in Native American art tradition in contemporary American culture

## Lab Content

Lab activities are provided for students to practice visual literacy and critical thinking skills through the synthesis of content from the lecture, posted videos, and reading assignments through written responses to weekly prompts related to specific works of art and architecture. Students practice visual literacy skills through observation, description, analysis, and interpretation within specific historical and cultural context using the language of visual analysis (formal elements and principles of design), technique, and genre. When appropriate and applicable, students practice the application of theoretical frameworks (biography, Marxism, Feminism, Psychoanalysis, Modernism, Postmodernism, Post-colonialism, Structuralism, etc.) for understanding and interpreting art in each topic area.

### Special Facilities and/or Equipment

1. When taught on campus: access to digital images, video projection equipment, screening room lighting, computer, and screen.
2. When taught via Foothill Global Access: ongoing access to a computer with email software and capabilities, email address, and JavaScript-enabled internet browsing software.

### Methods of Evaluation

#### Methods of Evaluation

Discussions based on required readings in text and related online weekly lesson modules. Questions posed in lessons to be discussed in online (written) discussion forums or in traditional classroom

Weekly essay assignments based on readings of text and lesson modules online to evaluate ongoing student learning; research paper/museum report essay assignment project may be assigned

Two midterms and one final examination; examinations may include slide identification, term definition and slide comparison essay, short answer and objective questions

### Method(s) of Instruction

#### Method(s) of Instruction

Lecture

Discussion

Electronic discussions/chat

Laboratory

Field trips

### Representative Text(s)

| Author(s)               | Title                        | Publication Date |
|-------------------------|------------------------------|------------------|
| Kampen-O'Riley, Michael | Art Beyond the West, 3rd ed. | 2014             |

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

Although this text is older than the "five years or newer" standard, it remains seminal for the areas of study.

### Other Required Materials

Selected readings from the following texts:

Thomas, Nicholas. Oceanic Art, 2nd ed. 2018.

Penny, David W. North American Indian Art. 2004.

Kasfir, Sidney Littlefield. Contemporary African Art (World of Art), 2nd ed. 2020.

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

1. Approximately one chapter of text (30-60 pages) per week
2. Primary/secondary source reading from handouts
3. 7-8 page paper prepared using the MLA format and researched using primary and secondary sources only
4. Weekly writing responses to the questions based on their discussion lab prompts
5. Written essay responses on all three exams

### **Authorized Discipline(s):**

Art History

### **Faculty Service Area (FSA Code)**

ART

### **Taxonomy of Program Code (TOP Code)**

1001.00 - Fine Arts, General

## **Breadth Criteria for Foothill General Education Courses**

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

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

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

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

*B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).*

*B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).*

*B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).*

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

*B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and*

*skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).*

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

**Breadth Mapping: Please indicate all that apply**

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

Methods of Evaluation:

Discussions based on required readings in text and related online weekly lesson modules. Questions posed in lessons to be discussed in online (written) discussion forums or in traditional classroom.

Weekly essay assignments based on readings of text and lesson modules online to evaluate ongoing student learning; research paper/museum report essay assignment project may be assigned.

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

Methods of Evaluation:

Weekly essay assignments based on readings of text and lesson modules online to evaluate ongoing student learning; research paper/museum report essay assignment project may be assigned.

Two midterms and one final examination; examinations may include slide identification, term definition and slide comparison essay, short answer and objective questions.

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

Methods of Evaluation:

Discussions based on required readings in text and related online weekly lesson modules. Questions posed in lessons to be discussed in online (written) discussion forums or in traditional classroom.

Weekly essay assignments based on readings of text and lesson modules online to evaluate ongoing student learning; research paper/museum report essay assignment project may be assigned.

Two midterms and one final examination; examinations may include slide identification, term definition and slide comparison essay, short answer and objective questions.

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

#### Course Objectives:

1. Systematically develop an appreciation for and an ability to interpret and analyze significant art works and aesthetic traditions from a variety of cultures in Africa, Oceania, and Native North America.
4. Develop the ability to identify and think critically about multi-cultural aesthetic parallels as a means of discerning how art functions in society and describes social values.
5. Develop broad-based cultural foundations for understanding art by examining and comparing non-western art traditions to contemporary multi-cultural American art.
6. Appreciate our common humanity by developing an understanding of art production and creativity in the visual arts within diverse cultural contexts.
7. Think critically and make reasoned judgments about appropriation and public exhibition of non-western arts within the context of western museums.
8. Recognize significant contributions of African, Oceanic, and Native American artistic traditions in the development of American art and society.

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

#### Course Objectives:

6. Appreciate our common humanity by developing an understanding of art production and creativity in the visual arts within diverse cultural contexts.
7. Think critically and make reasoned judgments about appropriation and public exhibition of non-western arts within the context of western museums.
8. Recognize significant contributions of African, Oceanic, and Native American artistic traditions in the development of American art and society.

#### Methods of Evaluation:

Discussions based on required readings in text and related online weekly lesson modules. Questions posed in lessons to be discussed in online (written) discussion forums or in traditional classroom.

Weekly essay assignments based on readings of text and lesson modules online to evaluate ongoing student learning; research paper/museum report essay assignment project may be assigned.

Two midterms and one final examination; examinations may include slide identification, term definition and slide comparison essay, short answer and objective questions.

#### Methods of Instruction:

Lecture, Discussion, Electronic discussions/chat, Laboratory, Field trips

## **Depth Criteria for Area I – Humanities**

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

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

*A course meeting the Humanities General Education Requirement must help students:*

*H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;*

*H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;*

*H3. Develop appreciation for what is significant about human life and its creations;*

*H4. Make reasoned judgments that reflect ethical and aesthetic human values;*

*H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.*

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

*H6. Understanding of the ambiguities, vagaries, and value inherent in human language;*

*H7. Appreciation of nonverbal communication to be found in the visual and performing arts;*

*H8. Recognition of the variety of valid interpretations of artistic expression;*

*H9. Appreciation of our common humanity within the context of diverse cultures;*

*H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.*

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

### **Depth Mapping: Must include the following**

**Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life; Matching course component(s):**

#### **Course Objectives:**

**3. Examine and evaluate art within a diverse variety of socio-historical contexts, contrasting assemblages of transient art forms (e.g., objects functioning in ritual or festival events) with a western traditional emphasis on the object (e.g., paintings, sculptures, etc.)**

**4. Develop the ability to identify and think critically about multi-cultural aesthetic parallels as a means of discerning how art functions in society and describes social values.**

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

**Course Objectives:**

1. Systematically develop an appreciation for and an ability to interpret and analyze significant art works and aesthetic traditions from a variety of cultures in Africa, Oceania, and Native North America.

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

**Course Objectives:**

2. Deepen knowledge of the human condition in the process of recognizing and discussing ethnocentrism and how world-view affects judgments about and appreciation of art.

4. Develop the ability to identify and think critically about multi-cultural aesthetic parallels as a means of discerning how art functions in society and describes social values.

6. Appreciate our common humanity by developing an understanding of art production and creativity in the visual arts within diverse cultural contexts.

**H3. Develop appreciation for what is significant about human life and its creations; Matching course component(s):**

**Course Objectives:**

1. Systematically develop an appreciation for and an ability to interpret and analyze significant art works and aesthetic traditions from a variety of cultures in Africa, Oceania, and Native North America.

2. Deepen knowledge of the human condition in the process of recognizing and discussing ethnocentrism and how world-view affects judgments about and appreciation of art.

3. Examine and evaluate art within a diverse variety of socio-historical contexts, contrasting assemblages of transient art forms (e.g., objects functioning in ritual or festival events) with a western traditional emphasis on the object (e.g., paintings, sculptures, etc.)

4. Develop the ability to identify and think critically about multi-cultural aesthetic parallels as a means of discerning how art functions in society and describes social values.

**H4. Make reasoned judgments that reflect ethical and aesthetic human values; Matching course component(s):**

**Course Objectives:**

7. Think critically and make reasoned judgments about appropriation and public exhibition of non-western arts within the context of western museums.

8. Recognize significant contributions of African, Oceanic, and Native American artistic traditions in the development of American art and society.

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

#### Lab Content:

Lab activities are provided for students to practice visual literacy and critical thinking skills through the synthesis of content from the lecture, posted videos, and reading assignment through written responses to weekly prompts related to specific works of art and architecture. Students practice visual literacy skills through observation, description, analysis and interpretation within specific historical and cultural context using the language of visual analysis (formal elements and principles of design), technique, and genre. When appropriate and applicable, students practice the application of theoretical frameworks (biography, Marxism, Feminism, Psychoanalysis, Modernism, Postmodernism, Post-colonialism, Structuralism, etc.) for understanding and interpreting art in each topic area.

#### Method of Evaluation:

Discussions based on required readings in text and related online weekly lesson modules. Questions posed in lessons to be discussed in online (written) discussion forums or in traditional classroom.

Weekly essay assignments based on readings of text and lesson modules online to evaluate ongoing student learning; research paper/museum report essay assignment project may be assigned.

Two midterms and one final examination; examinations may include slide identification, term definition and slide comparison essay, short answer and objective questions.

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

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**H6. Understanding of the ambiguities, vagaries, and value inherent in human language; Matching course component(s):**

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

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

#### Course Objectives:

1. Systematically develop an appreciation for and an ability to interpret and analyze significant art works and aesthetic traditions from a variety of cultures in Africa, Oceania, and Native North America.

5. Develop broad-based cultural foundations for understanding art by examining and comparing non-western art traditions to contemporary multi-cultural American art.

6. Appreciate our common humanity by developing an understanding of art production and creativity in the visual arts within diverse cultural contexts.

8. Recognize significant contributions of African, Oceanic, and Native American artistic traditions in the development of American art and society.

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

**Course Objectives:**

6. Appreciate our common humanity by developing an understanding of art production and creativity in the visual arts within diverse cultural contexts.

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

**Lab Content:**

Lab activities are provided for students to practice visual literacy and critical thinking skills through the synthesis of content from the lecture, posted videos, and reading assignment through written responses to weekly prompts related to specific works of art and architecture. Students practice visual literacy skills through observation, description, analysis and interpretation within specific historical and cultural context using the language of visual analysis (formal elements and principles of design), technique, and genre. When appropriate and applicable, students practice the application of theoretical frameworks (biography, Marxism, Feminism, Psychoanalysis, Modernism, Postmodernism, Post-colonialism, Structuralism, etc.) for understanding and interpreting art in each topic area.

**Attach Historical Forms/Documents (if applicable)**

**Articulation Office Only**

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

CSU/UC

**Validation Date**

6/17/09;12/2/09;11/22/11; 10/14/22

**Division Dean Only**

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**Seat Count**

50

**Load**

.113

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143013 - Art History

**Account Code**

1320

**Program Code**

100100 - Fine Arts, General

## **ART F020. : COLOR THEORY**

**Proposal Type**

Course Revision

**Effective Term**

Summer 2023

**Subject**

Art (ART)

**Course Number**

F020.

**Department**

Art (ART)

**Division**

Fine Arts and Communication (1FA)

**Units**

4

**Course Title**

COLOR THEORY

**Former ID**

**Cross Listed**

**Related Courses**

**Maximum Units**

4

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

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

**Special Hourly Notation****Total Contact Hours**

72

**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 Only

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

AA Degree

Certificate of Achievement

AA-T Degree

Foothill GE

**Foothill GE Status**

Area I: Humanities

**Need/Justification**

This course is restricted support course for the AA degree and certificate of achievement in Art.

**Course Description**

A study of the principles, theories, and applications of additive and subtractive color in two dimensions. Topics will include major historical and contemporary color systems, production of projects in applied color, and the elements of design as they apply to color.

**Course Prerequisites****Course Corequisites**

## Course Advisories

## Course Objectives

The student will be able to:

1. Create aesthetically complete designs and images that demonstrate a working knowledge of:
  1. Color systems and color organization
  2. Principles of color perception - light, vision, and the brain
  3. Value, hue, intensity (chroma), and color temperature
  4. Additive and subtractive color (light and paint)
  5. Relationships between color and composition
  6. Color usage in contemporary art and design
2. Make individual aesthetic decisions and judgments related to their own artwork
3. Skillfully use a variety of artistic materials, techniques, and tools
4. Independently produce finished color assignments that demonstrate an understanding of color theory and principles in the history of art
5. Comprehend and describe how color is perceived biologically, psychologically, culturally, symbolically, and intuitively
6. Use the appropriate terminology related to color theory

## Course Content

1. The history of color pigments and hues in Western and non-Western art history: red, yellow, orange, blue, green, violet, indigo, black, and white
2. Color in art historical periods
  1. Art in the ice age and cave paintings
  2. Post-impressionism and pointillism
  3. Non-Western color in art movements
  4. 20th century art and abstraction
  5. Contemporary color in art and craft
3. Color systems and color organization
  1. Impressionism
  2. Joseph Albers notation system
  3. Munsell notation system
  4. Pantone notation system
  5. Matching or swatch system
  6. History of color wheels and charts
4. Physics of color and perception
  1. Sir Isaac Newton's theory of color - sources of light
    1. Prism, white light, and color
  2. Vision and the brain

3. Afterimages and optical mixing
4. Local color and perceptual color
5. Retinal painting
5. Properties of color
  1. Value and tonal progressions
  2. Hue
  3. Chroma/Intensity
  4. Local color vs. arbitrary color
  5. Color temperature - warm and cool hues
    1. The symbolic color temperature in fine art, graphic design, and photography
    2. Color and the illusion of spatial depth (advancing and receding)
6. Colors, palettes, and materials
  1. History of paint - pigments, vehicles, water-based paint, oil-based paint, encaustics, brushes, and palettes
  2. Natural color pigment sources - rocks, minerals, spices, fat, twigs, urine, blood, and bugs
  3. Color-aid paper and manufactured color
  4. Paint mixtures: charts, wheels, palettes - closed (restricted palettes) and open
  5. Neutral colors and earth colors
  6. Primary, secondary, and tertiary colors
  7. Digital palettes and tools: pixels, color gamuts, color sliders, digital and tablet palettes - color pickers, digital color apps, color inventories
  8. Color studies on the computer, by collage, or by paint
7. Additive and subtractive color (light and paint)
  1. Pigmentary or subtractive color (paint)
    1. Pigments
    2. CMYK
    3. Physical properties of color
    4. Refracted or additive color (light)
      1. RGB primaries
      2. Stage light and color - stage light and color light for plays and performances
    5. Identifying and describing hues and color mixtures
8. Color, composition, and interactions relationships
  1. Principles of design and color - space, balance, repetition, unity, proportion, emphasis, rhythm
    1. Composition, computation, and proportional math in art
      1. Proportional and non-proportional designs
      2. Grids and charts
      3. Measuring, scale, and dimensions of color and design projects
    2. Color harmonies: monochromatic, complementary, analogous, primaries (triadic), tetrads, split-complementary

2. Elements of design - dot, line, shape, form, color, value, texture, space/depth, movement
  1. Depth - advancing and receding colors
3. Color interaction
  1. Transparency
  2. Luminosity
  3. Simultaneous contrast and the Bezold effect
9. Cultural, environmental, and global color influences
  1. Symbolic color, context, and global meaning
  2. Religious and spiritual color
  3. Environmental influences and color in nature
    1. Environmentally safe paint and pigments
10. Psychological aspects of color
  1. Innate non-verbal and learned responses to color
  2. Emotional responses
  3. Symbolic uses of color
  4. Human response to color
  5. Socioeconomic aspects of color
  6. Color as a means of expression
11. Color and technology
  1. Design and the fine arts, graphics and brand identity, package and product, color complexity, design, website design color
  2. Pixels, raster vs. vector, additive color, color pickers, types of computer-imaging programs, monitors, color calibration, web color, online color, printing color, ink jets, four-color separations
12. Basic design art non-objective and abstract projects in which the student is required to demonstrate knowledge and skill in the use of the principles of color theory
13. Critical evaluation and critique of class projects
  1. Students discuss, critique, and evaluate their own color and design compositions, as well as those of their classmates
14. Use the appropriate terminology related to color theory: achromatic grays, additive color, afterimage, analogous, bridge tones, chromatic darks, chromatic grays, color harmony, color interaction, color symbolism, color temperature, color wheel, CMYK, complementary hues, co-primaries, dark transparency, earth-tone primary, GAMUT, grayscale, high key, hue, hue continuum, inherent light, keyed, low key, luminosity, median transparency, monochromatic, muted colors, non-proportional color inventory, optical mixing, overtone, primary triad, prismatic colors, proportional color inventory, RGB, saturation, saturation continuum, secondary triad, shade, simultaneous contrast, subtractive color, tertiary colors, tin, tones, triadic, value, value continuum

## Lab Content

1. Basic design assignments in which the student is required to demonstrate knowledge and skill in the use of the principles of color theory
2. Assignments in which the student is required to use a variety of color systems and application techniques appropriate to different art historical periods and styles
3. Assignments in which the student is required to use a value, hue, intensity (chroma), and color temperature to express personal and expressive approaches to a subject matter
4. Development of skills using a variety of artistic materials, techniques, and tools appropriate to an introductory study in art, including but not exclusive to Color-aid and/or painted paper collage, water-based paint, glues, and cutting tools
5. Assignments in which the student is required to use a variety of color harmonies and application techniques appropriate to the principles and elements of design
6. Assignments in which the student is required to use a contemporary digital apps, photography and/or computers to create color inventories and then to make non-objective designs
7. Assignments in which the student is required to create research and design based on a global understanding of color and symbolic meaning
8. Assignments in which the student is required to create color and designs based on the color palettes from non-Western fine art and/or crafts

## Special Facilities and/or Equipment

1. Adequate work table space, stool for each student, and sink
2. When taught via Foothill Global Access: on-going access to a computer or smartphone with email software and capabilities; email address; JavaScript-enabled internet browsing software

## Methods of Evaluation

### Methods of Evaluation

Portfolio review of completed work - each design will be evaluated for technical ability, craftsmanship, and personal creative and conceptual approaches

Group and individual critiques in oral or written formats

Written assignments, which may include quizzes, essays, exams, or reports

## Method(s) of Instruction

### Method(s) of Instruction

Lecture presentation using the vocabulary of color theory, color systems, and color organization

Class discussions using the language of color theory

Color demonstrations using hue, chroma, and value

### Method(s) of Instruction

Critique and group presentation of weekly in-progress color theory projects followed by in-class discussion and evaluation

### Representative Text(s)

| Author(s)           | Title   | Publication Date |
|---------------------|---|------------------|
| Horning, David      | Color - A Workshop for Artists and Designers, 3rd ed. | 2020             |
| Finlay, Victoria    | The Brilliant History of Color in Art                 | 2014             |
| Long, Jim           | The New Munsell Student Color Set, 3rd ed.            | 2011             |
| Bleicher, Steven    | Contemporary Color Theory & Use, 2nd ed.              | 2011             |
| Fisher and Zelanski | Color   | 1998             |

### 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 Required Materials

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

1. Research and write an essay on the history, symbolism, origins, and cultural meaning of color pigments
2. Independently produce finished color assignments that demonstrate an understanding of color theory and principles in the history of art
3. Examples: Research optical mixing in the four-color printing process, the Widow's Mite, 6th century mosaic, and the 21st century artist Chuck Close's Self Portrait. Write an essay to compare and contrast how optical mixing is used in the three two-dimensional art pieces. Next, make your own optical mixing art piece using some of the techniques you learned from these three artworks

### Authorized Discipline(s):

Art or Photography

### Faculty Service Area (FSA Code)

ART

### Taxonomy of Program Code (TOP Code)

1002.00 - Art (Painting, Drawing, and Sculpture)

## Breadth Criteria for Foothill General Education Courses

*At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able*

*to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.*

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

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

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

*B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).*

*B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).*

*B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).*

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

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

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

**Breadth Mapping: Please indicate all that apply**

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

**Methods of Evaluation**

**2. Group and individual critiques in oral or written formats**

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

**Course Content**

**6. Colors, palettes, and materials**

**g. Digital Palettes and tools- pixels, color gamuts, color sliders, digital and tablet palettes - color pickers, digital color apps, color inventories**

**8. Color, Composition, and Interactions Relationships**

- a. Principles of design and color- Space, balance, unity, proportion, rhythm
- i. Composition, Computation and Proportional Math in Art
- i. Proportional and non-proportional designs
- ii. Grids and charts
- iii. Measuring, scale and dimensions of color and design projects

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

Course Content

- 5. Properties of Color
  - a. Value & tonal progressions
  - b. Hue
  - c. Chroma/ Intensity
  - d. Local Color versus arbitrary color

14. Use the appropriate terminology related to color theory: achromatic grays, additive color, afterimage, analogous, bridge tones, chromatic darks, chromatic grays, color harmony, color interaction, color symbolism, color temperature, color wheel, CMYK, complementary hues, co-primaries, dark transparency, earth tone primary, GAMUT, grayscale, high key, hue, hue continuum, inherent light, keyed, low key, luminosity, median transparency, monochromatic, muted colors, non-proportional color inventory, optical mixing, overtone, primary triad, prismatic colors, proportional color inventory, RGB, saturation, saturation continuum, secondary triad, shade, simultaneous contrast, subtractive color, tertiary colors, tin, tones, triadic, value, value continuum

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

Course Content

- 9. Cultural, Environmental and Global Color Influences
  - a. Symbolic color, context and global meaning
  - b. Religious and spiritual color
  - c. Environmental and color in nature
    - i. Environmentally safe paint and pigments

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

Course Content

- 6. Colors, palettes, and materials

g. Digital Palettes and tools- pixels, color gamuts, color sliders, digital and tablet palettes, - color pickers, digital color apps, color inventories

#### 11. Color and Technology

a. design and the fine arts, graphics and brand identity, package & product, color complexity, design, website design color

b. Pixels, raster versus vector, additive color, color pickers, types of computer-imaging programs, monitors, color calibration, web color, online color, printing color, ink jets, four-color separations

## **Depth Criteria for Area I – Humanities**

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

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

*A course meeting the Humanities General Education Requirement must help students:*

*H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;*

*H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;*

*H3. Develop appreciation for what is significant about human life and its creations;*

*H4. Make reasoned judgments that reflect ethical and aesthetic human values;*

*H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.*

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

*H6. Understanding of the ambiguities, vagaries, and value inherent in human language;*

*H7. Appreciation of nonverbal communication to be found in the visual and performing arts;*

*H8. Recognition of the variety of valid interpretations of artistic expression;*

*H9. Appreciation of our common humanity within the context of diverse cultures;*

*H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.*

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

### **Depth Mapping: Must include the following**

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**Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses**

and explores central questions about the meaning and experience of human life; Matching course component(s):

#### Course Objectives:

5. Comprehend and describe how color is perceived biologically, psychologically, culturally, symbolically and intuitively.

#### Course Content

1. The history of color pigments and hues in art history and from western and nonwestern cultures -red, yellow, orange, blue, green, violet, indigo, black, and white

#### 9. Cultural, Environmental and Global Color Influences

- a. Symbolic color, context and global meaning
- b. Religious and spiritual color
- c. Environmental influences and color in nature

#### 10. Psychological aspects of color

- a. Innate non-verbal and learned responses to color
- b. Emotional responses
- c. Symbolic uses of color
- d. Human response to color
- e. Socioeconomic aspects of color
- f. Color as a means of expression

#### 11. Color and Technology

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

#### Course Contents

- 2. Color in Art Historical Periods
  - a. Art in the ice age and cave paintings
  - b. Post Impressionism & Pointillism
  - c. Nonwestern color in art movements
  - d. 20th Century Art and Abstraction
  - e. Contemporary Color in Art and craft

#### Course Description

A study of the principles, theories, and applications of additive and subtractive color in two dimensions. Topics will include major historical and contemporary color systems, production of projects in applied color, and the elements of design as they apply to color.

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

1. Research and write an essay on the history, symbolism, origins, and cultural meaning of color pigments
2. Independently write an essay and produce finished color assignments that demonstrate an understanding of color theory and principles in the history of art

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

**Course Content**

4. Physics of Color and Perception
  - a. Sir Isaac Newton's Theory of Color - Discovery of Sources of Light
    - i. prism, white light, and color
  - b. Vision and the brain
  - c. Afterimages and Optical Mixing
  - d. Local Color and Perceptual Color
  - e. Retinal painting

10. Psychological aspects of color
  - a. Innate non-verbal and learned responses to color
  - b. Emotional responses
  - c. Symbolic uses of color
  - d. Human response to color
  - e. Socioeconomic aspects of color
  - f. Color as a means of expression

**H3. Develop appreciation for what is significant about human life and its creations; Matching course component(s):**

**Course Content**

4. Physics of Color and Perception
  - a. Sir Isaac Newton's Theory of Color- Discovery of Sources of Light
    - i. prism, white light, and color
  - b. Vision and the brain
  - c. Afterimages and Optical Mixing
  - d. Local Color and Perceptual Color
  - e. Retinal painting

**H4. Make reasoned judgments that reflect ethical and aesthetic human values; Matching course component(s):**

**Course Content**

6. Colors, palettes, and materials
  - b. Natural Color Pigment Sources- rocks, minerals, spices, fat, twigs, urine, blood, and bugs
10. Psychological aspects of color

- a. Innate non-verbal and learned responses to color
- b. Emotional responses
- c. Symbolic uses of color
- d. Human response to color
- e. Socioeconomic aspects of color
- f. Color as a means of expression

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

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

1. Research and write an essay on the history, symbolism, origins, and cultural meaning of color pigments
2. Independently write an essay and produce finished color assignments that demonstrate an understanding of color theory and principles in the history of art
3. Examples: Research optical mixing in the four-color printing process, the Widow's Mite, 6th century mosaic and the 21st Century artists Chuck Close Self Portrait. Write an essay to compare and contrast how optical mixing is used in the three two-dimensional art pieces. Next make your own optical mixing art piece using some of the techniques you learned from these three artworks

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

**H6. Understanding of the ambiguities, vagaries, and value inherent in human language; Matching course component(s):**

Course Content

10. Psychological aspects of color
  - a. Innate non-verbal and learned responses to color
  - b. Emotional responses
  - c. Symbolic uses of color
  - d. Human response to color
  - e. Socioeconomic aspects of color
  - f. Color as a means of expression

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

Course Content

7. Additive and Subtractive Color (Light and Paint)
  - a. Pigmentary or subtractive color (paint)
    - i. Pigments
    - ii. CMYK
    - iii. Physical properties of color
    - iv. Refracted or Additive color (light)

- i. RGB primaries
- ii. Stage light and color- stage light and color light for plays and performances

#### 10. Psychological aspects of color

- a. Innate non-verbal and learned responses to color

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

#### Course Content

##### 7. Additive and Subtractive Color (Light and Paint)

- a. Pigmentary or subtractive color (paint)
  - i. Pigments
  - ii. CMYK
  - iii. Physical properties of color
  - iv. Refracted or Additive color (light)
    - i. RGB primaries
    - ii. Stage light and color- stage light and color light for plays and performances

#### 11. Color & technology

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

#### Course Content

1. The history of color pigments and hues in art history and from western and nonwestern cultures -red, yellow, orange, blue, green, violet, indigo, black, and white

##### 2. Color in Art Historical Periods

- a. Art in the ice age and cave paintings
- b. Post Impressionism & Pointillism
- c. Nonwestern color in art movements
- d. 20th Century Art and Abstraction
- e. Contemporary Color in Art and craft

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

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

2. Independently write an essay and produce finished original color assignments that demonstrate an understanding of color theory and principles in the history of art

#### Methods of Evaluation

1. Portfolio review of completed work- each design will be evaluated for technical ability, craftsmanship, and personal creative and conceptual approaches

**Attach Historical Forms/Documents (if applicable)**

Articulation Office Only

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

CSU/UC

**Validation Date**

10/14/22

Division Dean Only

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**Seat Count**

30

**Load**

.115

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143011 - Studio Art

**Account Code**

1320

**Program Code**

100210 - Painting, Drawing

Foothill GE application for Area I—Humanities  
Approved by GE subcommittee 1/23/23  
Subcommittee members: Ben Armerding, Cynthia Brannvall

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# **ETHN F007. : INTRODUCTION TO PACIFIC ISLANDS & OCEANIA STUDIES**

**Proposal Type**

New Course

**Effective Term**

Summer 2023

**Subject**

Ethnic Studies (ETHN)

**Course Number**

F007.

**Department**

English (ENGL)

**Division**

Language Arts (1LA)

**Units**

4

**Course Title**

INTRODUCTION TO PACIFIC ISLANDS & OCEANIA STUDIES

**Former ID**

**Cross Listed**

**Related Courses**

**Maximum Units**

4

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

Yes

**Weekly Lecture Hours**

4

**Weekly Lab Hours**

0

**Weekly Out of Class Hours**

8

**Special Hourly Notation****Total Contact Hours**

48

**Total Student Learning Hours**

144

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

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

No

**Grading**

Letter Grade (Request for Pass/No Pass)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

Foothill GE

**Foothill GE Status**

Area I: Humanities

Area VI: United States Cultures & Communities

**Need/Justification**

This course will help further develop an ADT in Ethnic Studies - once the ADT is completed this course will be a required core course.

**Course Description**

This introductory course examines the colonization, history, politics, identity, culture, indigeneity, diaspora, immigration, environment, contemporary social issues, and resistance to neo-colonialism experienced by peoples of Oceania. The focus areas of this course are the people of the Pacific Islands of Oceania regions, such as Polynesia, Micronesia, and

Melanesia. This course focuses on the experiences of Pacific Islanders from Hawai'i, Samoa, American Samoa, Tonga, Fiji, Guam, Palau, Marshall Islands, Tahiti, and New Zealand.

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

### **Course Objectives**

The student will be able to:

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism, as analyzed in Pacific Islander and Oceania Studies
2. Apply theory and knowledge produced by Pacific Island and Oceania communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of those groups, with a particular emphasis on agency and group affirmation
3. Critically review the present day issues of colonialism, urbanization, anti-militarism, economy, land rights, sovereignty movements, tourism, and modernization
4. Evaluate the background and growth of critical Pacific Islander and Oceania Studies in community colleges and universities
5. Analyze the intersectional identities of peoples of Oceania, such as: perspectives of women, gender nonconforming, LGBTQ communities, indigeneity, and mixed-race
6. Evaluate how Pacific Island and Oceania culture is depicted in mainstream media and critically analyze the importance of counter story-telling
7. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Pacific Islander and Oceania communities, to build a just and equitable society

### **Course Content**

1. Origins of Oceania and Pacific Islander Studies
  1. Third World Liberation Front strike
  2. Decolonial methodologies
  3. Oceania Studies, Pacific Island Studies, and Critical Pacific Island Studies
2. Geography of Oceania and pre-colonial society
  1. Pacific Islands and Oceania
  2. Polynesia
  3. Micronesia
  4. Melanesia
  5. Indigenous cultures and beliefs
3. Colonialism

1. Encounters with Europeans
2. Christian missionaries settlement, culture, and colonialism
  1. Hawai'i and annexation
  2. Samoa and U.S. annexation
3. Labor
  1. Sugar plantations
4. Annexation of Hawai'i
5. Military presence in Oceania and the Pacific Islands
  1. Geopolitics
4. Oceania ethnicity and social construction of race
  1. Indigeneity
  2. The concept of whiteness in Oceania
  3. Asian American populations in Hawai'i
  4. Population shifts on the islands
  5. Mixed-race
5. Diaspora and community
  1. Pacific Islanders in the U.S. mainland
    1. Samoans
    2. Hawaiians
    3. Tongans
    4. Guamanese (Chamorro)
    5. Micronesia
    6. Melanesia
6. The tourism industry and culture
  1. Globalization
  2. The commodification of culture
    1. Tourism and culture
    2. Commodification of the Lū'au
    3. Stereotypes in the media
  3. Urbanization
    1. Hotels
  4. Tourism and the law
    1. Golf courses
  5. Tourism economy
7. Land and sovereignty
  1. Hawai'i as a U.S. state
    1. State defined indigeneity
    2. The court case of Day v. Apoliona
    3. Native Hawaiian Land Trusts
  2. Samoa as a U.S. territory
  3. Guam as a U.S. territory
8. Environmental justice
  1. Access to fresh water and rivers
  2. Sacred land

1. Fight against observatories in Hawai'i
3. Rising sea levels and global warming
4. Tourism and environmental impacts
5. The fishing industry and its economy

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. When taught on campus, no special facility or equipment is needed
2. When taught via Foothill Global Access, on-going access to a computer with email software and capabilities; email address

**Methods of Evaluation**

| <b>Methods of Evaluation</b>            |
|---|
| Critical papers                         |
| Class presentations                     |
| Reading journals                        |
| Midterm examination                     |
| Final examination                       |
| Social justice/service learning project |

**Method(s) of Instruction**

| <b>Method(s) of Instruction</b>   |
|---|
| Readings of multidisciplinary text from fields including history, social and political sciences, literature, cultural studies |
| Viewing and analyzing various media regarding contemporary Pacific Islander issues  |
| Viewing/observing/hearing Pacific Island and Oceania art, performance, film theater, and music                                |
| Class discussions on relevant topics  |
| Writing analytical responses to course material   |
| Actively engaging in social justice/service learning  |
| Guest speakers  |
| Field observation and field trips   |
| Collaborative learning and small group exercises  |
| Discussion of course topics and videos in relation to real life examples drawn from students' experiences and observations    |

## Representative Text(s)

| Author(s)  | Title  | Publication Date |
|--|--|------------------|
| Arvin, Maile   | Possessing Polynesians: The Science of Settler Colonial Whiteness in Hawai'i and Oceania | 2019             |
| Smith, Linda Tuhiwai                                     | Decolonizing Methodologies: Research and Indigenous Peoples                              | 2021             |
| Caldwell, Ethan, and Roderick N. Labrador, eds.          | Introduction to Ethnic Studies: Oceanic Connections                                      | 2020             |
| Aikau, Hokulani K., and Vernadette Vicuña Gonzalez, eds. | Detours: A Decolonial Guide to Hawai'i   | 2019             |
| Trask, Haunani-Kay                                       | From a native daughter   | 1999             |
| Kurashige, Lon, ed.                                      | Pacific America: Histories of Transoceanic Crossings                                     | 2019             |
| Matsuda, Matt K.   | Pacific Worlds: A History of Seas, Peoples, and Cultures                                 | 2012             |

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

Texts older than five years are considered foundational texts.

### Other Required Materials

Note: Text(s) may be chosen at the instructor's discretion.

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

1. Reading multidisciplinary texts from fields including ethnic studies, psychology, history, social science, political science, literature, and cultural studies
2. Viewing and analysis, including information literacy and media regarding Pacific Island communities and narratives
3. Attending Pacific Islander cultural events, musical performances, or museum exhibits, and responding in writing
4. Analytical essays on readings
5. Journal entries
6. Social justice/service learning projects (e.g., Foothill Research and Service Learning Symposium)
7. Group projects
8. Reflective essays on personal experiences or interviews

### Authorized Discipline(s):

Ethnic Studies

### Faculty Service Area (FSA Code)

ETHNIC STUDIES

## Taxonomy of Program Code (TOP Code)

2203.00 - Ethnic Studies

### **Breadth Criteria for Foothill General Education Courses**

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

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

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

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

*B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).*

*B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).*

*B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).*

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

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

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

#### **Breadth Mapping: Please indicate all that apply**

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

Methods of Instruction:

Analytical essays on readings

Journal entries

Social justice/service learning projects (e.g., Foothill Research and Service Learning Symposium)

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

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

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

Course Content:

5. Diaspora and community

a. Pacific Islanders in the U.S. mainland

8. Environmental justice

a. Access to fresh water and rivers

b. Sacred land

i. Fight against observatories in Hawai'i

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

## **Depth Criteria for Area I – Humanities**

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

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

*A course meeting the Humanities General Education Requirement must help students:*

*H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;*

*H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;*

*H3. Develop appreciation for what is significant about human life and its creations;*

*H4. Make reasoned judgments that reflect ethical and aesthetic human values;*

*H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.*

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

*H6. Understanding of the ambiguities, vagaries, and value inherent in human language;*

*H7. Appreciation of nonverbal communication to be found in the visual and performing arts;*

*H8. Recognition of the variety of valid interpretations of artistic expression;*

*H9. Appreciation of our common humanity within the context of diverse cultures;*

*H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.*

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

**Depth Mapping: Must include the following**

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**Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life; Matching course component(s):**

This course has a multidisciplinary approach (this course draws from: history, ethnic studies, sociology, literature, psychology, law, and cultural studies).

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

This course will require students to acquire knowledge in cultural artistry related to Pacific Islanders to help contextualize historical and cultural perspectives of Oceania.

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

Through the various teaching methods and evaluation methods this course will provide students with a systematic method of inquiry into the consciousness, values, ideas, and ideals to the experiences of Pacific Islanders in and out of the United States.

**H3. Develop appreciation for what is significant about human life and its creations; Matching course component(s):**

Course Content:

2. Indigenous cultures and beliefs under the Geography of Oceania and Pre-Colonial Society

**H4. Make reasoned judgments that reflect ethical and aesthetic human values; Matching course component(s):**

Course Content:

3. Colonialism and encounters with Europeans in the Pacific Islands

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

**Course Content:**

**6. The tourism industry in Pacific Islands and the commodification of culture**

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

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**H6. Understanding of the ambiguities, vagaries, and value inherent in human language; Matching course component(s):**

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

**Course Content:**

**6.b.ii. The culture of Hawaii and the performance and commodification of the Lū'au by tourist**

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

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

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

**Course Content:**

**2. Pre-colonial society**

**e. Indigenous cultures and beliefs in Oceania and Pacific Islands**

**Attach Historical Forms/Documents (if applicable)**

**Articulation Office Only**

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

CSU/UC

**Validation Date**

10/14/22

**Division Dean Only**

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**Seat Count**

50

**Load**

.100

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

123101 - Ethnic Studies

**Account Code**

1320

**Program Code**

220300 - Ethnic Studies

Foothill GE application for Area VI—United States Cultures & Communities

Approved by GE subcommittee 12/6/22: *[This is a] spectacular course that will offer students tremendous opportunities to see the world with different perspectives.*

Subcommittee members: Milissa Carey, Lety Serna

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## **ETHN F007. : INTRODUCTION TO PACIFIC ISLANDS & OCEANIA STUDIES**

**Proposal Type**

New Course

**Effective Term**

Summer 2023

**Subject**

Ethnic Studies (ETHN)

**Course Number**

F007.

**Department**

English (ENGL)

**Division**

Language Arts (1LA)

**Units**

4

**Course Title**

INTRODUCTION TO PACIFIC ISLANDS & OCEANIA STUDIES

**Former ID**

**Cross Listed**

**Related Courses**

**Maximum Units**

4

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

Yes

**Weekly Lecture Hours**

4

**Weekly Lab Hours**

0

**Weekly Out of Class Hours**

8

**Special Hourly Notation****Total Contact Hours**

48

**Total Student Learning Hours**

144

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

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

No

**Grading**

Letter Grade (Request for Pass/No Pass)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

Foothill GE

**Foothill GE Status**

Area I: Humanities

Area VI: United States Cultures & Communities

**Need/Justification**

This course will help further develop an ADT in Ethnic Studies - once the ADT is completed this course will be a required core course.

**Course Description**

This introductory course examines the colonization, history, politics, identity, culture, indigeneity, diaspora, immigration, environment, contemporary social issues, and resistance to neo-colonialism experienced by peoples of Oceania. The focus areas of this course are the people of the Pacific Islands of Oceania regions, such as Polynesia, Micronesia, and

Melanesia. This course focuses on the experiences of Pacific Islanders from Hawai'i, Samoa, American Samoa, Tonga, Fiji, Guam, Palau, Marshall Islands, Tahiti, and New Zealand.

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

### **Course Objectives**

The student will be able to:

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism, as analyzed in Pacific Islander and Oceania Studies
2. Apply theory and knowledge produced by Pacific Island and Oceania communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of those groups, with a particular emphasis on agency and group affirmation
3. Critically review the present day issues of colonialism, urbanization, anti-militarism, economy, land rights, sovereignty movements, tourism, and modernization
4. Evaluate the background and growth of critical Pacific Islander and Oceania Studies in community colleges and universities
5. Analyze the intersectional identities of peoples of Oceania, such as: perspectives of women, gender nonconforming, LGBTQ communities, indigeneity, and mixed-race
6. Evaluate how Pacific Island and Oceania culture is depicted in mainstream media and critically analyze the importance of counter story-telling
7. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Pacific Islander and Oceania communities, to build a just and equitable society

### **Course Content**

1. Origins of Oceania and Pacific Islander Studies
  1. Third World Liberation Front strike
  2. Decolonial methodologies
  3. Oceania Studies, Pacific Island Studies, and Critical Pacific Island Studies
2. Geography of Oceania and pre-colonial society
  1. Pacific Islands and Oceania
  2. Polynesia
  3. Micronesia
  4. Melanesia
  5. Indigenous cultures and beliefs
3. Colonialism

1. Encounters with Europeans
2. Christian missionaries settlement, culture, and colonialism
  1. Hawai'i and annexation
  2. Samoa and U.S. annexation
3. Labor
  1. Sugar plantations
4. Annexation of Hawai'i
5. Military presence in Oceania and the Pacific Islands
  1. Geopolitics
4. Oceania ethnicity and social construction of race
  1. Indigeneity
  2. The concept of whiteness in Oceania
  3. Asian American populations in Hawai'i
  4. Population shifts on the islands
  5. Mixed-race
5. Diaspora and community
  1. Pacific Islanders in the U.S. mainland
    1. Samoans
    2. Hawaiians
    3. Tongans
    4. Guamanese (Chamorro)
    5. Micronesia
    6. Melanesia
6. The tourism industry and culture
  1. Globalization
  2. The commodification of culture
    1. Tourism and culture
    2. Commodification of the Lū'au
    3. Stereotypes in the media
  3. Urbanization
    1. Hotels
  4. Tourism and the law
    1. Golf courses
  5. Tourism economy
7. Land and sovereignty
  1. Hawai'i as a U.S. state
    1. State defined indigeneity
    2. The court case of Day v. Apoliona
    3. Native Hawaiian Land Trusts
  2. Samoa as a U.S. territory
  3. Guam as a U.S. territory
8. Environmental justice
  1. Access to fresh water and rivers
  2. Sacred land

1. Fight against observatories in Hawai'i
3. Rising sea levels and global warming
4. Tourism and environmental impacts
5. The fishing industry and its economy

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. When taught on campus, no special facility or equipment is needed
2. When taught via Foothill Global Access, on-going access to a computer with email software and capabilities; email address

**Methods of Evaluation**

| <b>Methods of Evaluation</b>            |
|---|
| Critical papers                         |
| Class presentations                     |
| Reading journals                        |
| Midterm examination                     |
| Final examination                       |
| Social justice/service learning project |

**Method(s) of Instruction**

| <b>Method(s) of Instruction</b>   |
|---|
| Readings of multidisciplinary text from fields including history, social and political sciences, literature, cultural studies |
| Viewing and analyzing various media regarding contemporary Pacific Islander issues  |
| Viewing/observing/hearing Pacific Island and Oceania art, performance, film theater, and music                                |
| Class discussions on relevant topics  |
| Writing analytical responses to course material   |
| Actively engaging in social justice/service learning  |
| Guest speakers  |
| Field observation and field trips   |
| Collaborative learning and small group exercises  |
| Discussion of course topics and videos in relation to real life examples drawn from students' experiences and observations    |

## Representative Text(s)

| Author(s)  | Title  | Publication Date |
|--|--|------------------|
| Arvin, Maile   | Possessing Polynesians: The Science of Settler Colonial Whiteness in Hawai'i and Oceania | 2019             |
| Smith, Linda Tuhiwai                                     | Decolonizing Methodologies: Research and Indigenous Peoples                              | 2021             |
| Caldwell, Ethan, and Roderick N. Labrador, eds.          | Introduction to Ethnic Studies: Oceanic Connections                                      | 2020             |
| Aikau, Hokulani K., and Vernadette Vicuña Gonzalez, eds. | Detours: A Decolonial Guide to Hawai'i   | 2019             |
| Trask, Haunani-Kay                                       | From a native daughter   | 1999             |
| Kurashige, Lon, ed.                                      | Pacific America: Histories of Transoceanic Crossings                                     | 2019             |
| Matsuda, Matt K.   | Pacific Worlds: A History of Seas, Peoples, and Cultures                                 | 2012             |

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

Texts older than five years are considered foundational texts.

### Other Required Materials

Note: Text(s) may be chosen at the instructor's discretion.

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

1. Reading multidisciplinary texts from fields including ethnic studies, psychology, history, social science, political science, literature, and cultural studies
2. Viewing and analysis, including information literacy and media regarding Pacific Island communities and narratives
3. Attending Pacific Islander cultural events, musical performances, or museum exhibits, and responding in writing
4. Analytical essays on readings
5. Journal entries
6. Social justice/service learning projects (e.g., Foothill Research and Service Learning Symposium)
7. Group projects
8. Reflective essays on personal experiences or interviews

### Authorized Discipline(s):

Ethnic Studies

### Faculty Service Area (FSA Code)

ETHNIC STUDIES

## Taxonomy of Program Code (TOP Code)

2203.00 - Ethnic Studies

### Breadth Criteria for Foothill General Education Courses

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

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

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

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

*B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).*

*B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).*

*B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).*

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

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

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

#### **Breadth Mapping: Please indicate all that apply**

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

Methods of Instruction:

Analytical essays on readings

Journal entries

Social justice/service learning projects (e.g., Foothill Research and Service Learning Symposium)

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

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

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

Course Content:

5. Diaspora and community

a. Pacific Islanders in the U.S. mainland

8. Environmental justice

a. Access to fresh water and rivers

b. Sacred land

i. Fight against observatories in Hawai'i

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

## **Depth Criteria for Area VI – United States Cultures & Communities**

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*United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.*

*Courses meeting the GE requirement in United States Cultures and Communities must include all of the following student learning outcomes:*

*U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.*

*U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.*

*U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.*

*In addition, courses meeting the GE requirement for United States Cultures and Communities must include at least three of the following student learning outcomes:*

*U4. Critically examine the contributions of many groups to a particular aspect of United States culture;*

*U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;*

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

U7. Explain culture as a concept and how it can unite or divide people into various groups;

U8. Apply information about groups presented in the class to contemporary social and cultural relations;

U9. Analyze and interpret how culture shapes human development and behavior.

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

**Depth Mapping: Must include the following**

**U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination; Matching course component(s):**

Course Content:

5. Diaspora and Community

a. Pacific Islanders in the U.S. Mainland

6.b. The Commodification of Culture by Tourism industry in Hawaii

**U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures; Matching course component(s):**

Course Content:

5.a. Pacific Islanders in the U.S. Mainland: Samoans, Hawaiians, Tongans, Guamanese (Chamorro), Micronesia, and Melanesia.

**U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others. Matching course component(s):**

Course Content:

7. Land and Sovereignty

a. Hawaii as a U.S. state

i. State defined indigeneity

ii. The court case of Day v. Apoliona

iii. Native Hawaiian Land Trusts

3. Colonialism of Pacific Islands

a. Encounters with Europeans

b. Christian missionaries settlement, culture, and colonialism

i. Hawaii and Annexation

ii. Samoa and U.S Annexation

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

**U4. Critically examine the contributions of many groups to a particular aspect of United States culture; Matching course component(s):**

**U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture; Matching course component(s):**

**U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society; Matching course component(s):**

Course Content:

- 3.b.i. Hawaii and Annexation
- ii. Samoa and U.S Annexation
- e. Military presence in Oceania and the Pacific Islands
- i. Geopolitics

5. Diaspora from these islands to the U.S.

**U7. Explain culture as a concept and how it can unite or divide people into various groups; Matching course component(s):**

Course Content:

- 3. Colonialism
  - a. Encounters with Europeans
  - b. Christian missionaries settlement, culture, and colonialism

4.b. The Concept of whiteness in Oceania

d. Population shifts on the islands

**U8. Apply information about groups presented in the class to contemporary social and cultural relations; Matching course component(s):**

**U9. Analyze and interpret how culture shapes human development and behavior.**

**Matching course component(s):**

Course Content:

- 6. The Tourism Industry and Culture
  - a. Globalization
  - b. The Commodification of culture
    - i. Tourism and culture
    - ii. Commodification of the Lū'au
    - iii. Stereotypes in the media of Pacific Islanders

**Attach Historical Forms/Documents (if applicable)**

Articulation Office Only

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

CSU/UC

**Validation Date**

10/14/22

Division Dean Only

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**Seat Count**

50

**Load**

.100

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

123101 - Ethnic Studies

**Account Code**

1320

**Program Code**

220300 - Ethnic Studies

Foothill GE application for Area VI—United States Cultures & Communities

Approved by GE subcommittee 12/6/22: *[This is a] spectacular course that will offer students tremendous opportunities to see the world with different perspectives. Powerful content.*

Subcommittee members: Milissa Carey, Lety Serna

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## **ETHN F008. : INTRODUCTION TO LAND & LABOR**

**Proposal Type**

New Course

**Effective Term**

Summer 2023

**Subject**

Ethnic Studies (ETHN)

**Course Number**

F008.

**Department**

English (ENGL)

**Division**

Language Arts (1LA)

**Units**

4

**Course Title**

INTRODUCTION TO LAND & LABOR

**Former ID**

**Cross Listed**

**Related Courses**

**Maximum Units**

4

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

Yes

**Weekly Lecture Hours**

4

**Weekly Lab Hours**

0

**Weekly Out of Class Hours**

8

**Special Hourly Notation****Total Contact Hours**

48

**Total Student Learning Hours**

144

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

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

No

**Grading**

Letter Grade (Request for Pass/No Pass)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

Foothill GE

**Foothill GE Status**

Area VI: United States Cultures & Communities

**Need/Justification**

This course will help further develop an ADT in Ethnic Studies - once the ADT is completed this course will be a required core course.

**Course Description**

This course examines key historical events and debates in the field of Ethnic Studies that center around land and labor. Some of the topics include disputes over territory, natural resources, chattel slavery and other forms of coerced labor, labor recruitment and migration, globalization, and U.S. transnational borders. This course also analyzes how race and ethnicity intersect with gender, sexuality, class, citizenship, and nationhood, in order to

better understand how systems of power and inequality are constructed, reinforced, and challenged.

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

### **Course Objectives**

The student will be able to:

1. Critically explore the role of land and labor in shaping social, political, and economic relations in the United States
2. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age, in Native American, African American, Asian American, and/or Latina and Latino American communities
3. Identify and evaluate the various theories that help explain Western expansion in the U.S. and Manifest Destiny
4. Evaluate the relationship between being dispossessed from land, the politics of racialized and gendered labor, and the construction of economic and social inequality
5. Identify connections between historical processes and contemporary phenomena to the themes of land and labor in the U.S.
6. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans, and/or Latina and Latino Americans, are relevant to current and structural issues, such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler colonialism, multiculturalism, and language policies
7. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American, and/or Latina and Latino communities, to build a just and equitable society

### **Course Content**

1. Theories and concepts
  1. Colonialism and slavery
    1. The Middle Passage and transatlantic slave trade
    2. Property and slavery to 1865
  2. Land concepts
    1. Property ownership
  3. Race and Manifest Destiny
    1. Genocide

- 2. Settler colonialism
- 3. Western expansion
- 4. Continental imperialism
- 4. Labor
  - 1. Native American servitude and slavery
    - 1. Labor as servitude
  - 2. The Reconstruction Amendments
    - 1. 13th Amendment
    - 2. 14th Amendment
    - 3. 15th Amendment
  - 3. Cult of Domesticity
    - 1. Gender and labor
    - 2. Race, gender, and social security
  - 4. Racial capitalism
  - 5. Immigration and labor
  - 6. Labor unions
- 2. California
  - 1. Unfree labor in California
    - 1. Native American slavery and Franciscan missions
  - 2. Angel Island
    - 1. Yellow Peril
    - 2. 1875 Page Law
    - 3. 1882 Chinese Exclusion Act
    - 4. Immigration to California via Angel Island
  - 3. History of incarceration in Los Angeles
    - 1. The Anti-Vagrancy Act of 1855
      - 1. Greaser Act
    - 2. Chain gang labor
    - 3. Convict leasing in Southern California
    - 4. Immigration detention centers
  - 4. Native American Urban Relocation
  - 5. Japanese American farms during WWII
    - 1. The Mendez family
  - 6. Labor and agriculture
    - 1. Filipino immigration and labor
    - 2. Chicano labor in the fields
    - 3. The struggle for the UFW union
      - 1. Dolores Huerta
      - 2. Larry Itliong
      - 3. Cesar Chavez
  - 7. The 1969 occupation of Alcatraz Island
    - 1. Indians of All Tribes
    - 2. 1868 Treaty of Fort Laramie
      - 1. Government Surplus Land

3. LaNada War Jack
  4. Richard Oakes
  5. Indigenous Peoples' Day Sunrise Ceremony
3. Midwest
    1. The fur trade and the invention of whiteness
    2. Settler colonialism
    3. Blood quantum
    4. Racial politics of allotment
    5. Dispossession among the Ojibwe
    6. The Great Migration
      1. African American labor in Chicago
    7. Chicago factory labor and Mexican American migration
    8. Executive Order 8802
    9. Race, gender, and labor in turn of the century Chicago
    10. Contemporary Native sovereignty struggles
      1. Dakota Access Pipeline
  4. South/Southeast
    1. Chattel slavery
    2. Gender and labor in the U.S. chattel slavery
    3. Native Americans and African American slaves in the South
    4. Race, marriage, and removal
    5. The battle for whiteness during the 1920s
    6. Latin American migration in the New South
    7. [McGirt v. Oklahoma](#)
    8. African American farms in the 21st century
  5. Northeast
    1. Slavery in the North
    2. Niagara Movement
      1. W.E.B. DuBois
      2. NAACP
    3. Mohawk Territoriality
    4. Informal economy
      1. Undocumented labor in New York
    5. Staten Island and the first Amazon labor union
  6. The Southwest
    1. Empire Zinc union strike
      1. Mexican American zinc miners
      2. Demanding better wages
      3. Anti-segregated housing
    2. Race, gender, and citizenship
    3. Labor migration and recruitment
    4. Transnational labor migrations and globalizations
      1. The Bracero Program
      2. U.S. Mexico border

3. NAFTA
4. Maquiladoras
5. USMCA
6. DACA recipients and employment
7. Pacific Rim/Arctic Circle
  1. Colonialism and immigration in Hawai'i
  2. Labor in Hawai'i
  3. Military presence in the Hawaiian Islands
    1. BIPOC in the U.S. military
  4. Thirty Meter Telescope protest
  5. Arctic indigenous peoples and climate change
8. Puerto Rico
  1. Foraker Act of 1900
  2. The Great Depression and labor migration
    1. Sugar plantations
    2. Landless laborers
  3. Military presence in Puerto Rico
  4. Service work, pensions, and bankruptcy
  5. Post-Hurricane Maria

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. When taught on campus, no special facility or equipment is needed
2. When taught via Foothill Global Access, on-going access to a computer with email software and capabilities; email address

**Methods of Evaluation**

| <b>Methods of Evaluation</b>            |
|---|
| Critical papers                         |
| Class presentations                     |
| Reading journals                        |
| Documentary film review                 |
| Midterm examination                     |
| Final examination                       |
| Social justice/service learning project |

**Method(s) of Instruction**

| <b>Method(s) of Instruction</b>   |
|---|
| Readings of multidisciplinary text from fields including history, social science, political sciences, law, and cultural studies |

### Method(s) of Instruction

Viewing and analyzing various media regarding historical and contemporary issues relating to land and labor  
Class discussions on relevant topics  
Writing analytical responses to course material  
Actively engaging in social justice/service learning  
Guest speakers  
Field observation and field trips  
Collaborative learning and small group exercises  
Discussion of course topics and videos in relation to real life examples drawn from students' experiences and observations

### Representative Text(s)

| Author(s)              | Title  | Publication Date |
|------------------------|--|------------------|
| Almaguer, Tomás        | Racial Fault Lines: The Historical Origins of White Supremacy in California                                | 2009             |
| Chang, David A.        | The Color of the Land: Race, Nation, and the Politics of Landownership in Oklahoma, 1832-1929              | 2010             |
| Dunbar-Ortiz, Roxanne  | Not "A Nation of Immigrants": Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion | 2021             |
| Hernández, Kelly Lytle | City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965               | 2020             |
| Immerwahr, Daniel      | How to Hide an Empire: A History of the Greater United States  | 2020             |
| Mbembe, Achille        | Necropolitics. Translated by Steve Corcoran  | 2019             |
| Ortiz, Paul            | An African American and Latinx History of the United States  | 2018             |
| Rothstein, Richard     | The Color of Law: A Forgotten History of how Our Government Segregated America                             | 2018             |

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

Texts older than five years are considered foundational texts.

### Other Required Materials

Note: Text(s) may be chosen at the instructor's discretion.

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

1. Reading multidisciplinary texts from fields including ethnic studies, law, psychology, history, social science, political science, literature, and cultural studies
2. Attending ethnic studies cultural events, musical performances, or museum exhibits, and responding in writing
3. Analytical essays on readings
4. Analytical essays on films
5. Journal entries
6. Social justice/service learning projects (e.g., Foothill Research and Service Learning Symposium)
7. Group projects
8. Reflective essays on personal experiences or interviews

### **Authorized Discipline(s):**

Ethnic Studies

### **Faculty Service Area (FSA Code)**

ETHNIC STUDIES

### **Taxonomy of Program Code (TOP Code)**

2203.00 - Ethnic Studies

## **Breadth Criteria for Foothill General Education Courses**

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

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

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

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

*B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).*

*B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).*

*B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of*

consequence).

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

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

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

**Breadth Mapping: Please indicate all that apply**

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

Methods of Instruction:

Readings of multidisciplinary text from fields including history, social science, political sciences, law, and cultural studies

Viewing and analyzing various media regarding historical and contemporary issues relating to land and labor

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

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

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

Methods of Instruction:

Actively engaging in social justice/service learning

Collaborative learning and small group exercises

Course Content:

1.c. Race and Manifest Destiny

i. Genocide

ii. Settler colonialism

iii. Western expansion

iv. Continental imperialism

**B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach**

and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities). Matching course component(s):

## Depth Criteria for Area VI – United States Cultures & Communities

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*United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.*

*Courses meeting the GE requirement in United States Cultures and Communities must include all of the following student learning outcomes:*

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.*
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.*
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.*

*In addition, courses meeting the GE requirement for United States Cultures and Communities must include at least three of the following student learning outcomes:*

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;*
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;*
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;*
- U7. Explain culture as a concept and how it can unite or divide people into various groups;*
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;*
- U9. Analyze and interpret how culture shapes human development and behavior.*

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

### **Depth Mapping: Must include the following**

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**U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination; Matching course component(s):**

#### **Course Content:**

**2.a. Unfree Labor in California and Native American slavery and Franciscan Missions**

**U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures; Matching course component(s):**

Course Content:

2.g. The 1969 Occupation of Alcatraz Island

i. Indians of All Tribes

ii. 1868 Treaty of Fort Laramie

i. Government Surplus Land

**U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others. Matching course component(s):**

Course Content:

6.d. Transnational Labor Migrations and Globalizations

i. The Bracero Program

ii. U.S. Mexico Border

iii. NAFTA

iv. Maquiladoras

v. USMCA

vi. DACA Recipients and Employment

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

**U4. Critically examine the contributions of many groups to a particular aspect of United States culture; Matching course component(s):**

Course Content:

2.f. Labor and agriculture

i. Filipino immigration and labor

ii. Chicano labor in the fields

iii. The struggle for the UFW union

i. Dolores Huerta

ii. Larry Itliong

iii. Cesar Chavez

**U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture; Matching course component(s):**

Course Content:

2.g. The 1969 occupation of Alcatraz Island

i. Indians of All Tribes

ii. 1868 Treaty of Fort Laramie

i. Government Surplus Land

iii. LaNada War Jack

iv. Richard Oakes

v. Indigenous Peoples' Day Sunrise Ceremony

**U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society; Matching course component(s):**

**Course Content:**

**1.d. Labor**

**i. Native American servitude and slavery**

**i. Labor as servitude**

**ii. The Reconstruction Amendments**

**i. 13th Amendment**

**ii. 14th Amendment**

**iii. 15th Amendment**

**iii. Cult of Domesticity**

**i. Gender and Labor**

**ii. Race, gender, and social security**

**iv. Racial capitalism**

**v. Immigration and labor**

**vi. Labor unions**

**U7. Explain culture as a concept and how it can unite or divide people into various groups; Matching course component(s):**

**U8. Apply information about groups presented in the class to contemporary social and cultural relations; Matching course component(s):**

**U9. Analyze and interpret how culture shapes human development and behavior. Matching course component(s):**

**Attach Historical Forms/Documents (if applicable)**

**Articulation Office Only**

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

**CSU/UC**

**Validation Date**

10/14/22

**Division Dean Only**

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**Seat Count**

50

**Load**

.100

**FOAP Codes:****Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

123101 - Ethnic Studies

**Account Code**

1320

**Program Code**

220300 - Ethnic Studies



# FOOTHILL COLLEGE

## New Degree or Certificate Proposal

|   |  |
|---|--|
| <b>Faculty Author(s):</b>   | Brian Murphy   |
| <b>Division:</b>  | Apprenticeship   |
| <b>Proposed Title of Degree/Certificate:</b>  | Bachelor's Degree of Science: Industrial Technology & Building Construction Management   |
| <b>Type of Award:</b>   | BA/BS Degree   |
| <b>Workforce/CTE Program:</b>   | Yes  |
| <b>Which academic departments will be involved in the creation of this new degree/certificate? Are any new departments being created?</b> | Apprenticeship Division & Office of Instruction  |
| <b>Does De Anza offer a similar degree or certificate?</b>  | No<br><br>Foothill College has been serving apprentices/students in the building trades since the early 1980s. Through our partnerships with Locals 6, 62, 104, 332, 393, and 467, graduates have received certificates of achievement and associate degrees in: Air Conditioning and Refrigeration Technology; Sheet Metal Building; Plumbing Technology; Inside Wireman; Plumbing and Pipefitting Apprenticeship; Test, Adjust, and Balancing (TAB) Technician; Air Conditioning Mechanic; Steamfitting and Pipefitting Technology. According to the U.S. Bureau Labor of Statistics, plumbers, pipefitters, steamfitters, electricians, sheet metal workers, and air conditioning, and refrigeration mechanics and installers are required to lift heavy materials, climb ladders, work in tight spaces, work in all types of weather, and stand all day. How many of them will be able to sustain the same working conditions for fifteen, twenty, twenty-five, thirty, or even thirty-five years? |
| <b>What is the educational need for this new degree/certificate?</b>  | In addition, according to the careers one-stop sponsored by the U.S. of Department of Labor, about 3% of workers each year have injuries and illnesses related to work. Participants in the proposed BS Degree will learn to manage cost, natural resources, human resources and, finance a construction project, build with sustainability and with a "green" mindset, utilize technologies to maximize productivity and efficiency, and to learn construction law and ethics. Instead of an injury as the catalyst for reskilling and upskilling, our intent is to include all the skills required in the construction industry that prepares all students for additional career opportunities. The proposed degree prepares students to be construction managers, cost estimators, superintendents, etc. The education requirements for these positions are bachelor's degrees.   |
| <b>How does the degree/certificate align with Foothill's Strategic Vision for Equity?</b>   | Strategic Vision for Equity Issue 13, Goal 4 - Workforce Department: Increase median annual earnings of all students by 9%; Increase all students who attained the living wage by +5 percentage points; Reduce the living wage gap for females by -3 percentage points; Reduce the living wage gap for African Americans by -5 percentage points; Reduce the living wage gap for Latinx by -5 percentage points; Reduce the living wage gap for Pacific Islanders by -5 percentage points; Increase the number of students employed in their field of study by +2 percentage   |
| <b>Comments and other relevant information for discussion:</b>  | This proposal is for the next application cycle, the deadline has not been released.   |

**Foothill College**  
**Program Application**  
**Associate in Arts in Social Work and Human Services for Transfer Degree**

**Item 1. Statement of Program Goals and Objectives**

The Associate in Arts in Social Work and Human Services for Transfer Degree meets the requirements set forth by Education Code section 66746 to prepare students to transfer to local California State Universities (CSUs). Students who complete the Associate in Arts in Social Work and Human Services for Transfer Degree will be ensured preferential and seamless transfer status to CSUs for Social Work majors and majors in related disciplines. The Associate in Arts in Social Work and Human Services for Transfer Degree requirements will fulfill the lower division major requirements at many local CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific CSUs.

**Program Learning Outcomes**

- Students will be prepared for entry level positions in the field of social work.
- Students will be able to analyze the skills and knowledge necessary for a career in social work.
- Students will be able to identify and implement industry-recognized effective practices for human service delivery in culturally-relevant and culturally sustaining ways.
- Students will be able to view the client as a whole person in the context of family, culture, and community in assessing the client's strengths and needs.
- Students will be able to demonstrate a working knowledge of public and private entities that deliver human services locally and statewide.
- Students will be able to demonstrate an understanding of the qualities and characteristics of effective human service professionals.
- Students will be able to critically analyze societal factors that create and contribute to social service needs.
- Students will be prepared for university transfer in the majors of Social Work or Human Services.

**Item 2. Catalog Description**

The Associate in Arts in Social Work and Human Services for Transfer Degree is intended for students who plan to transfer and complete a bachelor's degree in Social Work and majors in a related discipline at a CSU campus. Students completing this program are guaranteed admission to the CSU system but not necessarily to a particular campus or major of choice. Students should consult with a counselor for more information on admission to specific universities and their transfer requirements as individual schools may require different or additional coursework to that listed for the Associate in Arts in Social Work and Human Services for Transfer Degree.

In addition, the student must complete the following:

1. Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
  - a. The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University (CSU) General Education-Breadth Requirements.
  - b. A minimum of 27 quarter units in a major or area of emphasis.
2. Obtainment of a minimum grade point average of 2.0.
3. Minimum grade of "C" (or "P") for each course in the major.

**Transfer Model Curriculum (TMC) Template for Social Work and Human Services**

Template #1023

**CCC Major or Area of Emphasis:** Social Work and Human Services

03/19/21

**TOP Code:** 2104.00

**CSU Major(s):** Collaborative Health and Human Services, Criminal Justice, Human Services, Social Work, Sociology

**Total Units: 27** (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

or the ASSIST website:

[http://web1.assist.org/web-assist/help/help-csu\\_ge.html](http://web1.assist.org/web-assist/help/help-csu_ge.html).

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

| Associate in Arts in Social Work and Human Services for Transfer Degree |                 |                              |                                |       |         |       |
|---|-----------------|------------------------------|--------------------------------|-------|---------|-------|
| College Name: Foothill College  |                 |                              |                                |       |         |       |
| TRANSFER MODEL CURRICULUM (TMC)   |                 | COLLEGE PROGRAM REQUIREMENTS |                                |       |         |       |
| Course Title (units)  | C-ID Descriptor | Course ID                    | Course Title                   | Units | GE Area |       |
|   |                 |                              |                                |       | CSU     | IGETC |
| <b>REQUIRED CORE: (22 units)</b>  |                 |                              |                                |       |         |       |
| Introduction to Social Work and Human Services (3)                      | SWHS 110        | SOC 11                       | Introduction to Social Welfare | 5     | D       | 4     |

| TRANSFER MODEL CURRICULUM (TMC)  |                                      | COLLEGE PROGRAM REQUIREMENTS |  |       |         |       |
|--|--------------------------------------|------------------------------|--|-------|---------|-------|
| Course Title (units)   | C-ID Descriptor                      | Course ID                    | Course Title                           | Units | GE Area |       |
|  |                                      |                              |  |       | CSU     | IGETC |
| Social Work and Human Services Seminar (1)<br><b>And</b><br>Social Work and Human Services Fieldwork (2) | SWHS 120A<br><b>AND</b><br>SWHS 120B | SOC 50A                      | Social Work/Human Services Seminar     | 1.5   | N/A     | N/A   |
|  |                                      | AND<br>SOC 50B               | Social Work/Human Services Fieldwork   | 3     | N/A     | N/A   |
| Introduction to Sociology (3)  | SOC 110                              | SOC 1                        | Introduction to Sociology              | 5     | D       | 4     |
|  |                                      | OR<br>SOC 1H                 | Honors Introduction to Sociology       | 5     | D       | 4     |
| Introductory Psychology  | PSYC 110                             | PSYC 1                       | General Psychology                     | 5     | D       | 4     |
|  |                                      | OR<br>PSYC 1H                | Honors General Psychology              | 5     | D       | 4     |
| Introduction to Statistics (3)<br><b>OR</b><br>Introduction to Statistics in Sociology (3)               | MATH 110<br><b>OR</b><br>SOC 125     | MATH 10                      | Elementary Statistics                  | 5     | B4      | 2A    |
|  |                                      | OR<br>MATH 17                | Integrated Statistics II               | 5     | B4      | 2A    |
|  |                                      | OR<br>PSYC 7                 | Statistics for the Behavioral Sciences | 5     | B4      | 2A    |
|  |                                      | OR<br>SOC 7                  | Statistics for the Behavioral Sciences | 5     | B4      | 2A    |
|  |                                      |                              |  |       |         |       |

| TRANSFER MODEL CURRICULUM (TMC)  |  | COLLEGE PROGRAM REQUIREMENTS |                                |       |         |       |
|--|--|------------------------------|--------------------------------|-------|---------|-------|
| Course Title (units)   | C-ID Descriptor  | Course ID                    | Course Title                   | Units | GE Area |       |
|  |  |                              |                                |       | CSU     | IGETC |
| Human Anatomy with Lab (4)<br><b>OR</b><br>Human Physiology with Lab (4)<br><br><b>OR</b><br>Human Anatomy and Physiology with Lab (4)<br><br><b>OR</b><br>*Human Biology (or other biology course articulated as major preparation) (3) | BIOL 110B<br><b>OR</b><br>BIOL 120B<br><br><b>OR</b><br>BIOL 115S<br><b>OR</b><br><b>AAM</b> | BIOL 40A                     | Human Anatomy & Physiology I   | 5     | B2/B3   | 5B/5C |
|  |  | AND                          |                                |       |         |       |
|  |  | BIOL 40B                     | Human Anatomy & Physiology II  | 5     | B2/B3   | 5B/5C |
|  |  | AND                          |                                |       |         |       |
|  |  | BIOL 40C                     | Human Anatomy & Physiology III | 5     | B2/B3   | 5B/5C |
|  |  | OR                           |                                |       |         |       |
|  |  | BIOL 14                      | Human Biology                  | 5     | B2/B3   | 5B/5C |
| Microeconomics (3)<br><b>OR</b><br>Macroeconomics (3)  | ECON 201<br><b>OR</b><br>ECON 202  | ECON 1B                      | Principles of Microeconomics   | 5     | D       | 4     |
|  |  | OR                           |                                |       |         |       |
|  |  | ECON 1A                      | Principles of Macroeconomics   | 5     | D       | 4     |
| <b>LIST A: Select two courses (6 units)</b>  |  |                              |                                |       |         |       |
| Introduction to Criminal Justice (3)   | AJ 110   |                              |                                |       |         |       |
| Introduction to Cultural Anthropology (3)  | ANTH 120   | ANTH 2A                      | Cultural Anthropology          | 4     | D       | 4     |
|  |  | OR                           |                                |       |         |       |
|  |  | ANTH 2AH                     | Honors Cultural Anthropology   | 4     | D       | 4     |

| TRANSFER MODEL CURRICULUM (TMC)                 |  | COLLEGE PROGRAM REQUIREMENTS |   |       |            |       |
|---|--|------------------------------|---|-------|------------|-------|
| Course Title (units)                            | C-ID Descriptor                                  | Course ID                    | Course Title  | Units | GE Area    |       |
|   |  |                              |   |       | CSU        | IGETC |
| Child Growth and Development (3)                | CDEV 100   | CHLD 1                       | Child Growth & Development: Prenatal Through Early Childhood        | 4     | D          | 4     |
|   |  | AND                          |   |       |            |       |
|   |  | CHLD 2                       | Child Growth & Development II: Middle Childhood Through Adolescence | 4     | D          | 4     |
| Child, Family and Community (3)                 | CDEV 110   | CHLD 8                       | Child, Family & Community   | 4     | D          | 4     |
| Intercultural Communication (3)                 | COMM 150   | COMM 12                      | Intercultural Communication   | 5     | C2, D      | 4     |
| Argumentative Writing and Critical Thinking (3) | ENGL 105   | ENGL 1B                      | Composition, Critical Reading & Thinking Through Literature         | 5     | A2, A3, C2 | 1B    |
|   |  | OR                           |   |       |            |       |
|   |  | ENGL 1BH                     | Honors Composition, Critical Reading & Thinking Through Literature  | 5     | A2, A3, C2 | 1B    |
|   |  | OR                           |   |       |            |       |
|   |  | ENGL 1C                      | Argumentative Writing & Critical Thinking                           | 5     | A3         | 1B    |
| OR  |  |                              |   |       |            |       |
| ENGL 1CH  | Honors Argumentative Writing & Critical Thinking | 5                            | A3  | 1B    |            |       |

| TRANSFER MODEL CURRICULUM (TMC)         |                 | COLLEGE PROGRAM REQUIREMENTS |  |       |         |       |
|---|-----------------|------------------------------|--|-------|---------|-------|
| Course Title (units)                    | C-ID Descriptor | Course ID                    | Course Title   | Units | GE Area |       |
|   |                 |                              |  |       | CSU     | IGETC |
| US History to 1877 (3)                  | HIST 130        | HIST 17A                     | History of the United States to 1815                         | 4     | D, US1  | 4     |
|   |                 | AND<br>HIST 17B              | History of the United States from 1812 to 1914               | 4     | D, US1  | 4     |
| US History from 1865 (3)                | HIST 140        | HIST 17B                     | History of the United States from 1812 to 1914               | 4     | D, US1  | 4     |
|   |                 | AND<br>HIST 17C              | History of the United States from 1914 to the Present        | 4     | D, US1  | 4     |
|   |                 | OR<br>HIST 17CH              | Honors History of the United States from 1914 to the Present | 4     | D, US1  | 4     |
| Introduction to Abnormal Psychology (3) | PSYC 120        | PSYC 25                      | Introduction to Abnormal Psychology                          | 4     | D       | 4     |
| Lifespan Psychology (3)                 | PSYC 180        | PSYC 40                      | Human Development  | 5     | D       | 4     |

| TRANSFER MODEL CURRICULUM (TMC)        |                 | COLLEGE PROGRAM REQUIREMENTS |                         |       |         |       |
|--|-----------------|------------------------------|-------------------------|-------|---------|-------|
| Course Title (units)                   | C-ID Descriptor | Course ID                    | Course Title            | Units | GE Area |       |
|  |                 |                              |                         |       | CSU     | IGETC |
| Drugs, Health, and Society (3)         | PHS 103         | HLTH 23                      | Drugs, Health & Society | 4     | D, E    | N/A   |
| Introduction to Social Justice (3)     | SJS 110         |                              |                         |       |         |       |
| Social Problems (3)                    | SOCI 115        | SOC 20                       | Major Social Problems   | 4     | D       | 4     |
| Introduction to Race and Ethnicity (3) | SOCI 150        | SOC 23                       | Race & Ethnic Relations | 4     | D       | 4     |

| TRANSFER MODEL CURRICULUM (TMC)  |                 | COLLEGE PROGRAM REQUIREMENTS      |                              |           |           |           |
|--|-----------------|-----------------------------------|------------------------------|-----------|-----------|-----------|
| Course Title (units)   | C-ID Descriptor | Course ID                         | Course Title                 | Units     | GE Area   |           |
|  |                 |                                   |                              |           | CSU       | IGETC     |
| Any other course or courses that have articulation as major preparation for one of the identified destination majors as a CSU or any CSU-transferable courses that is part of a CAADE or CAADAC recognized program at a CCC.<br>NOTE: Students can not be required to take more than one course that is not articulated at the CSU | <b>AAM</b>      | SOC 19                            | Alcohol & Drug Abuse         | 4         | E         | N/A       |
|  |                 | OR                                |                              |           |           |           |
|  |                 | SOC 40                            | Aspects of Marriage & Family | 4         | D, E      | 4         |
|  |                 | OR                                |                              |           |           |           |
|  |                 | SOC 45                            | Sociology of Sexuality       | 4         | D, E      | 4         |
| <b>Total Units for the Major:</b>  | <b>27</b>       | <b>Total Units for the Major:</b> |                              | 42.5-60.5 |           |           |
| <b>Total Units that may be double-counted</b><br><i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>  |                 |                                   |                              |           | 30        | 25        |
| <b>General Education (CSU-GE or IGETC) Units</b>   |                 |                                   |                              |           | <b>39</b> | <b>37</b> |
| <b>Elective (CSU Transferable) Units</b>   |                 |                                   |                              |           | 1.5-19.5  | 5.5-23.5  |
| <b>Total Degree Units (maximum)</b>  |                 |                                   |                              |           | <b>60</b> |           |

# JRNL F022B : INTERMEDIATE REPORTING/NEWSWRITING

**Proposal Type**

Course Revision

**Effective Term**

Summer 2023

**Subject**

Journalism (JRNL)

**Course Number**

F022B

**Department**

English (ENGL)

**Division**

Language Arts (1LA)

**Units**

5

**Course Title**

INTERMEDIATE REPORTING/NEWSWRITING

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

5

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

Yes

**Weekly Lecture Hours**

4

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

8

**Special Hourly Notation**

**Total Contact Hours**

84

**Total Student Learning Hours**

180

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

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

No

**Grading**

Letter Grade (Request for Pass/No Pass)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

**Please select**

**Permanent**

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

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**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Transfer

Workforce/CTE

**Criteria B. Need**

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

**Evidence**

Journalism courses support development in communication. Journalism is also a workforce program, where we train journalists through real-world experience. See attached Labor Market Information.

**Attach evidence**

LMI\_Foothill\_Journalism Occupations\_December 2022.docx

**Need/Justification**

This course helps to support the creation of student generated news on campus.

**Course Description**

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.

## Course Prerequisites

## Course Corequisites

## Course Advisories

Advisory: ENGL 1A or 1AH or ESLL 26; not open to students with credit in JRNL 21A.

## Course Objectives

The student will be able to:

1. Demonstrate a basic knowledge of the fundamentals of feature writing and the organization and structure of feature stories
2. Gather, organize, and synthesize information to compile into feature stories, and write these stories under deadline pressure
3. Prepare feature stories for converging audiences
4. Create plan for submitting story to freelance market
5. Employ editing techniques and use journalistic style
6. Identify and apply fundamental media law concepts, such as libel and privacy rights, and basic freedom of information tools, including public records and open meeting laws
7. Read and analyze current events news

## Course Content

1. Demonstrate a basic knowledge of the fundamentals of feature writing and the organization and structure of feature stories
  1. The news peg
  2. Feature leads
  3. Analysis of examples of good feature writing
  4. Recognizing important, compelling details
  5. Types of features: covering city councils, school boards, courts, police, and other local governmental bodies
  6. Difference between hard news story, soft news or feature story, opinion story
  7. The complex, multi-source feature long form story
2. Gather, organize, and synthesize information to compile into feature stories, and write these stories under deadline pressure
  1. Report and write multiple on- and off-campus public affairs-type stories, such as coverage of local or regional government, public safety, courts, and education
  2. Provide innovative story ideas
  3. Gather information from diverse sources
  4. Practice interviewing, note-taking, and fact-checking

5. Research and develop stories
6. Conduct professional interviews
7. Organize notes
3. Prepare feature stories for converging audiences
  1. The profile
  2. The consumer feature
  3. The human interest story
  4. The opinion piece
  5. The me-story (emotional, touching, or humorous)
  6. Using social media as a reporting tool
  7. Writing for various publication formats: print, online, multimedia, broadcast, and public relations
  8. Producing stories through audio, video, and other multimedia formats
  9. Locate and use diverse human, paper, and electronic sources
4. Create plan for submitting story to freelance market
  1. Identify markets for freelance opportunities
  2. Write query letter and submit story to appropriate market
  3. Unusual and minority markets
  4. Produce at least one major assignment utilizing basic multimedia skills, such as taking a photograph or capturing an audio/video interview, and/or employing social media or other emerging technology tools
5. Employ editing techniques and use journalistic style
  1. Practice revision and copy-editing
  2. Apply AP Style
6. Identify and apply fundamental media law concepts, such as libel and privacy rights, and basic freedom of information tools, including public records and open meeting laws
  1. Non-sexist, non-biased language
  2. Apply ethics codes and practices
  3. Open meeting laws, public records, and freedom of information requests
  4. Other media law concepts: libel and privacy
7. Read and analyze current events news
  1. Examine the basic concepts and techniques used in broadcast/webcast news and public relations writing

### **Lab Content**

Assist in production of a regular news or feature non-fiction product with a journalism emphasis by and for students and distributed to a campus or community audience. Must include weekly newsgathering activities regardless of publication frequency.

### **Special Facilities and/or Equipment**

1. Computer with word processing software and access to the internet, portable tape recorder/camera.

2. 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  |
|--|
| Reporting assignments/projects across multiple platforms                                 |
| Quizzes/exams  |
| Critiques  |
| Peer critiques   |
| Adherence to professional protocols (meeting deadlines, attendance, adherence to ethics) |

### Method(s) of Instruction

| Method(s) of Instruction                          |
|---|
| Lecture and visual aids                           |
| Discussion of assigned reading                    |
| Discussion and problem solving performed in class |
| In-class essays                                   |
| In-class exploration of internet sites            |
| Quiz and examination review performed in class    |
| Homework and extended projects                    |
| Guest speakers                                    |
| Collaborative learning and small group exercises  |

### Representative Text(s)

| Author(s)                             | Title  | Publication Date |
|---------------------------------------|--|------------------|
| Foreman, Gene, et al.                 | The Ethical Journalist, 3rd ed.  | 2022             |
| Harrower, Tim                         | Inside Reporting, 3rd ed.  | 2012             |
| Friedlander, Edward Jay, and John Lee | Feature Writing for Newspapers and Magazines: The Pursuit of Excellence, 7th ed. | 2010             |
| Knight, Robert M.                     | Journalistic Writing: Building the Skills, Honing the Craft                      | 2010             |

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

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

### Other Required Materials

Examples of Supporting Texts and References:

Goldstein, Norm. Associated Press Stylebook and Libel Manual. 2013.

Arnold, George T. Media Writer's Handbook: A Guide to Common Editing and Writing Problems, 6th ed. 2012.

Kessler, Lauren, and Duncan McDonald. When Words Collide: A Media Writer's Guide to Grammar and Style, 8th ed. 2012.

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

1. Reading approximately 250 pages from a textbook, websites, and/or handouts that include:
  1. Explanation of feature-writing style and leads
  2. Suggestions for finding diverse sources
  3. Examples of high-quality feature stories from professional media
  4. Media ethics and law applied to feature writing and freelance writing
2. Writing five feature stories, including:
  1. A multi-source personal profile
  2. An enterprise story demonstrating choice of diverse, reliable sources
  3. An entertainment review and/or opinion story
  4. A multi-source story that localizes a regional, national, or international story
3. In-class assignments and exercises and a final exam to demonstrate comprehension of journalistic standards and critical thinking as applied to sourcing and writing feature stories
4. Presenting at least one story as an online presentation, such as a blog or website, with links and graphics

#### **Authorized Discipline(s):**

Communication Studies or English or Journalism

#### **Faculty Service Area (FSA Code)**

JOURNALISM

#### **Taxonomy of Program Code (TOP Code)**

\*0602.00 - Journalism

#### **Attach Historical Forms/Documents (if applicable)**

[Articulation Office Only](#)

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#### **C-ID Notation**

JOUR 210

#### **IGETC Notation**

#### **CSU GE Notation**

**Transferability**

CSU/UC

**Validation Date**

1/9/18; 5/27/22; 6/9/22

**Division Dean Only**

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**Seat Count**

30

**Load**

.137

**FOAP Codes:****Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143131 - Journalism

**Account Code**

1320

**Program Code**

060100 - Media, Communications, General

# JRNL F053A : STUDENT MEDIA PRACTICUM I

**Proposal Type**

Course Revision

**Effective Term**

Summer 2023

**Subject**

Journalism (JRNL)

**Course Number**

F053A

**Department**

English (ENGL)

**Division**

Language Arts (1LA)

**Units**

5

**Course Title**

STUDENT MEDIA PRACTICUM I

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

5

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

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

6

**Weekly Out of Class Hours**

6

**Special Hourly Notation****Total Contact Hours**

108

**Total Student Learning Hours**

180

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

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

No

**Grading**

Letter Grade (Request for Pass/No Pass)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

## **Stand Alone**

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

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

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

**Please select**

**Permanent**

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

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**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Transfer

Workforce/CTE

**Criteria B. Need**

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

**Evidence**

Journalism courses support development in communication. Journalism is also a workforce program, where we train journalists through real-world experience. See attached Labor Market Information.

**Attach evidence**

LMI\_Foothill\_Journalism Occupations\_December 2022.docx

**Need/Justification**

This course helps to support the creation of student generated news on campus.

**Course Description**

Provides practical experience in creating basic news and feature content as members of the college newspaper, magazine, or online media staff, which includes a lab that regularly produces a news or feature non-fiction product with a journalism emphasis by and for students and distributed to a campus or community audience. Must include weekly news assignments. May include a variety of student media across multiple platforms, including print, broadcast, and online. Includes practical experience in design/layout, visual, online,

multimedia journalism, and emerging technologies. Must be student-produced with student leadership.

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

Advisory: ENGL 1A or 1AH or ESLL 26; not open to students with credit in JRNL 49.

### **Course Objectives**

The student will be able to:

1. Employ journalistic reporting and writing skills to produce stories for a student media product, such as a newspaper, magazine, or website
2. Demonstrate an understanding of the legal and ethical aspects of student media
3. Utilize basic media production technology and processes to present assignments

### **Course Content**

1. Employ journalistic reporting and writing skills to produce stories for a student media product, such as a newspaper, magazine, broadcast, or website
  1. Define relevant news content and best form for publication, such as photojournalism, broadcast journalism, print (magazine or newspaper), online, and multimedia journalism
  2. Gather news information weekly
  3. Complete assignments for publication by stated deadlines
  4. Revise and copy edit basic news and information into publishable form, with attention to accuracy, clarity, thoroughness, fairness, AP Style, and media law and ethics
  5. Build a portfolio of completed projects for student media that demonstrates a range of storytelling formats/styles
2. Demonstrate an understanding of the legal and ethical aspects of student media
  1. Discuss First Amendment issues
  2. Discuss libel, privacy, and copyright law, and ethics issues and policies affecting media
  3. Critique and self-critique newspapers, magazines, news websites, and/or news broadcasts
3. Utilize basic media production technology and processes to present assignments
  1. Develop news stories through written, visual, audio, video, or other multimedia formats
  2. Determine the best format—print, multimedia, visual, etc.—for telling basic news stories

3. Complete assignments and electronically file stories, photos, and video
4. Use software and web tools to present content visually
5. Develop effective design/layout for story presentation
6. Apply AP Style and legal and ethical guidelines

### **Lab Content**

Production of a regular news or feature non-fiction product with a journalism emphasis by and for students and distributed to a campus or community audience. Must include weekly newsgathering activities; regardless of publication frequency.

1. Finding stories
2. Reporting and writing news, feature, opinion, and sports stories
3. Using video equipment, editing video
4. Using a digital camera and photo editing software
5. Electronically filing stories, photos, and other visual media
6. Proofreading, copyediting, and improving stories
7. Applying standards, including multiple named sources, adequate lead, spelling, grammar, AP Style
8. Using design software
9. Interviewing for news media
10. Role of student media on campus
11. Finding college, expert, and real person sources using standard methods, websites, and social media
12. Online and multimedia presentation of stories
13. Utilizing journalism resources, such as textbooks, guides, and websites, to improve skills
14. Understanding and applying ethical standards for news reporting and photojournalism
15. Understanding and applying ethical standards for news reporting
16. Understanding news staff organization
17. Understanding media law as it applies to journalism
18. Using software and web programs to present stories
19. Exploring careers in news media
20. Exploring entrepreneurial opportunities in news media
21. Using critique and self-critique to improve the product
22. Understanding the business side of student media, such as advertising, promotions, printing, and distribution

### **Special Facilities and/or Equipment**

1. A classroom/laboratory equipped as a news room: computers with word processing, graphic, and page layout software; internet access; cameras; telephones; fax machine; portable recorders; references; basic supplies.

2. 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

Assignments evaluated for adherence to conventions of journalistic style, ethics, professionalism, and deadline timeliness across multiple platforms  
Comprehension tests and a final exam requiring students to demonstrate critical thinking using concepts that have been introduced and studied throughout the course  
Peer critiques and self-critiques evaluated based on thoroughness and identification of areas needing improvement  
Review of portfolio and log for completeness and professionalism of presentation

### Method(s) of Instruction

#### Method(s) of Instruction

Lecture and visual aids  
Discussion of assigned reading  
Collaborative learning and small group exercises  
Laboratory experience which involve students in formal exercises of news gathering and reporting activities

### Representative Text(s)

| Author(s)             | Title                                       | Publication Date |
|-----------------------|---|------------------|
| Foreman, Gene, et al. | The Ethical Journalist, 3rd ed.             | 2022             |
| Staff eds.            | Associated Press Stylebook and Libel Manual | 2012             |
| Harrower, Tim         | Inside Reporting                            | 2013             |
| Staff eds.            | The Script Handbook                         | Latest edition   |

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

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

### Other Required Materials

Examples of Supporting Texts and References:

Kanigel, Rachele. The Student Newspaper Survival Guide, 2nd ed. 2012.

The Missouri Group. Telling the Story: Writing for Print, Broadcast and Online Media, 5th ed. 2013.

Webster's New World College Dictionary, Recent edition.

Harrower, Tim. The Newspaper Designer's Handbook.

Associate Press Stylebook and Briefing on Media Law.

Kessler, Lauren, and Duncan McDonald. When Words Collide: A Media Writer's Guide to Grammar and Style, 8th ed. 2012.

Strunk, William. The Elements of Style.

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

1. Complete one or more basic reporting/writing and/or visual media and/or online assignments per week, such as coverage of one event; submit by deadline
2. Read about and react to journalistic concepts and issues using critical thinking skills
3. Participate in self-critiques and peer critiques
4. Compile a digital or print portfolio of completed work, including a log of activities with descriptions of learning experiences and time spent on assignments

#### **Authorized Discipline(s):**

Communication Studies or English or Journalism

#### **Faculty Service Area (FSA Code)**

JOURNALISM

#### **Taxonomy of Program Code (TOP Code)**

\*0602.00 - Journalism

#### **Attach Historical Forms/Documents (if applicable)**

#### Articulation Office Only

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#### **C-ID Notation**

JOUR 130

#### **IGETC Notation**

#### **CSU GE Notation**

#### **Transferability**

CSU

#### **Validation Date**

1/9/18; 5/27/22; 6/15/22

#### Division Dean Only

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#### **Seat Count**

30

#### **Load**

.162

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143131 - Journalism

**Account Code**

1320

**Program Code**

060100 - Media, Communications, General

# JRNL F053B : STUDENT MEDIA PRACTICUM II

**Proposal Type**

Course Revision

**Effective Term**

Summer 2023

**Subject**

Journalism (JRNL)

**Course Number**

F053B

**Department**

English (ENGL)

**Division**

Language Arts (1LA)

**Units**

5

**Course Title**

STUDENT MEDIA PRACTICUM II

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

5

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

Yes

**Weekly Lecture Hours**

2

**Weekly Lab Hours**

9

**Weekly Out of Class Hours**

4

**Special Hourly Notation****Total Contact Hours**

132

**Total Student Learning Hours**

180

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

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

No

**Grading**

Letter Grade (Request for Pass/No Pass)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

## **Stand Alone**

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

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

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

Please select

**Permanent**

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

---

**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Transfer

Workforce/CTE

**Criteria B. Need**

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

**Evidence**

Journalism courses support development in communication. Journalism is also a workforce program, where we train journalists through real-world experience. See attached Labor Market Information.

**Attach evidence**

LMI\_Foothill\_Journalism Occupations\_December 2022.docx

**Need/Justification**

This course helps to support the creation of student generated news on campus.

**Course Description**

This course provides practical experience in creating longer and complex news, feature, and visual content as a member of the college newspaper, magazine, or online media staff, requiring higher skill level and/or leadership/management involvement than JRNL 53A. Includes a lab that regularly produces a news or feature non-fiction product with a journalism emphasis by and for students and distributed to a campus or community audience. Must include weekly news assignments. May include a variety of student media across multiple platforms, including print, broadcast, and online. Includes practical

experience in design/layout, visual, online, multimedia journalism, emerging technologies, and leadership/management. Must be student-produced with student leadership.

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

Advisory: ENGL 1A or 1AH or ESLL 26; not open to students with credit in JRNL 25.

### **Course Objectives**

The student will be able to:

1. Employ journalistic reporting and writing skills to produce complex news, feature, sports, and/or opinion stories and visual media for a student media product, such as a newspaper, magazine, or website
2. Demonstrate an understanding of legal and ethical aspects of student media
3. Utilize media production technology and processes to present complex assignments and linked material

### **Course Content**

1. Employ journalistic reporting and writing skills to produce complex news, feature, sports, and/or opinion stories and visual media for a student media product, such as a newspaper, magazine, or website
  1. Develop intermediate level storytelling skills and leadership/management skills as an editor and/or leadership/management involvement
  2. Define relevant news content and best form, such as photojournalism, broadcast journalism, print (magazine or newspaper), online, and multimedia journalism
  3. Gather news information weekly
  4. Writing and presentation of intermediate level journalistic articles for print, online, or broadcast
  5. Complete assignments for publication by stated deadlines
  6. Revise and copy edit basic and advanced news and information into publishable form, with attention to accuracy, clarity, thoroughness, fairness, AP Style, and media law and ethics
  7. Build a portfolio of completed projects for student media that demonstrates a range of storytelling formats/styles that are more advanced than in JRNL 53A
2. Demonstrate an understanding of legal and ethical aspects of student media
  1. Discuss First Amendment issues
  2. Discuss libel, privacy, and copyright law, and ethics policies and issues affecting media

3. Critique complex series, packages, and photo essays in newspapers, magazines, news websites, and/or news broadcasts
4. The business side of the publication (advertising, sales, distribution)
3. Utilize media production technology and processes to present complex assignments and linked material
  1. Determine the best format—print, multimedia, visual, etc.—for telling basic news stories
  2. Complete complex assignments and electronically file stories, photos, video, and multimedia projects
  3. Develop effective design/layout for news and feature stories through written, visual, audio, video, or other multimedia formats
  4. Apply AP Style and legal and ethical guidelines
  5. Use software and web tools to present visually linked series, packages, and photo essays

### **Lab Content**

Production of a regular news or feature non-fiction product with a journalism emphasis by and for students and distributed to a campus or community audience. Must include weekly newsgathering activities, regardless of publication frequency.

1. Finding ideas for series, packages, and photo essays
2. Planning and sourcing for a series or package of related stories or photo essays
3. Envisioning complex coverage of news and feature stories with storyboards and mock-up layouts
4. Creating fact boxes and sidebars to accompany stories
5. Creating visuals to unify series and packages
6. Proofreading, copyediting, and improving stories
7. Applying standards, including multiple named sources, adequate lead, spelling, grammar, AP Style
8. Using government documents and data to source stories
9. Advocacy and public affairs reporting
10. Finding expert and "real people" sources using standard methods and social media
11. Using news judgment
12. Online and multimedia presentation of complex and linked stories
13. Utilizing journalism resources, such as textbooks, guides, and websites, to improve skills
14. Understanding ethical standards for news reporting
15. Understanding media law as it applies to journalism and student media
16. Understanding news staff organization
17. Exploring careers in news media
18. Exploring entrepreneurial opportunities in news media
19. Using critique and self-critique to improve the product

### Special Facilities and/or Equipment

1. A classroom/laboratory equipped as a news room: computers with word processing, graphic, and page layout and photo editing software; internet access; cameras; telephones; portable voice recorders; references; basic supplies.
2. 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

Assignments evaluated for adherence to conventions of journalistic style, ethics, professionalism, and deadline timeliness across multiple platforms  
Comprehension tests and a final exam requiring students to demonstrate critical thinking using concepts that have been introduced and studied throughout the course  
Peer critiques and self-critiques evaluated based on thoroughness and identification of areas needing improvement  
Review of portfolio and log for completeness and professionalism of presentation

### Method(s) of Instruction

#### Method(s) of Instruction

Lecture and visual aids  
Discussion of assigned reading  
Collaborative learning and small group exercises  
Laboratory experience which involve students in formal exercises of news gathering and reporting activities

### Representative Text(s)

| Author(s)             | Title                                       | Publication Date |
|-----------------------|---|------------------|
| Foreman, Gene, et al. | The Ethical Journalist, 3rd ed.             | 2022             |
| Staff eds.            | Associated Press Stylebook and Libel Manual | 2013             |
| Harrower, Tim         | Inside Reporting, 3rd ed.                   | 2013             |
| Staff eds.            | Script Handbook                             | Latest edition   |

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

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

### Other Required Materials

Examples of Supporting Texts and References:

Kanigel, Rachele. The Student Newspaper Survival Guide, 2nd ed. 2012.

Kobre, Kenneth. Videojournalism: Multimedia Storytelling. 2012.

Yopp, Jan Johnson, et al. Reaching Audiences: A Guide to Media Writing, 5th ed. 2010.  
Webster's New World College Dictionary, Recent edition.

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

1. Complete 6-8 complex assignments, such as a series, a package of related stories, or a photo essay with thematically-linked content; submit by deadline
2. Read about and react to photojournalism and other journalistic concepts and issues using critical thinking skills
3. Participate in self-critiques and peer critiques
4. Compile a digital portfolio of completed work, including a log of activities with descriptions of learning experiences and time spent on assignments

**Authorized Discipline(s):**

Communication Studies or English or Journalism

**Faculty Service Area (FSA Code)**

JOURNALISM

**Taxonomy of Program Code (TOP Code)**

\*0602.00 - Journalism

**Attach Historical Forms/Documents (if applicable)**

Articulation Office Only

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**C-ID Notation**

JOUR 131

**IGETC Notation**

**CSU GE Notation**

**Transferability**

CSU

**Validation Date**

1/9/18; 5/27/22; 6/15/22

Division Dean Only

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**Seat Count**

30

**Load**

.187

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143131 - Journalism

**Account Code**

1320

**Program Code**

060100 - Media, Communications, General

# JRNL F060. : EDITORIAL LEADERSHIP FOR STUDENT NEWS MEDIA

**Proposal Type**

Course Revision

**Effective Term**

Summer 2023

**Subject**

Journalism (JRNL)

**Course Number**

F060.

**Department**

English (ENGL)

**Division**

Language Arts (1LA)

**Units**

2

**Course Title**

EDITORIAL LEADERSHIP FOR STUDENT NEWS MEDIA

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

2

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

Yes

**Weekly Lecture Hours**

0

**Weekly Lab Hours**

6

**Weekly Out of Class Hours**

0

**Special Hourly Notation**

**Total Contact Hours**

72

**Total Student Learning Hours**

72

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

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

No

**Grading**

Letter Grade (Request for Pass/No Pass)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

**Please select**

**Permanent**

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

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**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Transfer

Workforce/CTE

**Criteria B. Need**

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

**Evidence**

Journalism courses support development in communication. Journalism is also a workforce program, where we train journalists through real-world experience. See attached Labor Market Information.

**Attach evidence**

LMI\_Foothill\_Journalism Occupations\_December 2022.docx

**Need/Justification**

This course helps to support the creation of student generated news on campus.

**Course Description**

Practical experience in planning, assigning, editing, and placing print, video, and/or web content as members of the college newspaper, magazine, or media staff.

**Course Prerequisites**

**Course Corequisites**

## **Course Advisories**

## **Course Objectives**

The student will be able to:

1. Apply journalistic skills in assigning, editing, and placing content for a student media product, such as a newspaper, magazine, or website
2. Apply leadership skills to assigning stories and other content and overseeing reporters, photographers, and other content contributors
3. Manage content from creation to publication in print or online

## **Course Content**

1. Apply journalistic skills in assigning, editing, and placing content for a student media product, such as a newspaper, magazine, or website
  1. Plan and assign stories to peers (content producers and/or fellow editors)
  2. Complete editing assignments by stated deadlines
2. Apply leadership skills to assigning stories and other content and overseeing reporters, photographers, and other content contributors
  1. Research and create assignments appropriate for student media
  2. Interact with reporters, photographers, and other content providers about content, revisions, and deadlines
  3. Critique and self-critique editing issues in newspapers, magazines, news websites, and/or news broadcasts
3. Manage content from creation to publication in print or online
  1. Apply conventions of journalistic and AP Style
  2. Follow ethical and legal guidelines in editing content for student news media
4. Apply software and web skills in placing and posting content

## **Lab Content**

Production of a regular news or feature non-fiction product with a journalism emphasis by and for students and distributed to a campus or community audience. Must include weekly newsgathering activities, regardless of publication frequency.

1. Finding and assigning stories, photos, and graphics for sections, such as news, features, sports, and opinions
2. Copy editing and proofreading
3. Managing a student newspaper or news website
4. Responding to reader email, letters, and online comments
5. Demonstrating proper formats to reporters and photographers
6. Demonstrating software and web tools to peers

7. Applying standards, including multiple named sources, adequate lead, spelling, grammar, AP Style
8. Reformatting and placing photos for print or online presentation
9. Choosing and using graphic elements
10. Using page design software
11. Understanding and applying copyright law
12. Understanding ethics and media law as they apply to news websites and social media
13. Using journalistic standards for cropping and editing photos
14. Exploring careers in news media
15. Understanding news staff organization
16. Exploring entrepreneurial opportunities in news media
17. Understanding media law as it applies to broadcast and video journalism
18. Applying canons of journalism

### **Special Facilities and/or Equipment**

1. A classroom/laboratory equipped as a newsroom: computers with word processing, graphic, and page layout software; internet access; cameras; telephones; fax machine; portable recorders; references; basic supplies.
2. When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

### **Methods of Evaluation**

#### **Methods of Evaluation**

Completion of one assignment per week, which may include creating assignments, editing, and placing content for one or more sections of the student newspaper, website, or magazine; compliance with deadlines

Demonstration of leadership among peers (reporters, photographers, and other content providers) with clear communication on deadlines and revisions

Reading about and reacting to issues concerning newsroom leadership and editing using critical thinking skills

Compilation of a digital or print portfolio of completed work, including a log of activities with descriptions of learning experiences and time spent on assignments

### **Method(s) of Instruction**

#### **Method(s) of Instruction**

Laboratory experience which involves students in formal exercises of news gathering and reporting activities

### **Representative Text(s)**

| <b>Author(s)</b>      | <b>Title</b>                    | <b>Publication Date</b> |
|-----------------------|---------------------------------|-------------------------|
| Foreman, Gene, et al. | The Ethical Journalist, 3rd ed. | 2022                    |

| Author(s)       | Title                                       | Publication Date |
|-----------------|---|------------------|
| Staff eds.      | Associated Press Stylebook and Libel Manual | 2012             |
| Harrower, Tim   | Inside Reporting, 3rd ed.                   | 2013             |
| Staff eds.      | The Script Handbook                         | Latest edition   |
| Bowles, Dorothy | Creative Editing, 6th ed.                   | 2010             |

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

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

**Other Required Materials**

Examples of Supporting Texts and References:

Kanigel, Rachele. The Student Newspaper Survival Guide, 2nd ed. 2012.

Yopp, Jan Johnson, et al. Reaching Audiences: A Guide to Media Writing, 5th ed. 2010.

Webster's New World College Dictionary, Recent edition.

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

1. One assignment per week, which may include creating assignments, editing, and placing content for one or more sections of the student newspaper, website, or magazine; comply with deadlines
2. Read about and react to issues concerning newsroom leadership and editing using critical thinking skills
3. Compile a digital or print portfolio of completed work, including a log of activities with descriptions of learning experiences and time spent on assignments

**Authorized Discipline(s):**

Communication Studies or English or Journalism

**Faculty Service Area (FSA Code)**

JOURNALISM

**Taxonomy of Program Code (TOP Code)**

\*0602.00 - Journalism

**Attach Historical Forms/Documents (if applicable)**

Articulation Office Only

**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

CSU

**Validation Date**

6/6/17; 5/27/22; 6/15/22

**Division Dean Only**

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**Seat Count**

35

**Load**

.095

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143131 - Journalism

**Account Code**

1320

**Program Code**

060100 - Media, Communications, General

# JRNL F061. : REPORTING FOR STUDENT NEWS MEDIA

**Proposal Type**

Course Revision

**Effective Term**

Summer 2023

**Subject**

Journalism (JRNL)

**Course Number**

F061.

**Department**

English (ENGL)

**Division**

Language Arts (1LA)

**Units**

2

**Course Title**

REPORTING FOR STUDENT NEWS MEDIA

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

2

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

Yes

**Weekly Lecture Hours**

0

**Weekly Lab Hours**

6

**Weekly Out of Class Hours**

0

**Special Hourly Notation**

**Total Contact Hours**

72

**Total Student Learning Hours**

72

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

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

No

**Grading**

Letter Grade (Request for Pass/No Pass)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

**Please select**

**Permanent**

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

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**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Transfer

Workforce/CTE

**Criteria B. Need**

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

**Evidence**

Journalism courses support development in communication. Journalism is also a workforce program, where we train journalists through real-world experience. See attached Labor Market Information.

**Attach evidence**

LMI\_Foothill\_Journalism Occupations\_December 2022.docx

**Need/Justification**

This course helps to support the creation of student generated news on campus.

**Course Description**

Practical experience contributing as a reporter to the college newspaper and/or digital media.

**Course Prerequisites**

**Course Corequisites**

## **Course Advisories**

## **Course Objectives**

The student will be able to:

1. Communicate with one or more editors to obtain assignments
2. Produce and contribute appropriate journalistic assignments to the student media

## **Course Content**

1. Communicate with one or more editors to obtain assignments
  1. Select assignments from assignment list or discussion with editor(s)
  2. Suggest assignments to editor(s)
2. Produce and contribute appropriate journalistic assignments to the student media
  1. Report and write for the student newspaper, magazine, or related website, following ethical and journalistic guidelines
  2. Turn in assignments in appropriate format and within stated deadline

## **Lab Content**

Production of a regular news or feature product with a journalism emphasis by and for students and distributed to a campus or community audience. Some suggested possible lab activities leading toward publication might be (options):

1. Finding stories
2. Reporting and writing news, feature, opinion, and sports stories
3. Using video equipment, editing video
4. Using a digital camera and photo editing software
5. Electronically filing stories, photos, and other visual media
6. Proofreading, copyediting, and improving stories
7. Applying standards, including multiple named sources, adequate lead, spelling, grammar, AP Style
8. Using design software
9. Interviewing for news media
10. Role of student media on campus
11. Finding college, expert, and real person sources using standard methods, websites, and social media
12. Online and multimedia presentation of stories
13. Utilizing journalism resources, such as textbooks, guides, and websites, to improve skills
14. Understanding and applying ethical standards for news reporting and photojournalism
15. Understanding and applying ethical standards for news reporting

16. Understanding news staff organization
17. Understanding media law as it applies to journalism
18. Using software and web programs to present stories
19. Exploring careers in news media
20. Exploring entrepreneurial opportunities in news media
21. Using critique and self-critique to improve the product
22. Understanding the business side of student media, such as advertising, promotions, printing, and distribution

### Special Facilities and/or Equipment

1. Varies with assignment, but may include computer with internet access, camera, or drawing tools.
2. When taught online, ongoing access to computer with email and access to relevant Learning Management Systems.

### Methods of Evaluation

#### Methods of Evaluation

Assignments evaluated based on adherence to reporting guidelines and deadline timeliness  
 Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course  
 Evaluation of log report for completeness

### Method(s) of Instruction

#### Method(s) of Instruction

Laboratory experiences which involve students in formal exercises of news gathering and reporting

### Representative Text(s)

| Author(s)             | Title   | Publication Date |
|-----------------------|---|------------------|
| Foreman, Gene, et al. | The Ethical Journalist, 3rd ed.               | 2022             |
| Staff eds.            | The Script Handbook                           | Latest edition   |
| Harrower, Tim         | Inside Reporting, 3rd ed.                     | 2013             |
| Kanigel, Rachele      | The Student Newspaper Survival Guide, 2nd ed. | 2011             |

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

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

### Other Required Materials

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

1. Identify, propose, and complete one approved assignment per week; submit by deadline
2. Read about and react to journalistic concepts and issues regarding writing and reporting using critical thinking
3. Keep a log of activities, learning experiences, and time spent on assignments

### **Authorized Discipline(s):**

Communication Studies or English or Journalism

### **Faculty Service Area (FSA Code)**

JOURNALISM

### **Taxonomy of Program Code (TOP Code)**

\*0602.00 - Journalism

### **Attach Historical Forms/Documents (if applicable)**

### **Articulation Office Only**

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### **C-ID Notation**

### **IGETC Notation**

### **CSU GE Notation**

### **Transferability**

CSU

### **Validation Date**

6/6/17; 5/27/22; 6/17/22

### **Division Dean Only**

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### **Seat Count**

35

### **Load**

.095

### **FOAP Codes:**

### **Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143131 - Journalism

**Account Code**

1320

**Program Code**

060100 - Media, Communications, General

# JRNL F062. : DIGITAL PRODUCTION FOR STUDENT MEDIA

**Proposal Type**

Course Revision

**Effective Term**

Summer 2023

**Subject**

Journalism (JRNL)

**Course Number**

F062.

**Department**

English (ENGL)

**Division**

Language Arts (1LA)

**Units**

2

**Course Title**

DIGITAL PRODUCTION FOR STUDENT MEDIA

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

2

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

Yes

**Weekly Lecture Hours**

0

**Weekly Lab Hours**

6

**Weekly Out of Class Hours**

0

**Special Hourly Notation**

**Total Contact Hours**

72

**Total Student Learning Hours**

72

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

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

No

**Grading**

Letter Grade (Request for Pass/No Pass)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

**Please select**

**Permanent**

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

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**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Transfer

Workforce/CTE

**Criteria B. Need**

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

**Evidence**

Journalism courses support development in communication. Journalism is also a workforce program, where we train journalists through real-world experience. See attached Labor Market Information.

**Attach evidence**

LMI\_Foothill\_Journalism Occupations\_December 2022.docx

**Need/Justification**

This course helps to support the creation of student generated news on campus.

**Course Description**

Practical experience contributing as a digital content producer to the college news media.

**Course Prerequisites**

**Course Corequisites**

## **Course Advisories**

## **Course Objectives**

The student will be able to:

1. Communicate with one or more editors to obtain assignments
2. Produce and contribute appropriate journalistic assignments to the student media

## **Course Content**

1. Communicate with one or more editors to obtain assignments
  1. Select assignments from assignment list or discussion with editor(s)
  2. Suggest assignments to editor(s)
2. Produce and contribute appropriate journalistic assignments to the student media
  1. Produce content for student news website and social media following ethical and journalistic guidelines
  2. Turn in assignments in appropriate format and within stated deadline

## **Lab Content**

Production of a regular news or feature product with a journalism emphasis by and for students and distributed to a campus or community audience. Some suggested possible lab activities leading toward publication might be (options):

1. Finding stories
2. Reporting and writing news, feature, opinion, and sports stories
3. Using video equipment, editing video
4. Using a digital camera and photo editing software
5. Electronically filing stories, photos, and other visual media
6. Proofreading, copyediting, and improving stories
7. Applying standards, including multiple named sources, adequate lead, spelling, grammar, AP style
8. Using design software
9. Interviewing for news media
10. Role of student media on campus
11. Finding college, expert, and real person sources using standard methods, websites, and social media
12. Online and multimedia presentation of stories
13. Utilizing journalism resources, such as textbooks, guides, and websites, to improve skills
14. Understanding and applying ethical standards for news reporting and photojournalism
15. Understanding and applying ethical standards for news reporting

16. Understanding news staff organization
17. Understanding media law as it applies to journalism
18. Using software and web programs to present stories
19. Exploring careers in news media
20. Exploring entrepreneurial opportunities in news media
21. Using critique and self-critique to improve the product
22. Understanding the business side of student media, such as advertising, promotions, printing, and distribution

### Special Facilities and/or Equipment

1. Computer with internet access, video camera, basic video editing software.
2. When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

### Methods of Evaluation

| Methods of Evaluation  |
|--|
| Assignments evaluated for adherence to video reporting guidelines and deadline timeliness  |
| Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course |
| Evaluation of log report for completeness  |

### Method(s) of Instruction

| Method(s) of Instruction  |
|---|
| Laboratory experiences which involve students in formal exercises of news gathering and reporting |

### Representative Text(s)

| Author(s)             | Title   | Publication Date |
|-----------------------|---|------------------|
| Foreman, Gene, et al. | The Ethical Journalist, 3rd ed.                 | 2022             |
| Staff eds.            | The Script Handbook                             | Latest edition   |
| Staff eds.            | The Associated Press Stylebook and Libel Manual | 2012             |

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

### Other Required Materials

Examples of Supporting Texts and References:

Kanigel, Rachele. The Student Newspaper Survival Guide, 2nd ed. 2011.

Papper, Robert A. Broadcast News Writing Stylebook, 5th ed. 2012.

Kobre, Kenneth. Videojournalism: Multimedia Storytelling. 2012.

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

1. Identify and complete one approved assignment per week; submit by deadline
2. Read about and react to journalistic concepts and issues using critical thinking
3. Keep a log of activities, learning experiences, and time spent on assignments

### **Authorized Discipline(s):**

Communication Studies or English or Journalism

### **Faculty Service Area (FSA Code)**

JOURNALISM

### **Taxonomy of Program Code (TOP Code)**

\*0602.00 - Journalism

### **Attach Historical Forms/Documents (if applicable)**

### Articulation Office Only

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### **C-ID Notation**

### **IGETC Notation**

### **CSU GE Notation**

### **Transferability**

CSU

### **Validation Date**

6/6/17; 5/27/22; 6/9/22

### Division Dean Only

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### **Seat Count**

35

### **Load**

.095

### **FOAP Codes:**

### **Fund Code**

114000 - General Operating- Unrestricted

### **Org Code**

143131 - Journalism

**Account Code**

1320

**Program Code**

060100 - Media, Communications, General

# JRNL F064. : PHOTOGRAPHY FOR STUDENT MEDIA

**Proposal Type**

Course Revision

**Effective Term**

Summer 2023

**Subject**

Journalism (JRNL)

**Course Number**

F064.

**Department**

English (ENGL)

**Division**

Language Arts (1LA)

**Units**

2

**Course Title**

PHOTOGRAPHY FOR STUDENT MEDIA

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

2

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

Yes

**Weekly Lecture Hours**

0

**Weekly Lab Hours**

6

**Weekly Out of Class Hours**

0

**Special Hourly Notation**

**Total Contact Hours**

72

**Total Student Learning Hours**

72

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

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

No

**Grading**

Letter Grade (Request for Pass/No Pass)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

**Please select**

**Permanent**

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

---

**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Transfer

Workforce/CTE

**Criteria B. Need**

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

**Evidence**

Journalism courses support development in communication. Journalism is also a workforce program, where we train journalists through real-world experience. See attached Labor Market Information.

**Attach evidence**

LMI\_Foothill\_Journalism Occupations\_December 2022.docx

**Need/Justification**

This course helps to support the creation of student generated news on campus.

**Course Description**

Practical experience contributing as a photographer to the college newspaper and/or digital media.

**Course Prerequisites**

**Course Corequisites**

## **Course Advisories**

## **Course Objectives**

The student will be able to:

1. Communicate with one or more editors to obtain photography assignments
2. Produce and contribute appropriate photojournalism assignments to the student media

## **Course Content**

1. Communicate with one or more editors to obtain photography assignments
  1. Select assignments from assignment list or discussion with editor(s)
  2. Suggest assignments to editor(s)
2. Produce and contribute appropriate photojournalism assignments to the student media
  1. Complete photo assignments for the student newspaper, magazine, or related website, following ethical and journalistic guidelines
  2. Turn in assignments in appropriate format and within stated deadline

## **Lab Content**

Production of a regular news or feature product with a journalism emphasis by and for students and distributed to a campus or community audience. Some suggested possible lab activities leading toward publication might be (options):

1. Finding stories
2. Reporting and writing news, feature, opinion, and sports stories
3. Using video equipment, editing video
4. Using a digital camera and photo editing software
5. Electronically filing stories, photos, and other visual media
6. Proofreading, copyediting, and improving stories
7. Applying standards, including multiple named sources, adequate lead, spelling, grammar, AP Style
8. Using design software
9. Interviewing for news media
10. Role of student media on campus
11. Finding college, expert, and real person sources using standard methods, websites, and social media
12. Online and multimedia presentation of stories
13. Utilizing journalism resources, such as textbooks, guides, and websites, to improve skills

14. Understanding and applying ethical standards for news reporting and photojournalism
15. Understanding and applying ethical standards for news reporting
16. Understanding news staff organization
17. Understanding media law as it applies to journalism
18. Using software and web programs to present stories
19. Exploring careers in news media
20. Exploring entrepreneurial opportunities in news media
21. Using critique and self-critique to improve the product
22. Understanding the business side of student media, such as advertising, promotions, printing, and distribution

### Special Facilities and/or Equipment

1. Computer with internet access, camera.
2. When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

### Methods of Evaluation

#### Methods of Evaluation

Assignments evaluated for adherence to photojournalism guidelines and deadline timeliness  
 Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course  
 Evaluation of log report for completeness

### Method(s) of Instruction

#### Method(s) of Instruction

Laboratory experiences which involve students in formal exercises of news gathering and reporting

### Representative Text(s)

| Author(s)             | Title                                       | Publication Date |
|-----------------------|---|------------------|
| Foreman, Gene, et al. | The Ethical Journalist, 3rd ed.             | 2022             |
| Staff eds.            | The Script Handbook                         | 2020             |
| Staff eds.            | Associated Press Stylebook and Libel Manual | 2012             |
| Harrower, Tim         | Inside Reporting                            | 2013             |

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

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

## **Other Required Materials**

Examples of Supporting Texts and References:

Kanigel, Rachele. The Student Newspaper Survival Guide, 2nd ed. 2011.

Kobre, Kenneth. Photojournalism: The Professionals' Approach, 6th ed. 2008.

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

1. Identify, propose, and complete one approved photography assignment per week; submit by deadline
2. Read about and react to journalistic concepts and issues regarding photography, using critical thinking
3. Keep a log of activities, learning experiences, and time spent on assignments

### **Authorized Discipline(s):**

Communication Studies or English or Journalism

### **Faculty Service Area (FSA Code)**

JOURNALISM

### **Taxonomy of Program Code (TOP Code)**

\*0602.00 - Journalism

### **Attach Historical Forms/Documents (if applicable)**

[Articulation Office Only](#)

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

CSU

**Validation Date**

6/6/17; 5/27/22; 6/9/22

[Division Dean Only](#)

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**Seat Count**

35

**Load**

.095

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143131 - Journalism

**Account Code**

1320

**Program Code**

060100 - Media, Communications, General

# JRNL F070R : INDEPENDENT STUDY IN JOURNALISM

**Proposal Type**

Course Revision

**Effective Term**

Summer 2023

**Subject**

Journalism (JRNL)

**Course Number**

F070R

**Department**

English (ENGL)

**Division**

Language Arts (1LA)

**Units**

1

**Course Title**

INDEPENDENT STUDY IN JOURNALISM

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

1

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

Yes

**Weekly Lecture Hours**

0

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

0

**Special Hourly Notation**

**Total Contact Hours**

36

**Total Student Learning Hours**

36

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

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

No

**Grading**

Letter Grade Only

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

**Please select**

**Permanent**

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

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**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Transfer

Workforce/CTE

**Criteria B. Need**

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

**Evidence**

Journalism courses support development in communication. Journalism is also a workforce program, where we train journalists through real-world experience. See attached Labor Market Information.

**Attach evidence**

LMI\_Foothill\_Journalism Occupations\_December 2022.docx

**Need/Justification**

This course provides the student an opportunity to expand on topics beyond the classroom.

**Course Description**

Provides an opportunity for the student to expand their studies in Journalism beyond the classroom by completing a project or an assignment arranged by agreement between the student and instructor. The student is required to contract with the instructor to determine the scope of assignment and the unit value assigned for successful completion. Students may take a maximum of 6 units of Independent Study per department.

**Course Prerequisites**

## **Course Corequisites**

## **Course Advisories**

## **Course Objectives**

The student will be able to:

1. Plan an independent study project in Journalism
2. Conduct the study by means of literature research, fieldwork, or laboratory work, or other means mutually agreed upon in the student-faculty contract as appropriate for the discipline
3. Present the results of the study in a written or oral report or by some other means as determined by the contract

## **Course Content**

This course is based on independent research or course of study related to the topics outlined in the student contract.

## **Lab Content**

Not applicable.

## **Special Facilities and/or Equipment**

When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

## **Methods of Evaluation**

### **Methods of Evaluation**

Evaluation is based on the completion of the scope of work described in the student-faculty contract

## **Method(s) of Instruction**

### **Method(s) of Instruction**

Independent study as defined in the student-faculty contract

## **Representative Text(s)**

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

**Other Required Materials**

Texts will vary with content.

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

This course requires research, analysis, field study, portfolio, or other independent assignments of an agreed upon college-level subject.

**Authorized Discipline(s):**

Communication Studies or English or Journalism

**Faculty Service Area (FSA Code)**

JOURNALISM

**Taxonomy of Program Code (TOP Code)**

\*0602.00 - Journalism

**Attach Historical Forms/Documents (if applicable)**

[Articulation Office Only](#)

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**C-ID Notation****IGETC Notation****CSU GE Notation****Transferability**

CSU

**Validation Date**

6/6/17; 5/27/22

[Division Dean Only](#)

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**Seat Count**

35

**Load**

.000

**FOAP Codes:****Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143131 - Journalism

**Account Code**

1320

**Program Code**

060100 - Media, Communications, General



# Labor Market Information Report

## Journalism Occupations

### Foothill College

Prepared by the San Francisco Bay Center of Excellence for Labor Market Research

December 2022

#### Recommendation

Based on all available data, there appears to be an “undersupply” of Journalism workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara county). There is a projected annual gap of about 1,612 students in the Bay region and 261 students in the Silicon Valley Sub-Region.

#### Introduction

This report provides student outcomes data on employment and earnings for TOP 0602.00 Journalism programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

This report profiles Journalism Occupations in the 12 county Bay region and in the Silicon Valley sub-region for exploratory purposes at Foothill College.

- **Producers and Directors (27-2012):** Produce or direct stage, television, radio, video, or motion picture productions for entertainment, information, or instruction. Responsible for creative decisions, such as interpretation of script, choice of actors or guests, set design, sound, special effects, and choreography.  
Entry-Level Educational Requirement: Bachelor’s degree  
Training Requirement: None  
Percentage of Community College Award Holders or Some Postsecondary Coursework: 20%
- **Broadcast Announcers and Radio Disc Jockeys (27-3011):** Speak or read from scripted materials, such as news reports or commercial messages, on radio or television. May announce artist or title of performance, identify station, or interview guests. Excludes “Broadcast News Analysts” (27-3021).  
Entry-Level Educational Requirement: Bachelor’s degree  
Training Requirement: None  
Percentage of Community College Award Holders or Some Postsecondary Coursework: 32%
- **News Analysts, Reporters, and Journalists (27-3023):** NA  
Entry-Level Educational Requirement: Bachelor’s degree  
Training Requirement: None  
Percentage of Community College Award Holders or Some Postsecondary Coursework: 12%
- **Writers and Authors (27-3043):** Originate and prepare written material, such as scripts, stories, advertisements, and other material. Excludes “Public Relations Specialists” (27-3031) and “Technical Writers” (27-3042).  
Entry-Level Educational Requirement: Bachelor’s degree

Training Requirement: Long-term on-the-job training

Percentage of Community College Award Holders or Some Postsecondary Coursework: 12%

## Occupational Demand

**Table 1. Employment Outlook for Journalism Occupations in Bay Region**

| Occupation                                  | 2020 Jobs     | 2025 Jobs     | 5-yr Change  | 5-yr % Change | 5-yr Total Openings | Annual Openings | 25% Hourly Earning | Median Hourly Wage |
|---|---------------|---------------|--------------|---------------|---------------------|-----------------|--------------------|--------------------|
| Producers and Directors                     | 5,433         | 6,920         | 1,487        | 27%           | 4,246               | 849             | \$32               | \$47               |
| Broadcast Announcers and Radio Disc Jockeys | 795           | 704           | -92          | -12%          | 414                 | 83              | \$17               | \$23               |
| News Analysts, Reporters, and Journalists   | 1,063         | 1,274         | 210          | 20%           | 970                 | 194             | \$18               | \$26               |
| Writers and Authors                         | 5,615         | 6,065         | 450          | 8%            | 3,291               | 658             | \$15               | \$34               |
| <b>Total</b>                                | <b>12,907</b> | <b>14,963</b> | <b>2,056</b> | <b>16%</b>    | <b>8,920</b>        | <b>1,784</b>    |                    |                    |

Source: EMSI 2022.3

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

**Table 2. Employment Outlook for Journalism Occupations in Silicon Valley Sub-region**

| Occupation                                  | 2020 Jobs    | 2025 Jobs    | 5-yr Change | 5-yr % Change | 5-yr Total Openings | Annual Openings | 25% Hourly Earning | Median Hourly Wage |
|---|--------------|--------------|-------------|---------------|---------------------|-----------------|--------------------|--------------------|
| Producers and Directors                     | 1,222        | 1,406        | 184         | 15%           | 738                 | 148             | \$38               | \$56               |
| Broadcast Announcers and Radio Disc Jockeys | 186          | 158          | -28         | -15%          | 78                  | 16              | \$17               | \$23               |
| News Analysts, Reporters, and Journalists   | 267          | 219          | -47         | -18%          | 170                 | 34              | \$19               | \$31               |
| Writers and Authors                         | 984          | 1,071        | 86          | 9%            | 571                 | 114             | \$17               | \$36               |
| <b>Total</b>                                | <b>2,659</b> | <b>2,854</b> | <b>195</b>  | <b>7%</b>     | <b>1,558</b>        | <b>312</b>      |                    |                    |

Source: EMSI 2022.3

**Silicon Valley Sub-Region includes:** Santa Clara County

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

**Table 3. Number of Job Postings by Occupation for 12 months (Nov. 2021 – Oct. 2022)**

| Occupation                            | Bay Region | Silicon Valley |
|---------------------------------------|------------|----------------|
| Copy Writers                          | 1,926      | 504            |
| Producers                             | 1,493      | 421            |
| Reporters and Correspondents          | 534        | 107            |
| Poets, Lyricists and Creative Writers | 356        | 67             |

|  |     |    |
|--|-----|----|
| Radio and Television Announcers                          | 115 | 18 |
| Directors- Stage, Motion Pictures, Television, and Radio | 98  | 24 |
| Program Directors  | 65  | 15 |
| Talent Directors   | 15  | 2  |
| Technical Directors/Managers                             | 11  | 4  |

Source: Burning Glass

**Table 4a. Top Job Titles for Journalism Occupations for 12 months (Nov. 2021 – Oct. 2022) - Bay Region**

| Title                         | Bay | Title                         | Bay |
|-------------------------------|-----|-------------------------------|-----|
| Copywriter                    | 233 | Executive Producer            | 44  |
| Blogger/Writer                | 202 | Digital Producer              | 40  |
| Producer                      | 94  | Freelance Writer              | 38  |
| Ux Writer                     | 89  | Video Producer                | 37  |
| Content Writer                | 76  | Creative Producer             | 33  |
| Senior Copywriter             | 63  | Kgo-Tv/Abc Executive Producer | 32  |
| Associate Producer            | 54  | Senior Ux Writer              | 32  |
| Kgo-Tv/Abc Executive Producer | 50  | Marketing Copywriter          | 29  |
| Reporter                      | 46  | Writer                        | 22  |

Source: Burning Glass

**Table 4b. Top Job Titles for Journalism Occupations for 12 months (Nov. 2021 – Oct. 2022) - Silicon Valley Sub-Region**

| Title              | Silicon Valley | Title                           | Silicon Valley |
|--------------------|----------------|---------------------------------|----------------|
| Copywriter         | 54             | Ux Writer II                    | 14             |
| Ux Writer          | 40             | Associate Producer, Interactive | 12             |
| Blogger/Writer     | 31             | Screen Producer                 | 12             |
| Associate Producer | 18             | Ux Writer III                   | 10             |
| Content Writer     | 18             | Awf Author                      | 9              |
| Producer IV        | 18             | Stage Manager                   | 9              |
| Senior Copywriter  | 16             | Associate Hardware Producer     | 8              |
| Creative Producer  | 15             | Executive Producer              | 7              |
| Producer           | 15             | General Writer                  | 7              |

Source: Burning Glass

## Industry Concentration

**Table 5. Industries hiring Journalism Workers in Bay Region**

| Industry - 6 Digit NAICS (No. American Industry Classification) Codes | Jobs in Industry (2020) | Jobs in Industry (2025) | % Change (2020-25) | % Occupation Group in Industry (2020) |
|---|-------------------------|-------------------------|--------------------|---------------------------------------|
| Internet Publishing and Broadcasting and Web Search Portals           | 2,745                   | 3,182                   | 16%                | 25%                                   |
| Independent Artists, Writers, and Performers                          | 1,398                   | 1,650                   | 18%                | 15%                                   |
| Motion Picture and Video Production                                   | 482                     | 746                     | 55%                | 7%                                    |
| Television Broadcasting   | 646                     | 572                     | -11%               | 6%                                    |
| Cable and Other Subscription Programming                              | 269                     | 351                     | 30%                | 4%                                    |
| Radio Stations  | 425                     | 399                     | -6%                | 4%                                    |
| Software Publishers   | 299                     | 352                     | 18%                | 3%                                    |
| Theater Companies and Dinner Theaters                                 | 122                     | 306                     | 151%               | 2%                                    |
| Teleproduction and Other Postproduction Services                      | 133                     | 283                     | 113%               | 2%                                    |
| Newspaper Publishers  | 154                     | 223                     | 45%                | 2%                                    |

Source: EMSI 2022.3

**Table 6. Top Employers Posting Journalism Occupations in Bay Region and Silicon Valley Sub-Region (Nov. 2021 - Oct 2022)**

| Employer              | Bay | Employer                   | Silicon Valley |
|-----------------------|-----|----------------------------|----------------|
| Latest Today          | 197 | Apple Inc.                 | 98             |
| Apple Inc.            | 134 | Latest Today               | 29             |
| Facebook              | 61  | Stanford University        | 25             |
| CBS Broadcasting      | 61  | Russell Tobin & Associates | 21             |
| Disney                | 58  | Pinnacle Group             | 21             |
| Abc Owned Tv Stations | 56  | Deloitte                   | 19             |

Source: Burning Glass

## Educational Supply

There are 12 community colleges in the Bay Region issuing 66 awards on average annually (last 3 years ending 2019-20) on TOP 0602.00 Journalism. In the Silicon Valley Sub-Region, there are two (2) community colleges that issued 17 awards on average annually (last 3 years) on this TOP code.

There are a three (3) other CTE educational institutions in the Bay Region issuing 106 awards on average annually (last 3 years ending 2019-20) on CIP 09.0401 – Journalism. There is one (1) other CTE educational institution in the Silicon Valley Sub-Region issuing 34 awards on average annually (last 3 years) on this CIP code.

**Table 7a. Community College Awards on TOP 0602.00 - Journalism in Bay Region**

| College       | Subregion      | Associate Degree | High unit Certificate | Low unit Certificate | Total     |
|---------------|----------------|------------------|-----------------------|----------------------|-----------|
| Cabrillo      | SC-Monterey    | 3                | 0                     | 0                    | 3         |
| Chabot        | East Bay       | 1                | 0                     | 0                    | 1         |
| Contra Costa  | East Bay       | 4                | 0                     | 2                    | 6         |
| De Anza       | Silicon Valley | 15               | 0                     | 0                    | 15        |
| Diablo Valley | East Bay       | 7                | 0                     | 0                    | 7         |
| Laney         | East Bay       | 2                | 0                     | 0                    | 2         |
| Las Positas   | East Bay       | 4                | 0                     | 0                    | 4         |
| Los Medanos   | East Bay       | 8                | 0                     | 0                    | 8         |
| Ohlone        | East Bay       | 2                | 0                     | 0                    | 2         |
| San Francisco | Mid-Peninsula  | 3                | 1                     | 1                    | 5         |
| San Jose City | Silicon Valley | 2                | 0                     | 0                    | 2         |
| Santa Rosa    | North Bay      | 10               | 0                     | 1                    | 11        |
| <b>Total</b>  |                | <b>61</b>        | <b>1</b>              | <b>4</b>             | <b>66</b> |

Source: Data Mart

Note: The annual average for awards is 2017-18 to 2019-20.

**Table 7b. Other CTE Institution Awards on CIP 09.0401 - Journalism in Bay Region**

| College                        | Subregion      | Associate Degree | Bachelor's degree | Total      |
|--------------------------------|----------------|------------------|-------------------|------------|
| Academy of Art University      | Mid-Peninsula  | 2                | 6                 | 8          |
| San Francisco State University | Mid-Peninsula  | 0                | 64                | 64         |
| San Jose State University      | Silicon Valley | 0                | 34                | 34         |
| <b>Total</b>                   |                | <b>2</b>         | <b>104</b>        | <b>106</b> |

Note: The annual average for awards is 2017-18 to 2019-20.

## Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 1,784 annual openings for the Journalism occupational cluster and 172 annual (3-year average) awards for an annual undersupply of 1,612 students. In the Silicon Valley Sub-Region, there is also a gap with 312 annual openings and 51 annual (3-year average) awards for an annual undersupply of 261 students.

## Student Outcomes

**Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0602.00 - Journalism**

| Metric Outcomes   | Bay All CTE Programs | Foothill All CTE Programs | State 0602.00 | Bay 0602.00 | Silicon Valley 0602.00 | Foothill 0602.00 |
|---|----------------------|---------------------------|---------------|-------------|------------------------|------------------|
| Students with a Job Closely Related to Their Field of Study | 74%                  | 91%                       | 57%           | 77%         | N/A                    | N/A              |
| Median Annual Earnings for SWP Exiting Students             | \$47,419             | \$66,288                  | \$23,040      | \$25,993    | \$26,036               | N/A              |
| Median Change in Earnings for SWP Exiting Students          | 23%                  | 43%                       | 40%           | 55%         | 0%                     | N/A              |
| Exiting Students Who Attained the Living Wage               | 52%                  | 64%                       | 27%           | 24%         | N/A                    | N/A              |

Source: Launchboard Strong Workforce Program Median of 2017 to 2020.

## Skills, Certifications and Education

**Table 9. Top Skills for Journalism Occupations in Bay Region (Nov. 2021 – Oct. 2022)**

| Skill                        | Posting | Skill                         | Posting |
|------------------------------|---------|-------------------------------|---------|
| Social Media                 | 1,158   | Adobe Indesign                | 270     |
| Copywriting                  | 1,020   | Business-to-Business          | 269     |
| Journalism                   | 1,020   | Content Development           | 261     |
| Project Management           | 820     | Fact Checking                 | 256     |
| Budgeting                    | 642     | Customer Service              | 249     |
| Scheduling                   | 597     | Adobe Illustrator             | 243     |
| Content Management           | 461     | Blogging                      | 242     |
| Proofreading                 | 429     | Marketing                     | 236     |
| Broadcast Industry Knowledge | 404     | Adobe Acrobat                 | 231     |
| Adobe Photoshop              | 390     | Stakeholder Management        | 221     |
| Product Marketing            | 329     | Adobe Creative Suite          | 214     |
| Video Production             | 292     | Facebook                      | 210     |
| Vaccination                  | 284     | Breaking News Coverage        | 203     |
| Technical Writing / Editing  | 273     | Quality Assurance and Control | 200     |

Source: Burning Glass

**Table 10. Certifications for Journalism Occupations in Bay Region (Nov. 2021 – Oct. 2022)**

| Certification                            | Posting | Certification                                  | Posting |
|--|---------|--|---------|
| Driver's License                         | 155     | Pharmaceutical GMP Professional (CPGP)         | 4       |
| Project Management Certification         | 17      | Food Handler Certification                     | 4       |
| Certified Financial Planner (CFP)        | 16      | First Aid Cpr Aed                              | 4       |
| Investment Advisor                       | 10      | Certified Public Accountant (CPA)              | 4       |
| Series 7                                 | 9       | Notary License                                 | 3       |
| Certified ScrumMaster (CSM)              | 9       | Chartered Property Casualty Underwriter (CPCU) | 3       |
| Project Management Professional (PMP)    | 8       | Chartered Financial Consultant                 | 3       |
| Life and Health Insurance License        | 6       | SHRM Certified Professional (SHRM-CP)          | 2       |
| American Institute of Certified Planners | 6       | Registered Respiratory Therapist               | 2       |
| Licensed Vocational Nurse (LVN)          | 5       | Pilot Certification                            | 2       |

Source: Burning Glass

Note: 95% of records have been excluded because they do not include a certification. As a result, the chart above may not be representative of the full sample.

**Table 11. Education Requirements for Journalism Occupations in Bay Region**

| Education (minimum advertised)     | Latest 12 Mos. Postings | Percent 12 Mos. Postings |
|------------------------------------|-------------------------|--------------------------|
| High school or vocational training | 315                     | 14%                      |
| Associate's degree                 | 55                      | 2%                       |
| Bachelor's degree and higher       | 1,855                   | 84%                      |

Source: Burning Glass

Note: 52% of records have been excluded because they do not include a degree level. As a result, the chart above may not be representative of the full sample.

## Methodology

Occupations for this report were identified by use of skills listed in O\*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCCO Data Mart.

## Sources

O\*Net Online

Labor Insight/Jobs (Burning Glass)

Economic Modeling Specialists International (EMSI)

CTE LaunchBoard [www.calpassplus.org/Launchboard/](http://www.calpassplus.org/Launchboard/)

Statewide CTE Outcomes Survey

Employment Development Department Unemployment Insurance Dataset

## **Contacts**

For more information, please contact:

- Leila Jamoosian, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), [leila@baccc.net](mailto:leila@baccc.net)
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, [jcarrese@ccsf.edu](mailto:jcarrese@ccsf.edu) or (415) 267-6544

# **SOC F050A : SOCIAL WORK/HUMAN SERVICES SEMINAR**

**Proposal Type**

New Course

**Effective Term**

Summer 2023

**Subject**

Sociology (SOC)

**Course Number**

F050A

**Department**

Sociology (SOC)

**Division**

Business and Social Sciences (1SS)

**Units**

1.5

**Course Title**

SOCIAL WORK/HUMAN SERVICES SEMINAR

**Former ID**

**Cross Listed**

**Related Courses**

**Maximum Units**

1.5

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

Yes

**Weekly Lecture Hours**

1.5

**Weekly Lab Hours**

0

**Weekly Out of Class Hours**

3

**Special Hourly Notation**

**Total Contact Hours**

18

**Total Student Learning Hours**

54

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

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

No

**Grading**

Letter Grade (Request for Pass/No Pass)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

---

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

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

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

**Please select**

**Temporary**

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

Social Work ADT

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

Proposal submitted

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

#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Transfer

#### Criteria B. Need

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

#### Evidence

This course will be a required core course for the ADT in Social Work, which is currently being developed.

#### Attach evidence

#### Need/Justification

This course will be a required core course for the ADT in Social Work, currently under development.

**Course Description**

This course provides the student who is participating in a supervised field experience in a community organization, agency, or institution, with a weekly class meeting that provides the academic element to the experiential course offering. The application of concepts gained in the corequisite course to the field experience will be emphasized. This course is designed to provide the student with an opportunity to develop skills that will facilitate gaining employment in the human services field.

**Course Prerequisites**

Prerequisite: SOC 11.

**Course Corequisites**

Corequisite: SOC 50B.

**Course Advisories**

Advisory: Completion of SOC 1 or 1H recommended.

**Course Objectives**

The student will be able to:

1. Identify and characterize the major components of social work and human services practice
2. Apply a basic code of ethics (e.g., National Association of Social Workers [NASW] or National Organization of Human Services [NOHS]) to fieldwork experience
3. Reflect upon the application of ethical and professional standards to the use of self within specific agency settings
4. Demonstrate knowledge of fundamental legal guidelines, privacy, and information management related to the standards of professional practice
5. Explain the purpose and skills of cultural engagement and humility (e.g., recognizing cultural competence, multiculturalism, and cross-cultural collaboration as areas for ongoing professional development)
6. Demonstrate personal self-awareness, non-judgmental assessment and support capability, and readiness for professional development, including feedback from supervision

**Course Content**

1. The developmental journey of becoming a social worker or human services practitioner, and the nature of social work and human services practice as a helping profession
2. Codes of ethics (e.g., National Association of Social Workers [NASW] or National Organization of Human Services [NOHS]) and social justice principles
3. Legal context of social work practice/human services, and the role of supervision in the professional development journey
4. Resources and services that clients need and depend on

5. Examination of the needs, interests, resources, values, and opportunities of people who vary in terms of race, nationality, ethnicity, sexuality, spirituality, gender, age, abilities, economic status, or language
6. Exploring the progressive nature and skills of generalist practice

**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**

| <b>Methods of Evaluation</b>      |
|-----------------------------------|
| Class participation               |
| Reflection paper                  |
| Group or individual presentations |
| Case study presentation           |

**Method(s) of Instruction**

| <b>Method(s) of Instruction</b> |
|---------------------------------|
| Lecture                         |
| Seminar                         |
| Group work                      |
| Applied activities              |
| Case study analysis             |

**Representative Text(s)**

| <b>Author(s)</b>    | <b>Title</b>  | <b>Publication Date</b> |
|---------------------|---|-------------------------|
| NASW                | Code of Ethics of the National Association of Social Workers                  | 2021                    |
| NOHS                | Ethical Standards for Human Services Professionals                            | 2015                    |
| Cournoyer, Barry R. | The Social Work Skills Workbook   | 2017                    |
| Kiser, Pamela Myers | The Human Services Internship: Getting the Most from Your Experience, 4th ed. | 2016                    |

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

The NOHS (2015) publication is the most recent and is up-to-date. The Kiser text (2016) is the most recent and up-to-date.

## **Other Required Materials**

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

1. Students will be assigned readings from texts such as those listed above, to include reflections/journaling during outside of class time

### **Authorized Discipline(s):**

Sociology

### **Faculty Service Area (FSA Code)**

SOCIOLOGY

### **Taxonomy of Program Code (TOP Code)**

\*2104.00 - Human Services

### **Attach Historical Forms/Documents (if applicable)**

### **Articulation Office Only**

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### **C-ID Notation**

### **IGETC Notation**

### **CSU GE Notation**

### **Transferability**

CSU

### **Validation Date**

10/14/22

### **Division Dean Only**

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### **Seat Count**

50

### **Load**

.038

### **FOAP Codes:**

### **Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

121131 - Sociology

**Account Code**

1320

**Program Code**

220800 - Sociology

# **SOC F050B : SOCIAL WORK/HUMAN SERVICES FIELDWORK**

**Proposal Type**

New Course

**Effective Term**

Summer 2023

**Subject**

Sociology (SOC)

**Course Number**

F050B

**Department**

Sociology (SOC)

**Division**

Business and Social Sciences (1SS)

**Units**

3

**Course Title**

SOCIAL WORK/HUMAN SERVICES FIELDWORK

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

3

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

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

0

**Weekly Out of Class Hours**

6

**Special Hourly Notation**

**Total Contact Hours**

36

**Total Student Learning Hours**

108

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

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

No

**Grading**

Pass/No Pass Only

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

Please select

**Temporary**

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

Social Work ADT

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

Proposal submitted

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

#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Transfer

#### Criteria B. Need

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

#### Evidence

This course will be a required core course for the ADT in Social Work, which is currently being developed.

#### Attach evidence

#### Need/Justification

This course will be a required core course for the ADT in Social Work, currently under development.

**Course Description**

This course offers the student a supervised field experience in a community organization, agency, or institution, allowing the student to apply knowledge and learn new skills outside of the classroom environment. This course is designed to provide the student with an opportunity to observe, practice, and develop skills that will facilitate gaining employment in the human services field.

**Course Prerequisites**

Prerequisite: SOC 11.

**Course Corequisites**

Corequisite: SOC 50A.

**Course Advisories**

Advisory: Completion of SOC 1 or 1H recommended.

**Course Objectives**

The student will be able to:

1. Apply theoretical knowledge obtained in the prerequisite and corequisite course to the fieldwork experience
2. Evaluate the fieldwork experience in relation to prerequisite and corequisite course objectives, career plans, and personal growth
3. Apply ethics, values, and skills that recognize and explore professional use of self

**Course Content**

Application of the following to the fieldwork experience:

1. The developmental journey of becoming a social worker or human services practitioner and the nature of social work and human services practice as a helping profession
2. Codes of ethics (e.g., NASW or NOHS) and social justice principles
3. Legal context of social work practice/human services, and the role of supervision in the professional development journey
4. Resources and services that clients need and depend on
5. Examination of the needs, interests, resources, values, and opportunities of people who vary in terms of race, nationality, ethnicity, sexuality, spirituality, gender, age, abilities, economic status, or language
6. Exploring the progressive nature and skills of generalist practice

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. Fieldwork placement sites.
2. 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                         |
|---|
| Documented completion of required field hours |

**Method(s) of Instruction**

| Method(s) of Instruction  |
|---|
| Students will participate in fieldwork placements. The instructor will provide student support for the duration of the placement and document the completion of the placement at its conclusion |

**Representative Text(s)**

| Author(s)           | Title   | Publication Date |
|---------------------|---|------------------|
| NASW                | Code of Ethics of the National Association of Social Workers                  | 2021             |
| NOHS                | Ethical Standards for Human Services Professionals                            | 2015             |
| Cournoyer, Barry R. | The Social Work Skills Workbook   | 2017             |
| Kiser, Pamela Myers | The Human Services Internship: Getting the Most from Your Experience, 4th ed. | 2016             |

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

The NOHS (2015) publication is the most recent and is up-to-date. The Kiser text (2016) is the most recent and up-to-date.

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

1. Students will keep a journal of fieldwork experiences

**Authorized Discipline(s):**

Sociology

**Faculty Service Area (FSA Code)**

SOCIOLOGY

**Taxonomy of Program Code (TOP Code)**

\*2104.00 - Human Services

**Attach Historical Forms/Documents (if applicable)**

Articulation Office Only

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

CSU

**Validation Date**

10/14/22

Division Dean Only

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**Seat Count**

50

**Load**

.075

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

121131 - Sociology

**Account Code**

1320

**Program Code**

220800 - Sociology

**Foothill College**  
**Program Application**  
**Associate in Arts in Communication Studies 2.0 for Transfer Degree**

**Item 1. Statement of Program Goals and Objectives**

The Associate in Arts in Communication Studies 2.0 for Transfer degree meets the requirements set forth by Education Code section 66746 to prepare students to transfer to local California State Universities (CSUs). Students who complete the Associate in Arts in Communication Studies 2.0 for Transfer degree will be ensured preferential and seamless transfer status to CSUs for Communication Studies majors and majors in related disciplines. The Associate in Arts in Communication Studies 2.0 for Transfer degree requirements will fulfill the lower division major requirements at many local CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific CSUs.

**Program Learning Outcomes**

- Students will improve their interpersonal, intercultural, and professional communication skills, including:
  - dyadic and small group discussion
  - public presentation and discourse
  - organization of ideas
  - cross-cultural understanding and sensitivity
  - self-advocacy
  - argumentation and conflict resolution
- Students will gain confidence and experience in public speaking and oral presentation of ideas
- Students will increase their understanding of the pivotal role communication plays in promoting equity, inclusion, and social justice within their communities and global society

**Item 2. Catalog Description**

The Associate in Arts in Communication Studies 2.0 for Transfer degree is intended for students who plan to transfer and complete a bachelor's degree in Communication Studies and majors in a related discipline at a CSU campus. Students completing this program are guaranteed admission to the CSU system but not necessarily to a particular campus or major of choice. Students should consult with a counselor for more information on admission to specific universities and their transfer requirements as individual schools may require different or additional coursework to that listed for the Associate in Arts in Communication Studies 2.0 for Transfer degree.

In addition, the student must complete the following:

1. Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
  - a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University (CSU) General Education-Breadth Requirements.
  - b. A minimum of 27 quarter units in a major or area of emphasis.
2. Obtainment of a minimum grade point average of 2.0.
3. Minimum grade of "C" (or "P") for each course in the major.

**Transfer Model Curriculum (TMC) Template for Communication Studies**

Template # 1001

2.0

**CCC Major or Area of Emphasis:** Communication Studies

Rev. 6: 09/01/22

**TOP Code:** 1506.00

**CSU Major(s):** Communication, Communication Studies

**Total Units:** 18 *(all units are minimum semester units)*

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

or the ASSIST website:

[http://web1.assist.org/web-assist/help/help-csu\\_ge.html](http://web1.assist.org/web-assist/help/help-csu_ge.html).

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

**Associate in Arts in Communication Studies for Transfer Degree 2.0**  
College Name:

| TRANSFER MODEL CURRICULUM (TMC) |                 | COLLEGE PROGRAM REQUIREMENTS |              |       |                        |
|---------------------------------|-----------------|------------------------------|--------------|-------|------------------------|
| Course Title (units)            | C-ID Descriptor | Course ID                    | Course Title | Units | GE Area<br>CSU   IGETC |
| <b>REQUIRED CORE: (6 units)</b> |                 |                              |              |       |                        |
| Public Speaking (3)             | COMM 110        |                              |              |       |                        |

| TRANSFER MODEL CURRICULUM (TMC)                        |                 | COLLEGE PROGRAM REQUIREMENTS |              |       |         |       |
|--|-----------------|------------------------------|--------------|-------|---------|-------|
| Course Title (units)                                   | C-ID Descriptor | Course ID                    | Course Title | Units | GE Area |       |
|  |                 |                              |              |       | CSU     | IGETC |
| Interpersonal Communication (3)                        | COMM 130        |                              |              |       |         |       |
| <b>LIST A: Select three (9 units)</b>                  |                 |                              |              |       |         |       |
| Argumentation or Argumentation and Debate (3)          | COMM 120        |                              |              |       |         |       |
| Small Group Communication (3)                          | COMM 140        |                              |              |       |         |       |
| Forensics (Speech and Debate) (1)<br>(3 units maximum) | COMM 160B       |                              |              |       |         |       |

| TRANSFER MODEL CURRICULUM (TMC)  |                                     | COLLEGE PROGRAM REQUIREMENTS |              |       |         |       |
|--|-------------------------------------|------------------------------|--------------|-------|---------|-------|
| Course Title (units)   | C-ID Descriptor                     | Course ID                    | Course Title | Units | GE Area |       |
|  |                                     |                              |              |       | CSU     | IGETC |
| Intercultural Communication (3)  | COMM 150                            |                              |              |       |         |       |
| Introduction to Communication Theory (3)   | COMM 180                            |                              |              |       |         |       |
| Introduction to Mass Communication (3)<br><b>OR</b><br>Communication and New Media (3) | JOUR 100<br><b>OR</b><br><b>AAM</b> |                              |              |       |         |       |
| Oral Interpretation of Literature (3)  | COMM 170                            |                              |              |       |         |       |

| TRANSFER MODEL CURRICULUM (TMC)  |                 | COLLEGE PROGRAM REQUIREMENTS |              |       |         |       |
|--|-----------------|------------------------------|--------------|-------|---------|-------|
| Course Title (units)   | C-ID Descriptor | Course ID                    | Course Title | Units | GE Area |       |
|  |                 |                              |              |       | CSU     | IGETC |
| Introduction to Persuasion (3)   | COMM 190        |                              |              |       |         |       |
| Any course articulated as lower division preparation in the Communication, Communication Studies major at a CSU. (3) | <b>AAM</b>      |                              |              |       |         |       |
| <b>LIST B: Select one (3 units)</b>  |                 |                              |              |       |         |       |
| Any <b>LIST A</b> course not already used.   |                 |                              |              |       |         |       |
| Survey of Human Communication (3)  | COMM 115        |                              |              |       |         |       |
| Introduction to Cultural Anthropology (3)  | ANTH 120        |                              |              |       |         |       |

| TRANSFER MODEL CURRICULUM (TMC)   |   | COLLEGE PROGRAM REQUIREMENTS |              |       |         |       |
|---|---|------------------------------|--------------|-------|---------|-------|
| Course Title (units)  | C-ID Descriptor                         | Course ID                    | Course Title | Units | GE Area |       |
|   |   |                              |              |       | CSU     | IGETC |
| Introductory Psychology (3)   | PSY 110                                 |                              |              |       |         |       |
| Introduction to Sociology (3)   | SOCI 110                                |                              |              |       |         |       |
| Introduction to Literature (3)<br><b>OR</b><br>Argumentative Writing and Critical Thinking (3)                              | ENGL 120<br><b>OR</b><br>ENGL 105       |                              |              |       |         |       |
| Introduction to Reporting and Newswriting (3)<br><b>OR</b><br>Introduction to Journalism (3)<br>See example courses on TMC. | JOUR 110<br><br><b>OR</b><br><b>AAM</b> |                              |              |       |         |       |

| TRANSFER MODEL CURRICULUM (TMC)   |                 | COLLEGE PROGRAM REQUIREMENTS      |              |       |           |           |  |
|---|-----------------|-----------------------------------|--------------|-------|-----------|-----------|--|
| Course Title (units)  | C-ID Descriptor | Course ID                         | Course Title | Units | GE Area   |           |  |
|   |                 |                                   |              |       | CSU       | IGETC     |  |
| Any CSU transferrable Communication Studies course.   | <b>BCT</b>      |                                   |              |       |           |           |  |
| <b>Total Units for the Major: 18</b>  |                 | <b>Total Units for the Major:</b> |              |       |           |           |  |
| <b>Total Units that may be double-counted</b><br><i>(The transfer GE Area limits must <u>not</u> be exceeded)</i> |                 |                                   |              |       |           |           |  |
| <b>General Education (CSU-GE or IGETC) Units</b>  |                 |                                   |              |       | <b>39</b> | <b>37</b> |  |
| <b>Elective (CSU Transferable) Units</b>  |                 |                                   |              |       |           |           |  |
| <b>Total Degree Units (maximum)</b>   |                 |                                   |              |       | <b>60</b> |           |  |

# **NCLA F407A : THE GRAMMAR & RHETORIC OF APPLICATION WRITING**

**Proposal Type**

Course Revision

**Effective Term**

Summer 2023

**Subject**

Non-Credit: Language Arts (NCLA)

**Course Number**

F407A

**Department**

English (ENGL)

**Division**

Learning Resource Center (1LB)

**Units**

0

**Course Title**

THE GRAMMAR & RHETORIC OF APPLICATION WRITING

**Former ID**

**Cross Listed**

**Related Courses**

**Maximum Units**

0

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

60-360 hours laboratory total per quarter.

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course is non-credit and has unlimited repeatability.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

Yes

**Basic Skills Level**

1 Level Below Transfer

**Grading**

Non-Credit Course (Receives no Grade)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

Please select

Permanent

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

---

#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Basic Skills

Transfer

Workforce/CTE

#### Criteria B. Need

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

#### Evidence

This course provides invaluable support for students across the disciplines as they seek to apply for college transfer, scholarships, and workforce and technical programs. Due to the focus on grammar and editing, it also serves developing writers, who are frequently the most in need of scholarships and assistance in the transfer or application process.

Number of Foothill students transferring to CSU/UC:

2018-2019: 890 students

2019-2020: 991 students

2020-2021: 939 students

Source: [https://foothill.edu/irp/2023/FH-2023-Q2-Report-CSU\\_UC\\_TransferRateAY21.pdf](https://foothill.edu/irp/2023/FH-2023-Q2-Report-CSU_UC_TransferRateAY21.pdf)

### **Attach evidence**

### **Need/Justification**

This course will assist students in successfully drafting essays required by colleges, universities, and technical schools for admission, and by scholarship committees. Additionally, the course will be considered for inclusion in the forthcoming certificate of competency in Writing for Academic and Career Advancement, or the existing certificate of competency in Bridge to College Level English.

### **Course Description**

This course provides students support and practice in editing and revising the grammar and rhetoric of personal statements for college and scholarship applications. Students focus on using clear, relevant vocabulary; writing concisely and with correct sentence structure; maintaining appropriate tone; ordering information for impact; and expressing details pertinent to the audience. Students have the opportunity to improve their critical reading, vocabulary, grammar, and writing skills to craft essays typically required in applications to colleges and universities in the U.S.

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

### **Course Objectives**

The student will be able to:

1. Practice all aspects of the application writing process, from start to finish
2. Practice grammar and mechanics
3. Apply knowledge obtained to enhance application writing

### **Course Content**

1. Through individualized and group instruction, including one-on-one tutorials by a qualified instructor, an instructional aide, and trained peer tutors as available, receive help on all aspects of the application writing process from start to finish for a range of academic and professional application writing, such as college entry essays, scholarship essays, and program-specific essays
  1. Identify main parts of the prompt
  2. Brainstorm and draft ideas in response
  3. Ordering main points and details for impact and logic
  4. Edit for concision

5. Proofread for accuracy and precision
2. Practice grammar and mechanics
  1. Identify patterns of grammatical error and correct them
  2. Add relevant, appropriate vocabulary as needed for clarification
3. Apply knowledge obtained in individual counseling appointments to enhance application writing
  1. Adjust tone as appropriate

**Lab Content**

1. Practice and explore multiple strategies for clearly addressing a prompt for an application
2. Practice and explore multiple strategies for organizing writing
3. Practice identifying patterns of error and correcting grammatical errors
4. Practice adding clear, relevant vocabulary as needed

**Special Facilities and/or Equipment**

1. Computer with reliable internet to access online resources.
2. When taught online: reliable internet access; access to computer with camera, microphone, and video conferencing (e.g., Zoom) capability.

**Methods of Evaluation**

| Methods of Evaluation  |
|--|
| College or scholarship application essay<br>Professional application |

**Method(s) of Instruction**

| Method(s) of Instruction  |
|---|
| Work in groups<br>Individualized instruction<br>Work on computer<br>Workshops<br>Lecture<br>Tutorials |

**Representative Text(s)**

| Author(s)                       | Title  | Publication Date |
|---------------------------------|--|------------------|
| Smith, Corrine, and Ann Merrell | College Essay Journal: A Mindful Manual for College Applications | 2022             |
| EBSCO Learning Express          | Grammar Essentials, 3rd ed.                                      | 2020             |

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

## Other Required Materials

Davis, Joseph E. "How to Be Yourself: The Studied Art of the College Application Essay." 2021.

EBSCO Learning Express: Core English Skills, 2022 (available from the Foothill Library's subscription database).

Khan Academy. "Filling out the college application: Common application walkthrough." 2022: <https://www.khanacademy.org/college-careers-more/college-admissions/applying-to-college/college-application-process/a/filling-out-the-college-application-common-application-walkthrough>

Khan Academy. "Writing a strong college admissions essay." 2022: <https://www.khanacademy.org/college-careers-more/college-admissions/applying-to-college/admissions-essays/v/writing-a-strong-college-admissions-essay>

Sample college and scholarship essays and workforce job applications.

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

1. Completion of assignments—both online and handwritten/word documents
2. Analyzing samples provided by instructor that showcase basic and more challenging prompts
3. Drafting and editing of student's own applications and scholarship essays

### Authorized Discipline(s):

English and English as a Second Language (ESL)

### Faculty Service Area (FSA Code)

ENGLISH

### Taxonomy of Program Code (TOP Code)

1501.00 - English

### Attach Historical Forms/Documents (if applicable)

[Articulation Office Only](#)

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### C-ID Notation

### IGETC Notation

### CSU GE Notation

**Transferability**

None

**Validation Date**

N/A

**Division Dean Only**

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**Seat Count**

999

**Load****FOAP Codes:****Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

123091 - Supplemental Learning-Eng/ESL

**Account Code**

1320

**Program Code**

150100 - English

# NCLA F407B : WRITING RESUMES & COVER LETTERS

**Proposal Type**

Course Revision

**Effective Term**

Summer 2023

**Subject**

Non-Credit: Language Arts (NCLA)

**Course Number**

F407B

**Department**

English (ENGL)

**Division**

Learning Resource Center (1LB)

**Units**

0

**Course Title**

WRITING RESUMES & COVER LETTERS

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

0

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

60-360 hours laboratory total per quarter.

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course is noncredit and has unlimited repeatability.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

Yes

**Basic Skills Level**

1 Level Below Transfer

**Grading**

Non-Credit Course (Receives no Grade)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

Please select

Permanent

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

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#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Basic Skills

Transfer

Workforce/CTE

#### Criteria B. Need

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

#### Evidence

This course provides invaluable support for students across the disciplines as they seek to apply for internships, jobs, and workforce and technical programs. Not only does this support students in their efforts to pay for their college education, but it also supports the extension of their coursework by enabling them to apply for jobs and internships that fit or further their skillsets within their chosen career or work field. Due to the focus on rhetoric, sentence craft, grammar, and editing, it also serves developing writers, who are frequently the most in need of assistance in the writing and application process.

Attach evidence

**Need/Justification**

This course will assist students in successfully completing effective resumes, cover letters, and letters of interest. Additionally, the course will be considered for inclusion in the forthcoming certificate of competency in Writing for Academic and Career Advancement, or the certificate of Competency in Bridge to Transfer Level English.

**Course Description**

This course provides students support and practice in drafting resumes and cover letters. Students focus on how to choose grammatically correct language that concisely describes work experience in a resume; to use structure that is parallel; and to implement appropriate tone in cover letters or letters of interest for potential jobs.

**Course Prerequisites****Course Corequisites****Course Advisories**

Advisory: CRLP 7, 73, and 74.

**Course Objectives**

The student will be able to:

1. Practice all aspects of the resume writing process, from start to finish
2. Practice effective sentence mechanics
3. Apply knowledge obtained from individual tutoring sessions to enhance the job or internship search process

**Course Content**

1. Through one-on-one tutorials and group workshops by a qualified instructor, an instructional aide, and trained peer tutors as available, receive help on all aspects of the resume writing process from start to finish
  1. Critical reading/review of the job description
  2. Assessment of the focus tied to job description
  3. Review of organizational options, for example, functional vs. chronological
  4. Review sentence mechanics
  5. Review for format
2. Practice effective sentence mechanics
  1. Apply parallel structure and proper mechanics in a resume or letter
  2. Use strong verbs and appropriate verb tense
  3. Use appropriate vocabulary for desired tone
  4. Edit for concision
  5. Proofread for precision
3. Apply knowledge obtained from individual tutoring sessions to enhance the job or internship search process

## Lab Content

1. Practice and explore multiple strategies for forming concise, clear work experience
2. Practice and explore multiple strategies for writing well-organized, grammatically correct letters

## Special Facilities and/or Equipment

1. Computer with reliable internet to access online resources.
2. When taught online: reliable internet access; access to computer with camera, microphone, and video conferencing (e.g., Zoom) capability.

## Methods of Evaluation

### Methods of Evaluation

Reading and writing activities  
Grammar and sentence level exercises  
Resume and cover letter drafts

## Method(s) of Instruction

### Method(s) of Instruction

Work in groups  
Individualized instruction  
Work on computer  
Workshops  
Tutorials on grammar, sentence structure, and resume development  
Lecture  
Guided work on learning modules through library or learning management system (LMS)

## Representative Text(s)

| Author(s)              | Title   | Publication Date |
|------------------------|---|------------------|
| EBSCO Learning Express | Grammar Essentials, 3rd ed.   | 2020             |
| Hart, Anne             | 801 Action Verbs for Communicators:<br>Position Yourself First with Action<br>Verbs for Journalists, Speakers,<br>Educators, Students, Resume-Writers,<br>Editors & Travelers | 2004             |
| Cano, L. Xavier        | Resumes That Stand Out!: Tips for<br>College Students and Recent Grads<br>for Writing a Superior Resume and<br>Securing an Interview  | 2014             |
| Laura, DeCarlo         | Resumes for Dummies, 8th ed.  | 2019             |

| Author(s)          | Title  | Publication Date |
|--------------------|--|------------------|
| Hanson, Charles W. | Resume Writing 2022: The Ultimate Guide to Writing a Resume that Lands 2022 YOU the Job! |                  |

**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 and are considered foundational texts.

**Other Required Materials**

EBSCO Learning Express: Create Great Resumes and Cover Letters: Tutorials, 2022 (available from the Foothill Library's subscription database).

EBSCO Learning Express: Core English Skills, 2022 (available from the Foothill Library's subscription database).

Sample cover letters and resumes.

Schall, Joe. PRDV102: Resume Writing. 2020: <https://www.e-education.psu.edu/styleforstudents/c8.html>

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

1. Homework assignments: Topics are assigned by course instructor
2. Completion of assignments—both online and handwritten/word documents
3. Additional course work:
  1. Practice worksheets and tutorials provided by instructor that showcase basic and more challenging usage and grammar applications
  2. Reading sample resumes and letters

**Authorized Discipline(s):**

English and English as a Second Language (ESL)

**Faculty Service Area (FSA Code)**

ENGLISH

**Taxonomy of Program Code (TOP Code)**

1501.00 - English

**Attach Historical Forms/Documents (if applicable)**

**Articulation Office Only**

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

**Division Dean Only**

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**Seat Count**

999

**Load**

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

123091 - Supplemental Learning-Eng/ESL

**Account Code**

1320

**Program Code**

150100 - English

# **NCLA F407C : WRITING UNDER TIME CONSTRAINTS**

**Proposal Type**

Course Revision

**Effective Term**

Summer 2023

**Subject**

Non-Credit: Language Arts (NCLA)

**Course Number**

F407C

**Department**

English (ENGL)

**Division**

Learning Resource Center (1LB)

**Units**

0

**Course Title**

WRITING UNDER TIME CONSTRAINTS

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

0

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

No

**Total Lecture Hours per quarter**

0

**Total Lab Hours per quarter**

0

**Total Out of Class Hours per quarter**

0

**Special Hourly Notation**

60-360 hours laboratory total per quarter.

**Total Contact Hours**

0

**Total Student Learning Hours**

0

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

This course is non-credit and has unlimited repeatability.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

Yes

**Basic Skills Level**

1 Level Below Transfer

**Grading**

Non-Credit Course (Receives no Grade)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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Please select

Permanent

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Please indicate how your course supports the Foothill College Mission:

Basic Skills

Transfer

#### Criteria B. Need

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

#### Evidence

This course provides invaluable support for students across the disciplines in transfer-level courses, most of which require timed exams and essays. This also assists students in preparation for college, with a focus on SAT and standardized test completion, as well as transfer to 4-year universities and beyond, where the timed exam and essay are essential tools for success. Due to the focus on proofreading strategies, it also serves developing writers, who are frequently the most in need of tools for success.

Number of Foothill students transferring to CSU/UC:

2018-2019: 890 students

2019-2020: 991 students

2020-2021: 939 students

Source: [https://foothill.edu/irp/2023/FH-2023-Q2-Report-CSU\\_UC\\_TransferRateAY21.pdf](https://foothill.edu/irp/2023/FH-2023-Q2-Report-CSU_UC_TransferRateAY21.pdf)

### **Attach evidence**

### **Need/Justification**

This course will support students in their ability to successfully write essays under time constraints. Additionally, the course will be considered for inclusion in the forthcoming certificate of competency in Writing for Academic and Career Advancement, as well as the existing certificate of competency in Bridge to College Level English.

### **Course Description**

Offers students strategies, support, and practice in improving their writing skills under pressure (examples include SAT, GRE, TOEFL, and in-class writing assessments). Students practice how to identify and address the critical tasks in the prompt, brainstorm, organize their ideas, write them clearly and quickly, and proofread for errors in grammar and mechanics.

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

### **Course Objectives**

The student will be able to:

1. Demonstrate the ability to adapt the writing process to an abbreviated time frame
2. Analyze an essay prompt to understand what it is asking of the writer
3. Produce a written document under time constraint that responds effectively to the prompt; that exhibits a clear thesis, coherent organization, and content appropriate to the question; and that is proofread for clarity and reduction of grammatical and mechanical errors
4. Demonstrate the ability to apply knowledge to new concepts

### **Course Content**

1. Demonstrate ability to adapt the writing process to an abbreviated time frame
  1. Plan time and follow the plan to successfully complete assignment
2. Analyze an essay prompt to understand what it is asking of the writer
  1. Recognize cues, and interpret and respond to key terms
3. Produce a written document, written under a time constraint, that responds effectively to the prompt and exhibits a clear thesis, coherent essay-level and paragraph-level organization, and content appropriate to the question

1. Use outlining and brainstorming methods to quickly and effectively organize ideas
2. Craft paragraphs using PIE/TEA structure and/or levels of detail
3. Learn to quickly proofread and correct known patterns of error before the time runs out
4. Demonstrate the ability to apply knowledge to new concepts
5. Successfully complete an in-class essay or an essay required by an exam within the given time constraints

### Lab Content

1. Practice and explore multiple strategies for forming a thesis and presenting supporting evidence under time constraints
2. Practice and explore multiple strategies for writing transitions and organizing essays under time constraints
3. Practice identifying and proofreading for common and individual patterns of error in grammar and mechanics under time constraints

### Special Facilities and/or Equipment

1. Computer with reliable internet to access online resources.
2. When taught online: reliable internet access; access to computer with camera, microphone, and Zoom capability.

### Methods of Evaluation

| Methods of Evaluation  |
|--|
| Homework as assigned by parent course instructor                       |
| Additional exercises beyond those assigned by parent course instructor |
| Completed timed exams and essays, in full or part                      |

### Method(s) of Instruction

| Method(s) of Instruction   |
|----------------------------|
| Work in groups             |
| Individualized instruction |
| Work on computer           |
| Tutorials                  |
| Workshops                  |
| Lecture                    |

### Representative Text(s)

| Author(s)                            | Title                       | Publication Date |
|--------------------------------------|-----------------------------|------------------|
| EBSCO Learning Express               | Grammar Essentials, 3rd ed. | 2020             |
| Graff, Gerald, and Cathy Birkenstein | They Say, I Say, 5th ed.    | 2021             |

| Author(s)      | Title                                     | Publication Date |
|----------------|---|------------------|
| Writing Spaces | Writing Spaces: Readings on Writing (OER) | 2022             |

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

### **Other Required Materials**

Writing Spaces text available as OER: <https://writingspaces.org>

EBSCO Learning Express: Core English Skills, 2022 (available from the Foothill Library's subscription database).

EBSCO Learning Express: WritePlacer Practice Essays, 2022 (available from the Foothill Library's subscription database).

Sample prompts and examples of timed writing.

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

1. Homework assignments on topics assigned by course instructor
2. Completion of assignments—both online and handwritten/word documents
3. Additional course work:
  1. Practice prompts provided by instructor that showcase basic and more challenging usage and grammar applications
  2. Reading and annotating assigned sample prompts and responses
  3. Practice timed writing activities, including outlining, brainstorming, clustering, drafting, PIE/TEA paragraph structure, and proofreading
  4. Completion of grammar and proofreading tutorials

#### **Authorized Discipline(s):**

English and English as a Second Language (ESL)

#### **Faculty Service Area (FSA Code)**

ENGLISH

#### **Taxonomy of Program Code (TOP Code)**

1501.00 - English

#### **Attach Historical Forms/Documents (if applicable)**

#### **Articulation Office Only**

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#### **C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

**Division Dean Only**

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**Seat Count**

999

**Load**

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

123091 - Supplemental Learning-Eng/ESL

**Account Code**

1320

**Program Code**

150100 - English

**Note: this is a draft list for discussion at CCC. The final list will be distributed via email following the 2/7/23 CCC meeting**

| Division | Course Code | Course Title                   | Extension granted in 2016/17/19/20 | Extension granted last time - 2022                | Notes                                    |
|----------|-------------|--------------------------------|------------------------------------|---|--|
| SRC      | ALLD_F402.  | ACADEMIC SKILLS                |                                    |   | being renumbered to ALTW 403 for 2023-24 |
| SRC      | ALTW_F219.  | USING THE INTERNET             |                                    |   |  |
| SRC      | ALTW_F231.  | INTRO TO PRESENTATION SKILLS   |                                    |   |  |
| SRC      | ALTW_F431.  | PUBLIC TRANSIT SKILLS          |                                    |   |  |
| BSS      | ANTH_F002B  | PATTERNS OF CULTURE            |                                    |   |  |
| BSS      | ANTH_F067B  | CULTURES OF THE WORLD: BELIZE  | Yes - 2019                         | Approved 3/15; will be offered spring 2023        | not on spring 2023 schedule              |
| APPR     | APCA_F105.  | CULINARY MENU DEVELOPMENT      |                                    |   |  |
| APPR     | APCA_F106.  | SUSTAINBLTY IN FOOD SVC OPERAT |                                    |   |  |
| APPR     | APPT_F126.  | RESID PIPING LAYOUT/INSTALL/FI | Yes - all four years               | Approved 3/15; will be offered fall 2022          |  |
| APPR     | APPT_F128.  | RESIDENTIAL GAS INSTALL;SERV W | Yes - all four years               | Approved 3/15; will be offered fall 2022          |  |
| APPR     | APSM_F123.  | SMQ-23 RESIDENTIAL SHEET METAL |                                    |   |  |
| APPR     | APSM_F130.  | SMQ-30 ADVANCED WELDING        | Yes - 2019, 2020                   | Approved 3/15; will be offered fall 2022          |  |
| APPR     | APSM_F131.  | SMQ-31 CAD DETAILING           |                                    | Approved 3/15; will be offered fall 2022          |  |
| APPR     | APSM_F132.  | SMQ-32 INTERMEDIATE CAD DETAIL |                                    | Approved 3/15; will be offered fall 2022          |  |
| APPR     | APSM_F133.  | SMQ-33 ADVANCED ARCHITECTURAL  |                                    | Approved 3/15; will be offered fall 2022          |  |
| APPR     | APSM_F134.  | SMQ-34 ADVANCED LAYOUT FABRICA | Yes - 2019, 2020                   | Approved 3/15; will be offered fall 2022          |  |
| APPR     | APSM_F155B  | AIR DISTRB & EFFICNT DUCT DSGN |                                    |   |  |
| FA       | ART_F073R   | INDEPENDENT STUDY IN ART       |                                    |   |  |
| KA       | ATHL_F044B  | SPORT TECH/COND MEN'S TENNIS   |                                    |   |  |
| KA       | ATHL_F071R  | INDEPENDENT STUDY IN ATHLETICS |                                    |   |  |
| KA       | ATHL_F073R  | INDEPENDENT STUDY IN ATHLETICS |                                    |   |  |
| BSS      | BUSI_F019.  | BUSINESS LAW II                |                                    | Approved 3/15; will be offered winter/spring 2023 | not on spring 2023 schedule              |
| BSS      | BUSI_F053.  | SURVEY OF INT'L BUSINESS       |                                    | Approved 3/15; will be offered spring 2023        | not on spring 2023 schedule              |
| BSS      | BUSI_F090A  | PRINCIPLES OF MANAGEMENT       |                                    | Approved 3/15; will be offered spring 2023        | not on spring 2023 schedule              |
| BSS      | BUSI_F091L  | INTRO TO BUSINESS INFO PROCESS |                                    |   |  |
| BSS      | CHLD_F054A  | DEVLP HTHLY ORG CLIMATE IN ED  |                                    |   |  |
| BSS      | CHLD_F054C  | LEADERSHIP: EFFCT DIRECTORS    |                                    | Approved 3/15; will be offered fall 2022          |  |
| BSS      | CHLD_F054D  | POWER OF REFLEC/SELF-AWARENESS |                                    |   |  |
| BSS      | CHLD_F073.  | MUSIC & MOVEMENT EARLY YEARS   |                                    |   |  |
| CN       | CNSL_F052.  | COLLEGE & LIFE MANAGEMENT      |                                    |   |  |
| CN       | CNSL_F088.  | LEADERSHIP: THEORIES/STYLE/REA |                                    |   |  |
| CN       | CNSL_F089.  | ADV LEADERSHIP REALITIES       |                                    | Approved 3/15; will be offered winter/spring 2023 | not on spring 2023 schedule              |
| STEM     | C_S_F020A   | PROGRAMMING IN C#              |                                    |   |  |
| STEM     | C_S_F026A   | RUBY & FUNCTIONAL PROGRAMMING  |                                    |   |  |
| STEM     | C_S_F050C   | SCALING LOCAL AREA NTWR (CCNA) |                                    |   |  |
| STEM     | C_S_F050D   | CONNECT NETWORKS WANS (CCNA)   |                                    |   |  |
| STEM     | C_S_F052A   | ADV IP ROUTING PRTCLS/SRV CCNP |                                    |   |  |
| STEM     | C_S_F052B   | ADV SWITCH/CAMPUS LAN DESGN CC |                                    | Approved 3/15; will be offered in 2022-23 year    | not on spring 2023 schedule              |
| STEM     | C_S_F054B   | VMWARE VSPHERE INSTALL/CONF/MN |                                    |   |  |
| STEM     | C_S_F056B   | IT ESSENTIALS                  |                                    |   |  |
| STEM     | C_S_F080A   | OPEN SOURCE CONTRIBUTION       |                                    | Approved 3/15; will be offered fall 2022          |  |
| STEM     | C_S_F081A   | 3-D GRAPHICS PROGRAMMING       |                                    |   |  |
| STEM     | C_S_F082A   | INTRO SOFTWARE QUALITY ASSURAN |                                    | Approved 3/15; will be offered in 2022-23 year    | not on spring 2023 schedule              |
| STEM     | C_S_F084B   | DISTRIBUTED DATABASES          |                                    | Approved 3/15; will be offered in 2022-23 year    | not on spring 2023 schedule              |
| KA       | DANC_F006.  | BEG COUNTRY-WESTERN LINE DANC  |                                    |   |  |
| KA       | DANC_F070R  | INDEPENDENT STUDY IN DANCE     |                                    |   |  |
| KA       | DANC_F071R  | INDEPENDENT STUDY IN DANCE     |                                    |   |  |

|      |            |                                     |                  |  |  |
|------|------------|-------------------------------------|------------------|--|--|
| KA   | DANC_F072R | INDEPENDENT STUDY IN DANCE          |                  |  |  |
| KA   | DANC_F073R | INDEPENDENT STUDY IN DANCE          |                  |  |  |
| HSH  | DH_F072R   | INDEPENDENT STUDY DENTAL HYGIE      |                  |  |  |
| HSH  | DH_F073R   | INDEPENDENT STUDY DENTAL HYGIE      |                  |  |  |
| HSH  | EMS_F200.  | PARAMEDIC ACADEMY                   | Yes - 2020       | Approved 3/15; will be offered summer 2022                               |  |
| LA   | ENGL_F049. | CALIFORNIA LITERATURE               |                  |  |  |
| LA   | ENGL_F072R | INDEPENDENT STUDY ENGLISH           |                  |  |  |
| LA   | ESLL_F248. | ADV GRAMMAR REVIEW                  |                  |  |  |
| BSS  | GEOG_F011. | INTRO MAPPING & SPATIAL REASON      | Yes - 2019, 2020 | Approved 3/15; will be offered fall 2022                                 | cross-listed w/ GIST 11 (regularly taught) |
| FA   | GID_F045.  | DIGITAL SOUND/VIDEO/ANIMATION       |                  |  |  |
| FA   | GID_F046.  | SCREENPRINTING                      |                  |  |  |
| FA   | GID_F047.  | MOTION GRAPHICS                     |                  |  |  |
| BSS  | HIST_F003B | WORLD HIST FROM 750 TO 1750 CE      |                  |  |  |
| BSS  | HIST_F17CH | HONORS HIST OF US 1914 TO PRES      |                  |  |  |
| BSS  | HIST_F018. | INTRO TO MID EASTERN CIV            |                  |  |  |
| BSS  | HIST_F019. | HISTORY OF ASIA: CHIN/JAP           | Yes - 2019       | Approved 3/15; will be offered spring 2023                               | not on spring 2023 schedule                |
| HSH  | HORT_F052E | HORT PRACT: GREENHSE/NURS MGMT      |                  |  |  |
| HSH  | HORT_F060G | LANDSCAPE DESIGN: INTERM COMPUT     |                  | Approved 3/15; quarter/year unknown (depends on ETS)                     |  |
| HSH  | HORT_F090A | CONTAINER PLANTING LANDSCAPING      |                  | Approved 3/15; no quarter/year specified                                 |  |
| HSH  | HORT_F090E | HORT & LANDSCAPE PHOTOGRAPHY        | Yes - 2019       | Approved 3/15; no quarter/year specified                                 |  |
| HSH  | HORT_F090L | PLANT PROPAGATION: BASIC SKILLS     | Yes - 2019       | Approved 3/15; quarter/year unknown (depends on new boiler installation) |  |
| HSH  | HORT_F090M | PLANT NUTRITION & FERTILIZATION     |                  |  |  |
| LA   | JRNL_F053A | STUDENT MEDIA PRACTICUM I           |                  |  |  |
| LA   | JRNL_F053B | STUDENT MEDIA PRACTICUM II          |                  |  |  |
| LA   | JRNL_F060. | EDITORIAL LEADERSHIP STD NEWS MEDIA |                  |  |  |
| LA   | JRNL_F061. | REPORTING FOR STUDENT NEWS MEDIA    |                  |  |  |
| LA   | JRNL_F062. | DIGITAL PROD FOR STUDENT MEDIA      |                  |  |  |
| LA   | JRNL_F064. | PHOTOGRAPHY FOR STUDENT MEDIA       |                  |  |  |
| LA   | JRNL_F070R | INDEPENDENT STUDY IN JOURNALISM     |                  |  |  |
| LA   | JRNL_F071R | INDEPENDENT STUDY IN JOURNALISM     |                  |  |  |
| LA   | JRNL_F072R | INDEPENDENT STUDY IN JOURNALISM     |                  |  |  |
| LA   | JRNL_F073R | INDEPENDENT STUDY IN JOURNALISM     |                  |  |  |
| APPR | JRYM_F100. | BUILD TRADES TEACH DEV              |                  |  |  |
| APPR | JRYM_F153A | AIR BAL TEST EQUIP/INSTR-JRYM       |                  |  |  |
| APPR | JRYM_F153B | TEMP MEAS INST/DUCT SYS JRYM        |                  |  |  |
| KA   | KINS_F054. | INTRO TO SPORTS MANAGEMENT          |                  |  |  |
| KA   | KINS_F072R | INDEPENDENT STUDY KINESIOLOGY       |                  |  |  |
| KA   | KINS_F073R | INDEPENDENT STUDY KINESIOLOGY       |                  |  |  |
| LRC  | LIBR_F010H | HONORS INTRO COLLEGE RESEARCH       |                  |  |  |
| BSS  | LINC_F066. | INTRO TO THE INTERNET               |                  |  |  |
| BSS  | LINC_F068B | GOOGLE DOCS                         |                  |  |  |
| BSS  | LINC_F076C | CREATING CLOUD-BSD INSTRUCTOR PROJ  |                  |  |  |
| BSS  | LINC_F081A | USING DIGITAL IMAGES I              |                  | Approved 3/15; will be offered fall 2022                                 |  |
| BSS  | LINC_F083C | IMOVIE                              |                  |  |  |
| BSS  | LINC_F086B | SCREENCASTING II                    |                  |  |  |
| BSS  | LINC_F097B | TABLET COMPUTR & MEDIA CREATION     |                  |  |  |
| STEM | MATH_F01BH | HONORS CALCULUS II                  |                  |  |  |
| STEM | MATH_F1BHP | HONORS CALCULUS II SEMINAR          |                  |  |  |

|     |            |                                |                  |  |                             |
|-----|------------|--------------------------------|------------------|--|-----------------------------|
| FA  | MDIA_F004. | EXPERIMENTAL FILM & VIDEO      |                  |  |                             |
| FA  | MDIA_F007. | DOCUMENTARY FILM               |                  |  |                             |
| FA  | MDIA_F031. | DIGITAL VIDEO EDITING II       |                  | Approved 3/15; will be offered spring 2023 or 2024 | not on spring 2023 schedule |
| FA  | MDIA_F052. | SCRIPTWRITING FOR FILM & VIDEO |                  | Approved 3/15; will be offered in 2022-23 year     | not on spring 2023 schedule |
| FA  | MTEC_F066A | MUSIC VIDEO PRODUCTION         |                  | Approved 3/15; will be offered fall 2024           |                             |
| FA  | MTEC_F070G | PRO TOOLS 310P-AVID CERTIF     |                  | Approved 3/15; will be offered spring 2023         | not on spring 2023 schedule |
| FA  | MTEC_F080B | ENTERTAINMENT LAW & NEW MEDIA  |                  | Approved 3/15; will be offered fall 2024           |                             |
| FA  | MTEC_F080C | BASICS OF MUSIC PUBLISHING     |                  | Approved 3/15; will be offered fall 2024           |                             |
| FA  | MTEC_F082B | MARKETING YOUR MUSIC           |                  |  |                             |
| FA  | MTEC_F084A | MUSIC & MEDICINE               |                  |  |                             |
| FA  | MUS_F003D  | THEORY & MUSICIANSHIP IV       |                  | Approved 3/15; no quarter/year specified           |                             |
| FA  | MUS_F011A  | JAZZ & SWING                   |                  |  |                             |
| FA  | MUS_F038A  | GUITAR ENSEMBLE I              |                  |  |                             |
| FA  | MUS_F038B  | GUITAR ENSEMBLE II             |                  |  |                             |
| FA  | MUS_F038C  | GUITAR ENSEMBLE III            |                  |  |                             |
| FA  | MUS_F072R  | INDEPENDENT STUDY MUS/MUS TECH |                  |  |                             |
| FA  | MUS_F073R  | INDEPENDENT STUDY MUS/MUS TECH |                  |  |                             |
| LA  | NCEL_F403A | TRANSTN TO COLLEGE ESL PART I  |                  |  |                             |
| LA  | NCEL_F403B | TRANSTN TO COLLEGE ESL PART II | Yes - 2019, 2020 | Approved 3/15; hope to offer in 2022-23 year       | not on spring 2023 schedule |
| LRC | NCLA_F407B | WRITING RESUMES/COVER LETTERS  |                  |  |                             |
| LRC | NCLA_F407C | WRITING UNDER TIME CONSTRAINTS |                  |  |                             |
| LRC | NCLA_F408. | VOCAB ACROSS THE DISCIPLINES   |                  |  |                             |
| SRC | NCP_F401B  | NURTUR HLTHY CHOICS II:ADOLESC |                  |  |                             |
| SRC | PHDA_F024. | MODIFIED STRETCHING/FLEXIBILIT |                  | Approved 3/15; will be offered winter/fall 2023    |                             |
| KA  | PHED_F015C | ADVANCED PICKLEBALL            |                  | Approved 3/15; will be offered fall 2022           |                             |
| KA  | PHED_F017A | BEGINNING KARATE               |                  |  |                             |
| KA  | PHED_F017B | INTERMEDIATE KARATE            |                  |  |                             |
| KA  | PHED_F019B | KICKBOXING FOR FITNESS         |                  |  |                             |
| KA  | PHED_F019C | INT KICKBOXING FOR FITNESS     |                  |  |                             |
| KA  | PHED_F019D | ADV KICKBOXING FOR FITNESS     |                  |  |                             |
| KA  | PHED_F020B | INTERMEDIATE MAT PILATES       |                  |  |                             |
| KA  | PHED_F021D | VINYASA FLOW YOGA              |                  | Approved 3/15; will be offered fall 2022           |                             |
| KA  | PHED_F021E | RESTORATIVE YOGA               |                  | Approved 3/15; will be offered fall 2023           |                             |
| KA  | PHED_F024C | INT GOLF COURSE PLAY           |                  |  |                             |
| KA  | PHED_F024D | ADV GOLF COURSE PLAY           |                  |  |                             |
| KA  | PHED_F025B | BEGINNING GOLF COURSE PLAY     |                  |  |                             |
| KA  | PHED_F042. | BOWLING FOR FITNESS            |                  | Approved 3/15; will be offered fall 2022           |                             |
| KA  | PHED_F043A | ULTIMATE I                     |                  |  |                             |
| KA  | PHED_F071R | INDEPENDENT STUDY PHYSICAL EDU |                  |  |                             |
| KA  | PHED_F072R | INDEPENDENT STUDY PHYSICAL EDU |                  |  |                             |
| KA  | PHED_F073R | INDEPENDENT STUDY PHYSICAL EDU |                  |  |                             |
| BSS | PHIL_F011. | INTRO TO PHIL OF ART & AESTHET |                  |  |                             |
| FA  | PHOT_F022. | PHOTOJOURNALISM                |                  |  |                             |
| FA  | PHOT_F057B | PROFESSIONAL PRACTICES IN PHOT |                  |  |                             |
| FA  | PHOT_F068E | LECTURE TOPICS IN PHOTOGRAPHY  |                  | Approved 3/15; will be offered fall 2023           |                             |
| FA  | PHOT_F071R | INDEPENDENT STUDY IN PHOTOGRAP |                  |  |                             |
| FA  | PHOT_F072R | INDEPENDENT STUDY IN PHOTOGRAP |                  |  |                             |
| FA  | PHOT_F073R | INDEPENDENT STUDY IN PHOTOGRAP |                  |  |                             |
| FA  | PHOT_F078B | SOCIAL CONCERNS FIELD STUDY/PH |                  | Approved 3/15; will be offered winter 2024         |                             |

|      |            |                                |                        |   |                             |
|------|------------|--------------------------------|------------------------|---|-----------------------------|
| FA   | PHOT_F078C | DOCUMENTARY FIELD STUDY PHOTO  |                        | Approved 3/15; will be offered fall 2023          |                             |
| FA   | PHOT_F078D | MUSEUM/GALLERY FIELD STUDY IN  |                        | Approved 3/15; will be offered winter 2024        |                             |
| STEM | PSE_F020.  | INTRO TO PHYSICAL SCIENCE      |                        |   |                             |
| BSS  | PSYC_F054H | HONORS INSTITUTE SEMINAR PSYC  |                        | Approved 3/15; will be offered in 2022-23 year    | not on spring 2023 schedule |
| HSH  | R T_F071.  | ADV CLINICAL EXPER:MRI         | Yes - 2016, 2017, 2019 | Approved 3/15; will be offered in next year       | not on spring 2023 schedule |
| BSS  | SOC_F054H  | HONORS INSTITUTE SEMINAR SOC   |                        |   |                             |
| BSS  | SOSC_F070R | INDEPENDENT STUDY SOCIAL SCIEN |                        |   |                             |
| BSS  | SOSC_F071R | INDEPENDENT STUDY SOCIAL SCIEN |                        |   |                             |
| BSS  | SOSC_F072R | INDEPENDENT STUDY SOCIAL SCIEN |                        |   |                             |
| BSS  | SOSC_F073R | INDEPENDENT STUDY SOCIAL SCIEN |                        |   |                             |
| FA   | THTR_F007. | INTRODUCTION TO DIRECTING      |                        | Approved 3/15; will be offered winter/spring 2023 | not on spring 2023 schedule |
| FA   | THTR_F026. | INTRO FASHION HIST/COSTM DES   |                        | Approved 3/15; will be offered winter/spring 2023 | not on spring 2023 schedule |
| FA   | THTR_F071R | INDEPENDENT STUDY THEATRE ARTS |                        |   |                             |
| FA   | THTR_F073R | INDEPENDENT STUDY THEATRE ARTS |                        |   |                             |
| BSS  | WMN_F070R  | INDEPENDENT STUDY WMN'S STUDIE |                        |   |                             |
| BSS  | WMN_F071R  | INDEPENDENT STUDY WMN'S STUDIE |                        |   |                             |
| BSS  | WMN_F072R  | INDEPENDENT STUDY WMN'S STUDIE |                        |   |                             |
| BSS  | WMN_F073R  | INDEPENDENT STUDY WMN'S STUDIE |                        |   |                             |

# FOOTHILL COLLEGE

## GUIDING PRINCIPLES FOR EQUITABLE CORs

*Believing a well-educated population is essential to sustaining a democratic and just society, we commit to the work of equity, which is to dismantle oppressive systems (structural, cultural, and individual) and create a college community where success is not predictable by race.*

This document was inspired by the recent national dialogue around systemic racism in America and our recognition that implicit and explicit racism exists in our curriculum at Foothill College. Foothill College faculty have long championed student equity and have worked tirelessly to disrupt the historical, systemic racism that causes the persistent, identifiable, predictable, race-based differences in educational access and outcomes for our students (i.e., the “equity gap”). Creating more equitable curriculum is just one of the numerous equity objectives that Foothill College faculty have embraced in support of the [Foothill College Strategic Vision for Equity](#). The intent of this document is to assist faculty as they strive to meet the three curriculum-related goals set forth in the Foothill College Academic Senate Equity Action Plan<sup>1</sup>.

# DEFINITIONS

**Accessibility** is the practice of allowing everyone equal access to education, employment, healthcare, and other resources. Accessibility empowers individuals by helping them understand their rights and advocate for themselves so they can live with independence and dignity. Accessible curriculum recognizes and reduces barriers to student success and designs syllabi, activities, and assignments that acknowledge neurodiversity and integrate support for students and are guided by scientific principles about how students learn (often referred to as Universal Design for Learning, or UDL). (Sources: [Glendale Community College DSPS](#) and [CAST](#))

**Antiracism** encompasses a range of ideas and political actions which are meant to counter [racial prejudice](#), [systemic racism](#), and the [oppression](#) of specific [racial groups](#). Antiracism is usually structured around conscious efforts and deliberate actions which are intended to provide equal opportunities for all people on both an individual and a systemic level. As a philosophy, it can be engaged in by the acknowledgment of personal privileges, confronting acts as well as systems of racial discrimination, and/or working to change personal racial biases<sup>2</sup>.

**Culturally Responsive Teaching (CRT)** recognizes and celebrates that our students come from a variety of backgrounds, experiences, and traditions, including (dis)ability cultures like Deaf culture. CRT curriculum connects activities, assignments, readings, and projects to students' home cultures and experiences. CRT classrooms are communities where knowledge is created within the context of students' cultural, traditional, and social experiences. CRT instructors are facilitators and guides in these communities. (Source: [Glendale Community College C&I](#))

**Decolonization** encourages the representation of multiple perspectives in the curriculum. It makes space for all voices and experiences and does not privilege one point of view. Decolonization is not just a matter of including "other" material within a dominant white, European framework. Instead, it provides a way for a variety of experiences, traditions, theories, and ideas to inform each other and critique the way we construct knowledge and ideologies. Decolonization also enables us to examine the way we teach so we can identify and eliminate biases in our curriculum. Ultimately, decolonizing the curriculum promotes student validation, engagement, and a sense of belonging in our classrooms and across our campus. (Source: [Glendale Community College C&I](#))

**DEIA** is an adopted acronym for the concepts of diversity, equity, inclusion, and accessibility. There may be an additional letter presented for accessibility (DEIA) depending on usage. (Source: [Glendale Community College C&I](#))

**Diversity** is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, neurodiversity, age, religious commitment, or political perspective. (Source: [eXtension](#))

**Epistemology** is the study or a theory of the nature and grounds of knowledge especially with reference to its limits and validity. Epistemology seeks to understand one or another kind of cognitive success (or, correspondingly, cognitive failure). (Sources: [Merriam-Webster](#) and [Stanford University SEP](#))

**Equity** refers to fair and just practices and policies that ensure all campus community members can thrive. Equity is different than equality in that it implies treating everyone as if their experiences are the same. Being equitable means acknowledging and addressing structural inequalities—historic and current—that advantage some and disadvantage others and providing access to resources for success. (Source: [University of Iowa](#))

**Inclusion** is an outcome to ensure that students of diverse backgrounds are treated fairly and respectfully. Inclusion outcomes are met when you, your institution, and your program are truly inviting to all and where diverse individuals can participate fully in the decision-making and development opportunities within an organization or group. (Source: [eXtension](#))

## HOW CAN ONE PERSON MAKE A DIFFERENCE?

Structural and cultural changes are needed to enact true change as an institution. However, we all own the responsibility to engage in individual change and professional and personal development. All levels of system-change dimensions can impact and influence one another. By addressing all levels of change at the same time, a more transformative institutional shift can occur.

# CREATING MORE EQUITABLE CURRICULUM

By building and revising courses and programs through an equity lens, we can construct curriculum that meets the needs of all students and promotes student success. As you write new courses or revise your existing courses, look to incorporating the suggestions, below, which focus on specific sections of the COR. Also provided are before/after examples from Foothill CORs which have gone through the process of being updated using an equity lens.

## COURSE DESCRIPTION

- Does it demonstrate a welcoming approach? Does it engage students and invite them as participants/co-participants?
  - For introductory or general courses, mention that little to no experience in the topic/field is necessary to enroll
- Does it have inclusive language?
  - Use “the student” as much as possible, rather than he/she, or his/her
  - Use active versus passive voice, minimize jargon and/or define discipline-specific terminology
- Does it include DEIA content that will be covered in the course?
- Example(s) of Foothill CORs:
  - Before:
  - After:

## COURSE CONTENT

- Is it timely? How has the topic/field evolved over time, and does the content reflect the most current iteration?
  - If applicable, address historical misconceptions *[better wording?]*
- Is it relevant to the lived experience of the students?
- Is the language inclusive? Does it show a commitment to help students succeed/accomplish SLOs?
- Does it acknowledge the reality of racism and/or include topics related to DEIA?
- Does it explore a broad range of diverse contributions to the topic/field?
  - Move away from including only “canonical” contributions
- Does the content communicate a philosophy that values diverse knowledge and abilities?
- Are students empowered to attain an ownership of their knowledge, instead of having it bestowed upon them?
- Example(s) of Foothill CORs:
  - Before:
  - After:

## METHODS OF EVALUATION

- Are the methods detailed and descriptive?
  - Avoid listing, simply, “essays, quizzes, final exam, etc.” without including additional information about what is included for each
- Are course activities aligned with core principles of universal learning design? Are there multiple means of representation, action, and expression, and/or engagement?
- Does assessment/evaluation consider the multiple ways students learn and use authentic assessment principles?
- Are we as instructors considering our own biases when constructing and evaluating assessments?
- Are students given the opportunity to make up and/or revise work?
- Are assignments assigned in stages so that subsequent assessments incorporate the students’ previous work and instructor feedback?
- Example(s) of Foothill CORs:
  - Before:
  - After:

## METHODS OF INSTRUCTION

- Are the methods detailed and descriptive?
  - Avoid listing, simply, “lecture, lab, exercises, etc.” without including additional information about the delivery of each
- Does the course allow for peer review and/or incorporate other opportunities for discussion between students?
- Do the methods aid in creating a lived experience for students and allow them to connect with course content? [*Shall we define “lived experience?”*]
  - As appropriate, include opportunities for students to engage in self-reflection, to better engage with content
- Example(s) of Foothill CORs:
  - Before:
  - After:

## REPRESENTATIVE TEXTS/MATERIALS

- Do the texts/materials amplify the struggles, advancements, achievements, and experiences of authors from a variety of racial, gender, cultural, (dis)ability, and experiential backgrounds?
- Are diverse authors and voices represented?

- Move away from including only “canonical” texts/materials
- Are the texts/materials current—do they address current issues that are relevant and meaningful to students?
- Do they encourage students to connect course content to their own sociocultural backgrounds and/or the sociocultural backgrounds of others? Do they help students see themselves in the topic/field?
- Do the texts/materials engage in respectful discussion of history and contemporary experiences of discrimination, racism, exclusion, and marginalization? Do they address biases within the topic/field, both historical and contemporary, and include counter-narratives?
- Are the language and content accessible to students from a variety of backgrounds and abilities?
  - If films/videos or online resources are listed, are these accessible to those students with disabilities (e.g., closed captioned, compatible with screen readers)?
- Are the texts/materials appropriate for the prerequisites and course level?
- Are there free texts available? Check with the OER (Open Educational Resources) librarian. (Accessibility and affordability issues in education disproportionately affect marginalized groups.)
- Look beyond traditional textbooks—are there other types of “texts” relevant to the topic/field?
  - Consider the following: films/videos, articles, online resources [anything else?]
- Example(s) of Foothill CORs:
  - Before:
  - After:

## TYPES/EXAMPLES OF REQUIRED READING, WRITING, AND OUTSIDE OF CLASS ASSIGNMENTS

- Do assignments encourage students to connect course content to their sociocultural backgrounds and eclectic experiences and/or the sociocultural backgrounds and experiences of others? Do they help students see themselves in the topic/field?
- Are you including prompts that encourage reflection to specific resources?
- Are activities designed to encourage students to construct their knowledge through contextualized experiences/activities?
- Can students engage with course material and respond to assignments in a variety of meaningful ways that includes real-world examples?
- Are assignments relevant to the type of course?
  - As appropriate, consider using “non-traditional” assignments, such as internships or e-portfolios

- Are assignments assigned in stages so that subsequent assessments incorporate the students' previous work and instructor feedback?
- Example: Ask students to reflect on how their diverse knowledge and unique life experience impact their learning or semester-long e-portfolio that synthesizes academic, professional, and personal growth through weekly reflection/journaling.
- Example(s) of Foothill CORs:
  - Before:
  - After:

## CONCLUSION

xxx

## REFERENCES

1. Curriculum-related goals set forth in the Foothill College Academic Senate Equity Action Plan:

- **Issue 5: Lack of a sense of belonging, safety, and space allocation for students of color.**
  - Goal 7: Curriculum and instruction norm multi-cultural and multi-ethnic perspectives.
- **Issue 6: Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines.**
  - Goal 1: Curriculum is explicitly race conscious.
    - Course outlines in every discipline include the epistemology of the field, highlighting the contributions of racially diverse scholars, and address the discipline's historical and contemporary racial equity issues.
    - Curriculum policies and processes prioritize equity outcomes. Where disproportionate impact is the outcome of policy implementation or compliance, the College Curriculum Committee and Administration take action to analyze the disproportional impact, and mitigate it and when necessary, and work to advocate for change at the board and/or state level where the policy or process is beyond local control.
  - Goal 2: Pedagogy is race conscious.
    - Faculty are knowledgeable about the epistemology of their disciplines, especially about the contributions of racially diverse scholars, and they effectively educate students in these topics.
    - Faculty are knowledgeable about historical and contemporary racial equity issues in their disciplines, and they effectively educate students on these issues.
    - Faculty are aware of approaches for using their discipline to prepare students to be racially conscious, and community and global leaders through opportunities such as service leadership.
    - Faculty use culturally responsive pedagogy and engage in ongoing professional development around their teaching practices.
  - Goal 3: Faculty are supported in their efforts to deepen their understanding of the racialized contexts of their discipline, including the contributions of diverse scholars in their field, update their curricula, and iteratively refine their teaching.

- **Issue 7: Insufficient culturally responsive, relevant, and sustaining pedagogy and other asset-based approaches in teaching and serving our students of color.**
  - Goal 2: Faculty are supported in their efforts to iteratively self-evaluate their proficiency with culturally responsive pedagogy.
  - Goal 3: Content and pedagogy are inclusive of and created with communities of color in mind.
  - Goal 4: The college creates an Ethnic Studies Division and hires demographically diverse faculty.

2. "[Being Antiracist](#)". National Museum of African American History and Culture. 2019-10-01.

Draft