

College Curriculum Committee Meeting Agenda

Tuesday, January 30, 2024

2:00 p.m. – 3:30 p.m.

Administrative Conference Room 1901; virtual option via Zoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: January 16, 2024	2:00	Action	#1/30/24-1	Kaupp
2. Report Out and Check-in	2:02	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:12	Information		
4. Announcements a. New Course Proposals b. New Subject Code (De Anza): ATMG (Automotive Technology Management) c. New Infographics on CCC Website d. New Joint Foothill-De Anza Workgroups: Credit for Prior Learning & Noncredit	2:17	Information	#1/30/24-2–9	CCC Team
5. Consent Calendar a. GE Applications	2:27	Action	#1/30/24-10– 13	Kaupp
6. Stand Alone Application: NCBS 440A	2:33	2nd Read/ Action	#1/30/24-14	Kaupp
7. Stand Alone Application: THTR 49E	2:36	2nd Read/ Action	#1/30/24-15	Kaupp
8. Updating Foothill GE	2:39	Discussion	#1/30/24-16– 17	Gilstrap/ Kaupp
9. Best Practices for Equitable COR Updates	2:58	Discussion		Kaupp
10. Ethnic Studies Graduation Requirement	3:17	1st Read	#1/30/24-18	Kaupp
11. Good of the Order	3:27			Kaupp
12. Adjournment	3:30			Kaupp

*Times listed are approximate

Consent Calendar:

Foothill General Education (attachments #1/30/24-10–13)

Area V—Communication & Analytical Thinking: [MATH 33](#)

Area VII—Lifelong Learning: [PHED 19B](#), [PHED 19C](#), [PHED 19D](#)

Attachments:

#1/30/24-1 Draft Minutes: January 16, 2024

#1/30/24-2–9 New Course Proposals: [ALTW 234](#), [HIST 70R series](#), [HUMN 15](#),
[MATH 211A](#), [MATH 211B](#), [NCBS 411A](#), [NCBS 411B](#), [PHIL 15](#)

#1/30/24-14 Stand Alone Application: [NCBS 440A](#)

#1/30/24-15 Stand Alone Application: [THTR 49E](#)

#1/30/24-16 Foothill GE Comparison

#1/30/24-17 Considerations for Rethinking Foothill GE

#1/30/24-18 Update to Graduation Requirements for Local Associate Degrees

2023-2024 Curriculum Committee Meetings:

<u>Fall 2023 Quarter</u>	<u>Winter 2024 Quarter</u>	<u>Spring 2024 Quarter</u>
10/3/23	1/16/24	4/16/24
10/17/23	1/30/24	4/30/24
10/31/23	2/13/24	5/14/24
11/14/23	2/27/24	5/28/24
11/28/23	3/12/24	6/11/24

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

2023-2024 Curriculum Deadlines:

12/1/23	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
12/1/23	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
4/19/24	Deadline to submit curriculum sheet updates for 2024-25 catalog (Faculty/Divisions).
6/1/24	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
TBD	Deadline to submit course updates and local GE applications for 2025-26 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), Cynthia Brannvall (FAC), Rachele Campbell (HSH), Zach Cembellin (Dean, STEM), Anthony Cervantes (Dean, Enrollment Services), Sam Connell (BSS), Cathy Draper (HSH), Angie Dupree (BSS), Kelly Edwards (KA), Jordan Fong (FAC), Valerie Fong (Dean, LA), Evan Gilstrap (Articulation Officer), Stacy Gleixner (VP Instruction), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Ben Kaupp (Faculty Co-Chair), Andy Lee (CNSL), Don Mac Neil (KA), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Sarah Parikh (STEM), Eric Reed (LRC), Richard Saroyan (SRC), Amy Sarver (LA), Paul Starer (APPR), Kyle Taylor (STEM), Mary Vanatta (Curriculum Coordinator), Voltaire Villanueva (AS President), Erik Woodbury (De Anza CCC Faculty Co-Chair)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2023-24

Meeting Date: 1/30/24Co-Chairs (2)

<u>✓*</u>	Ben Kaupp	408-874-6380	Vice President, Academic Senate (tiebreaker vote only)	kauppben@fhda.edu
<u>✓*</u>	Kurt Hueg	7179	Associate Vice President of Instruction	huegkurt@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
<u>✓*</u>	Cynthia Brannvall	7477	FAC	brannvallcynthia@fhda.edu
<u>✓*</u>	Zach Cembellin	7383	Dean—STEM	cembellinzachary@fhda.edu
<u>✓*</u>	Sam Connell	7197	BSS	connellsamuel@fhda.edu
<u>✓*</u>	Cathy Draper	7249	HSH	drapercatherine@fhda.edu
<u>✓*</u>	Angie Dupree		BSS	dupreeangelica@fhda.edu
<u>✓</u>	Kelly Edwards	7327	KA	edwardskelly@fhda.edu
<u>✓*</u>	Jordan Fong	7272	FAC	fongjordan@fhda.edu
	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
<u>✓*</u>	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
<u>✓*</u>	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
<u>✓*</u>	Andy Lee	7783	CNSL	leeandrew@fhda.edu
<u>✓</u>	Don Mac Neil	7248	KA	macneildon@fhda.edu
	Brian Murphy		APPR	brian@pttc.edu
<u>✓*</u>	Tim Myres		APPR	timm@smw104jatc.org
<u>✓*</u>	Sarah Parikh	7748	STEM	parikhsarah@fhda.edu
<u>✓*</u>	Eric Reed	7091	LRC	reederic@fhda.edu
<u>✓</u>	Richard Saroyan	7232	SRC	saroyanrichard@fhda.edu
	Amy Sarver	7459	LA	sarveramy@fhda.edu
<u>✓*</u>	Kyle Taylor	7126	STEM	taylorkyle@fhda.edu

Non-Voting Membership (4)

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

Visitors

Chris Allen*, Rachelle Campbell*, Jonatan Naranjo*, Paul Starer

* Indicates in-person attendance

**College Curriculum Committee
Meeting Minutes
Tuesday, January 16, 2024
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom**

Item	Discussion
1. Minutes: November 28, 2023	Approved by consensus.
2. Report Out and Check-in	<p>Speaker: All Language Arts: Armerding taking over for Ulysses Acevedo as rep; no updates to report.</p> <p>Hueg shared he met w/ CCCCCO last month to discuss noncredit, particularly about offering mirrored noncredit courses to older adults (e.g., theatre, possibly language). Positive response from CCCCCO, who were excited we reached out; they've appointed a state-wide coordinator re: noncredit and are interested in helping us (and De Anza) offer noncredit to older adults. Note that De Anza has a new VPI. Hueg will be working w/ faculty, and noted there are models we can look at from other colleges. Prioritizing this work to hopefully begin offering new courses in fall quarter. Kaupp noted ALCB faculty have a lot of relevant experience and can offer help. Brannvall asked Hueg if there's a list of applicable depts.—Hueg responded, will email all divisions to gather interest. Mac Neil mentioned PHED faculty would be interested—Hueg responded, unfortunately, PE is excluded, per the state. Sarver asked if asynchronous classes were discussed, re: concerns about capturing positive attendance for noncredit—Hueg responded, not yet, but aware of issues re: positive attendance and has been looking into this topic. Ideally, new courses would help us serve our local population via in-person classes, but could also be offered online. Reed noted we already offer some mirrored noncredit and asked if there's a curriculum difference—Hueg responded, new courses would specifically be in the noncredit category of Courses for Older Adults.</p> <p>Fine Arts & Comm: No updates to report.</p> <p>LRC: Agyare shared that the Library has subscribed to the New York Times website; all students, faculty, and staff have access. Thanked folks for getting the word out about LIBR 10/H—50 students enrolled!</p> <p>SRC: Saroyan shared the DRC having an open house tomorrow!</p> <p>STEM: No updates to report.</p> <p>BSS: No updates to report.</p> <p>HSH: No updates to report.</p> <p>Counseling: No updates to report.</p> <p>Gilstrap shared that C-ID is looking for English faculty to participate in FDRG (faculty discipline review group), will send link to Language Arts reps to distribute. Shared that every ADT will need updated with the new CalGETC pattern; won't need to certify until spring/summer 2025, but will be starting work and contacting faculty soon.</p>

	<p>Vanatta shared the deadline for curriculum sheets for 2024-25: Friday, April 19; process/timeline will be similar to last year's. Also shared that new CourseLeaf programs module launching this week!</p> <p>Apprenticeship: Murphy shared working on Foothill GE applications for two additional degree programs. Allen shared the BS degree proposal has been resubmitted to the CCCCCO.</p> <p>Kinesiology & Athletics: Edwards and Mac Neil now serving as reps; no updates to report.</p>
<p>3. Public Comment on Items Not on Agenda</p>	<p>No comments.</p>
<p>4. Announcements a. Notification of Proposed Requisites b. ASCCC Fall Plenary Update</p>	<p>Speakers: CCC Team New corequisites for MATH 40A & NCBS 440A. Please share with your constituents.</p> <p>Packet of adopted resolutions was attached as info item.</p>
<p>5. New Certificate Application: Spanish</p>	<p>Speaker: Ben Kaupp Second read of new Spanish Certificate of Achievement. No comments.</p> <p>Motion to approve M/S (Sarver, Jackson Sandoval). Approved.</p>
<p>6. Degree Deactivation: Communication Studies ADT</p>	<p>Speaker: Ben Kaupp Second read of deactivation of Communication Studies ADT, which is being replaced by new 2.0 version. No comments.</p> <p>Motion to approve M/S (J. Fong, Gilstrap). Approved.</p>
<p>7. Stand Alone Application: NCBS 440A</p>	<p>Speaker: Ben Kaupp First read of Stand Alone Approval Request for NCBS 440A. Will be permanently Stand Alone and used as coreq support for MATH 40A. Hueg clarified MATH 40A is Quantitative Reasoning; Parikh added, 40A is a general math course. Discussion occurred about the current prereq listed on MATH 40A. Cembellin explained MATH 40A already has credit support course, MATH 240A, and this is the noncredit mirrored version. Typically, support coreqs for MATH offered asynchronously. Connell asked if these support courses open to high school students who are struggling with math—Hueg responded, this is support for a transfer-level course. Cembellin noted MATH 40A is designed for students who are not in a STEM pathway, would be a good course for those students. Jackson Sandoval asked why students would choose MATH 40A over MATH 10 (Statistics)—Cembellin responded, many pathways require MATH 10, but if it's not required, students can use 40A as math option. Parikh added, 40A is much broader than statistics. Lee added, students in Allied Health programs tend to take 40A.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>8. Stand Alone Application: THTR 49E</p>	<p>Speaker: Ben Kaupp First read of Stand Alone Approval Request for THTR 49E. Will be permanently Stand Alone. Connell asked if students currently don't get credit for involvement in theatre productions—Vanatta noted, this is an additional course in an existing series. Parikh asked if each course in this series is different—Hueg responded, difference is in the mastery of the content. Parikh asked how this works, re: repeatability—Vanatta noted these included in course family, so there are repeatability limits. Kaupp noted slight differences in course descriptions between courses in the series; each focuses on different aspect of performance.</p> <p>Second read and possible action will occur at next meeting.</p>

9. Updating Foothill GE

Speaker: Evan Gilstrap

Gilstrap reminded the group of our conversation at previous CCC meeting, and the need to update Foothill GE in response to recent changes to Title 5 language outlining local GE pattern. Went over list of what needs to be discussed by CCC:

- Lifelong Learning—new Title 5 language doesn't require. Do we include it in GE pattern, make it a graduation requirement, etc.? If we include it, how many units are required?
- Area 2 (Mathematical Concepts & Quantitative Reasoning)—currently, MATH courses in Communication & Analytical Thinking; do we automatically move them all over to new Area 2, or require faculty to fill out application?
- Area 5 (Natural Sciences)—new Title 5 language doesn't specify lab requirement; do we want to require a lab or not?
- Area 6 (Ethnic Studies)—do we automatically allow courses approved for CalGETC Ethnic Studies area to be included?
- What process will we use to move courses currently approved for Foothill GE to new pattern?
- What changes need to be made to GE application forms? Brand-new forms needed for new Area 2 & Area 6, and forms for other areas may need updates.

Gilstrap noted topic of students' catalog rights also needs discussed; for example, for students currently enrolled, what happens when Foothill GE changes put into place? Explained concept of continuous enrollment, re: catalog rights. Noted there will be a period when we're straddling two versions of Foothill GE (students w/ catalog rights may use old version; new students use new version). Brannvall asked how these changes affect Guided Pathways—Gilstrap responded, Program Maps will need to be updated. Noted the state still has yet to distribute any implementation guidelines or timeline to the colleges. Brannvall asked Counseling reps what information is communicated to students re: catalog rights—Jackson Sandoval responded, topic has come up a lot, recently, due to changes around Ethnic Studies for transfer GE. Saroyan shared has conversations w/ students to figure out which catalog edition best for them, as students have option to use GE pattern from any catalog published while they've been a student (as long as they meet continuous enrollment). Brannvall gets a lot of questions from students about requirements, especially when a course has been deactivated—Lee responded, best to direct students to counselors with these types of questions. Lee mentioned our catalog does a good job of concisely defining catalog rights and continuous enrollment.

Starer asked if changes will result in net increase or decrease in GE pattern units, noting many students use GE pattern as significant portion of units for their degree. Gilstrap noted Foothill GE is already unit-heavy, so while changes may result in an increase, possibly not by much, if at all. Pointed out comparison of current Foothill GE to new requirements lists both as 30-35 total units, depending on which courses the student selects. Murphy asked for clarification re: students having the choice of which catalog edition to use for GE requirements—Gilstrap responded, as long as student maintains continuous enrollment, they have option to select any GE requirements listed in the catalogs published since they started.

Jackson Sandoval asked who will make the final decision on these questions—Gilstrap believes CCC has the purview to make these decisions, as we represent the faculty. Jackson Sandoval commented on Lifelong Learning, stressing its importance, especially considering

the current mental health crisis affecting students. Acknowledged that students can take these courses as elective units, but believes it's worthwhile to include in GE. Also acknowledged this would mean higher total units for GE. Brannvall asked if Lifelong Learning could be included as optional GE area—Gilstrap thinks if it's optional, majority of students won't do it.

Parikh noted Foothill GE doesn't apply to transfer degrees but does apply to local degrees; there is no Engineering ADT and probably never will be, so those students are working on local AS degree. Concerned that adding extra requirements could result in these students not completing AS degree before they transfer. Parikh also noted that not requiring Lifelong Learning courses doesn't mean they need to stop being offered. Asked if research has been done to find out if students are taking Lifelong Learning courses outside of GE—Gilstrap responded, spoke w/ Institutional Research (IR) folks about a few questions, including how many units students typically complete for Foothill GE. Was told the number of local degrees awarded is so low, this info would not be significant. Also asked if we can see if transfer students are taking Lifelong Learning courses, and was told cannot predict a reason as to why a transfer student would take one of these courses. Parikh questioned why IR can't get this info, and Gilstrap suggested he could ask for clarification on their response. Hueg believes IR saying this is not a statistically significant number, and Hueg believes not worth the work to try to figure this out. Also noted the state is funneling students into ADT pathways, starting this fall. Parikh asked how this will affect Engineering students, as there's no Engineering ADT—Gilstrap responded, they won't be put into an ADT pathway, not to worry.

Agyare noted LIBR 10 is in Lifelong Learning but also UC transferable, so course will still be attractive to students. Asked if course could be listed in a different GE area, if we get rid of Lifelong Learning—Gilstrap responded, technically, yes, if CCC approves. Hueg wonders if we could offer a noncredit version of LIBR 10, which could help encourage students to take it. Believes students will still want to take PHED courses, even if they don't count toward degree requirements. Noted the point of these changes by the state is to reduce time and cost for students to get a degree; doesn't mean we cannot offer these courses.

Starer suggested this is a good opportunity to create a time-delimited workgroup to discuss topic and bring suggestions to CCC. Suggested folks consider the following: what if we designed a local degree around the student, instead of around specific disciplines? What if we consider general education as a whole, instead of siloed notions of discipline? Mentioned discussions in Language Arts re: makerspaces; V. Fong added, division has been discussing teaching and learning around the theme of student experience, including thinking of students and instructors as co-participants in the learning environment and experience. Starer suggested we consider GE by centering the student within in the experience, as opposed to thinking of the GE areas as discipline-specific. V. Fong mentioned recent discussions about ILOs (Institutional Learning Outcomes) touched on our tendency to think that specific skills/topics (e.g., communication), reside in or are the purview of certain disciplines, but these skills/topics are relevant to every discipline across campus.

Brannvall shared she offers a lot of optional, not required, opportunities for students, and they do choose to participate; doesn't agree that

	<p>optional necessarily means student won't take it. Jackson Sandoval asked if there will be student voice in making these decisions—Kaupp responded, this is a very good point and there should be. Noted CCC will be making recommendations on decisions, likely gathering input from Academic Senate, Faculty Association, and student reps. Hueg clarified, CCC will be making the decisions. Kaupp noted has received questions from other colleges about our plans, especially re: Lifelong Learning. Gets the impression that colleges want to keep Lifelong Learning, but everyone realizes that those who get rid of it will offer a faster route for students. Kaupp agrees there is need for Lifelong Learning, beyond just taking it to get a degree, adding it's tied to Foothill's mission statement.</p> <p>Kaupp noted appreciation of how long today's discussion has lasted and encouraged reps to bring topic to their constituents; Kaupp and Gilstrap happy to join division discussions. Also mentioned upcoming conversation with Academic Senate President Voltaire Villanueva re: AB 1111 (Common Course Numbering) and CCC's role in implementation. Hueg asked about timeline for these decisions—Gilstrap responded, some colleges pushing for fall 2024, but we're probably looking at fall 2025. Parikh noted reps discussed Natural Sciences lab requirement w/ relevant faculty; faculty don't believe removing requirement will affect the courses very much, and concerned keeping it could turn students off from Foothill. STEM division consensus is to not require lab for Natural Sciences area.</p>
10. Best Practices for Equitable COR Updates	<p>Speaker: Ben Kaupp Topic delayed to future meeting, due to time constraint.</p>
11. Good of the Order	
12. Adjournment	<p>3:30 PM</p>

Attendees: Micaela Agyare* (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Cynthia Brannvall* (FAC), Zach Cembellin* (Dean, STEM), Sam Connell* (BSS), Cathy Draper* (HSH), Angie Dupree* (BSS), Kelly Edwards (KA), Jordan Fong* (FAC), Valerie Fong* (Dean, LA), Evan Gilstrap* (Articulation Officer), Kurt Hueg* (Administrator Co-Chair), Maritza Jackson Sandoval* (CNSL), Ben Kaupp* (Faculty Co-Chair), Andy Lee* (CNSL), Don Mac Neil (KA), Brian Murphy (APPR), Sarah Parikh* (STEM), Eric Reed (LRC), Richard Saroyan* (SRC), Amy Sarver* (LA), Paul Starer (APPR), Kyle Taylor* (STEM), Mary Vanatta* (Curriculum Coordinator)

* Indicates in-person attendance

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 01/11/24 3:29 pm

Viewing: **ALTW F234. : CAREER PATH EXPLORATION: STEM CAREERS FOR STUDENTS WITH LEARNING DIFFERENCES**

Last edit: 01/18/24 2:33 pm

Changes proposed by: Benjamin Kaupp (10691847)

In Workflow

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

Approval Path

1. 01/18/24 9:38 am
Richard Saroyan (saroyanrichard):
Approved for ISR Curriculum Rep

Course Proposal Form

Faculty Author Benjamin Kaupp

Effective Term Summer 2025

Subject Adaptive Learning: Transition to Work Course Number F234.
(ALTW)

Department Adaptive Learning (A L)

Division Student Resource and Support Programs
(1SR)

Units 2

Hours 2 hours lecture

Course Title CAREER PATH EXPLORATION: STEM CAREERS FOR
STUDENTS WITH LEARNING DIFFERENCES

Short Title

Proposed Transferability None

Proposed Description and Requisites: Specifically designed for students with learning difference, this course aims to broaden student horizons and inspire them to consider careers in Science, Technology, Engineering, and Mathematics (STEM). Through a combination of experiential learning and guest lectures, students will gain valuable insights into various STEM fields. The curriculum emphasizes hands-on activities, interactive projects, and real-world scenarios to provide a practical understanding of STEM concepts. The guest lectures, featuring professionals from diverse STEM backgrounds, offer students the opportunity to connect with role models and explore potential career paths. By the end of the course, participants will have a clearer understanding of possibilities within STEM and the confidence to pursue their interests in these dynamic fields.

This course is part of the Tools for Transition & Work program.

Proposed Discipline TBA (see comments below)

To which Degree(s) or Certificate(s) would this course potentially be added?
none

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

Comments & Other Relevant Information for Discussion:

Discipline will be either:
Vocational (short-term): Noncredit
or
Developmental Disabilities: Disabled Students Programs and Services

Determination is pending discussion of min quals - the best teachers for this particular course do not have experience or formal education in special ed, but would have significant pedagogical support from TTW instructional staff.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 11/10/23 7:08 am

Viewing: **HIST F070R : INDEPENDENT STUDY IN HISTORY**

Last edit: 01/17/24 9:41 am

Changes proposed by: Bill Ziegenhorn (10857626)

In Workflow

- 1SS Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 01/12/24 3:46 pm
Angelica Dupree
(dupreeangelica):
Approved for 1SS
Curriculum Rep

Course Proposal Form

Faculty Author Bill Ziegenhorn

Effective Term Summer 2025

Subject History (HIST) Course Number F070R

Department History (HIST)

Division Business and Social Sciences (1SS)

Units 1

Hours 3 hours laboratory

Course Title INDEPENDENT STUDY IN HISTORY

Short Title

Proposed Transferability CSU Only

Proposed Description and Requisites: Provides an opportunity for the student to expand their studies in History 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.

Proposed Discipline History

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

- AA -- History
- ADT -- History

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

No

Comments & Other Relevant Information for Discussion:

It would be ideal to re-activate this course as soon as possible. Number of hours may be different depending on requirements for lecture versus laboratory units.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 01/17/24 2:51 pm

Viewing: **HUMN F015. : ETHICS IN ARTIFICIAL INTELLIGENCE**

Last edit: 01/18/24 8:21 am

Changes proposed by: Benjamin Kaupp (10691847)

In Workflow

- 1SS Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 01/17/24 7:56 pm
Samuel Connell
(connellsamuel):
Approved for 1SS
Curriculum Rep

Course Proposal Form

Faculty Author: Mona Rawal

Effective Term: Summer 2025

Subject: Humanities (HUMN) Course Number: F015.

Department: Humanities (HUMN)

Division: Business and Social Sciences (1SS)

Units: 4

Hours: 4 hours lecture

Course Title: ETHICS IN ARTIFICIAL INTELLIGENCE

Short Title:

Proposed Transferability: UC/CSU

Proposed Description and Requisites: Explore the ethical dimensions of Artificial Intelligence through a lens of moral philosophy. Students will delve into the ethical dilemmas arising from AI technologies, including privacy concerns, bias and fairness, accountability, and the societal impact of automation. Through case studies, ethical frameworks, and philosophical discussions, participants will critically analyze real-world AI applications and develop strategies for ethically responsible AI development and deployment.

Proposed Discipline: Philosophy & Humanities (will be cross-listed)

To which Degree(s) or Certificate(s) would this course potentially be added?
Upcoming certificate in AI (being developed in partnership with STEM division)

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

No

Comments & Other Relevant Information for Discussion:
Please note this is intended to be one component of a new certificate being developed primarily through the STEM division.

To be cross listed with PHIL F015.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 01/10/24 2:15 pm

Viewing: **MATH F211A : JUST-IN-TIME SUPPORT FOR MATH 1A**

Last edit: 01/25/24 10:25 am

Changes proposed by: Teresa Zwack (10630491)

In Workflow

- 1PS Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 01/24/24 11:39 am
Kyle Taylor (taylorkyle):
Approved for 1PS Curriculum Rep

Course Proposal Form

Faculty Author Teresa Zwack

Effective Term Summer 2025

Subject Mathematics (MATH) Course Number F211A

Department Mathematics (MATH)

Division Science Technology Engineering and Mathematics (1PS)

Units 2.5

Hours 2.5 lecture

Course Title JUST-IN-TIME SUPPORT FOR MATH 1A

Short Title

Proposed Transferability None

Proposed Description and Requisites: A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in Calculus I. Intended for students majoring in science, technology, engineering, and mathematics who are concurrently enrolled in MATH 1A at Foothill College. Topics include: a review of skills developed in precalculus, including developing a knowledge of function families with their graphs and behavior, transformations, average rate of change, inverses, and compositions.

Corequisite: MATH 1A.

Proposed Discipline Mathematics

To which Degree(s) or Certificate(s) would this course potentially be added? None

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

Comments & Other Relevant Information for Discussion: This course is being created in response to AB 1705.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 01/10/24 2:26 pm

Viewing: **MATH F211B : JUST-IN-TIME SUPPORT FOR MATH 1B**

Last edit: 01/25/24 10:25 am

Changes proposed by: Teresa Zwack (10630491)

In Workflow

- 1PS Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 01/24/24 11:39 am
Kyle Taylor (taylorkyle):
Approved for 1PS Curriculum Rep

Course Proposal Form

Faculty Author Teresa Zwack

Effective Term Summer 2025

Subject Mathematics (MATH) Course Number F211B

Department Mathematics (MATH)

Division Science Technology Engineering and Mathematics (1PS)

Units 2.5

Hours 2.5 lecture

Course Title JUST-IN-TIME SUPPORT FOR MATH 1B

Short Title

Proposed Transferability None

Proposed Description and Requisites: A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in Calculus II. Intended for students majoring in science, technology, engineering, and mathematics who are concurrently enrolled in MATH 1B at Foothill College. Topics include: a review of skills developed in precalculus, including advanced algebra manipulations, polar curves and parametric equations, and advanced graphing skills.

Corequisite: MATH 1B.

Proposed Discipline Mathematics

To which Degree(s) or Certificate(s) would this course potentially be added? None

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

Comments & Other Relevant Information for Discussion: This course is being created in response to AB 1705.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 01/10/24 2:19 pm

Viewing: **NCBS F411A : JUST-IN-TIME SUPPORT FOR MATH 1A**

Last edit: 01/25/24 10:25 am

Changes proposed by: Teresa Zwack (10630491)

In Workflow

1. **1LB Curriculum Rep**
2. **Curriculum Coordinator**
3. **1PS Curriculum Rep**
4. **Curriculum Coordinator**
5. Activation

Approval Path

1. 01/11/24 2:01 pm
Eric Reed
(reederic):
Approved for 1LB Curriculum Rep
2. 01/12/24 10:00 am
Mary Vanatta
(vanattamary):
Approved for Curriculum Coordinator
3. 01/24/24 11:39 am
Kyle Taylor
(taylorkyle):
Approved for 1PS Curriculum Rep

Course Proposal Form

Faculty Author Teresa Zwack

Effective Term Summer 2025

Subject Non-Credit: Basic Skills (NCBS) Course Number F411A

Department Mathematics (MATH)

Division Science Technology Engineering and Mathematics (1PS)

Units 0

Hours 2.5 lecture weekly

Course Title JUST-IN-TIME SUPPORT FOR MATH 1A

Short Title

Proposed Transferability None

Proposed Description and Requisites: A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in Calculus I. Intended for students majoring in science, technology, engineering, and mathematics who are concurrently enrolled in MATH 1A at Foothill College. Topics include: a review of skills developed in precalculus, including developing a knowledge of function families with their graphs and behavior, transformations, average rate of change, inverses, and compositions.

Corequisite: MATH 1A.

Proposed Discipline Mathematics

To which Degree(s) or Certificate(s) would this course potentially be added? None

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

Comments & Other Relevant Information for Discussion: This course is being created in response to AB 1705.

Reviewer Comments **Mary Vanatta (vanattamary) (01/12/24 9:59 am):** Confirmed with LRC & STEM deans that the correct division for this course is STEM. Updated division selection and routed course to STEM Curriculum Reps for review/approval at STEM division CC.

Course Change Request

New Course Proposal

Date Submitted: 01/10/24 2:28 pm

Viewing: **NCBS F411B : JUST-IN-TIME SUPPORT FOR MATH 1B**

Last edit: 01/25/24 10:26 am

Changes proposed by: Teresa Zwack (10630491)

In Workflow

1. **1LB Curriculum Rep**
2. **Curriculum Coordinator**
3. **1PS Curriculum Rep**
4. **Curriculum Coordinator**
5. Activation

Approval Path

1. 01/11/24 2:01 pm
Eric Reed
(reederic):
Approved for 1LB Curriculum Rep
2. 01/12/24 10:01 am
Mary Vanatta
(vanattamary):
Approved for Curriculum Coordinator
3. 01/24/24 11:39 am
Kyle Taylor
(taylorkyle):
Approved for 1PS Curriculum Rep

Course Proposal Form

Faculty Author Teresa Zwack

Effective Term Summer 2025

Subject Non-Credit: Basic Skills (NCBS) Course Number F411B

Department Mathematics (MATH)

Division Science Technology Engineering and Mathematics (1PS)

Units 0

Hours 2.5 lecture weekly

Course Title JUST-IN-TIME SUPPORT FOR MATH 1B

Short Title

Proposed Transferability None

Proposed Description and Requisites: A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in Calculus II. Intended for students majoring in science, technology, engineering, and mathematics who are concurrently enrolled in MATH 1B at Foothill College. Topics include: a review of skills developed in precalculus, including advanced algebra manipulations, polar curves and parametric equations, and advanced graphing skills.

Corequisite: MATH 1B.

Proposed Discipline Mathematics

To which Degree(s) or Certificate(s) would this course potentially be added? None

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

Comments & Other Relevant Information for Discussion: This course is being created in response to AB 1705.

Reviewer Comments **Mary Vanatta (vanattamary) (01/12/24 10:00 am):** Confirmed with LRC & STEM deans that the correct division for this course is STEM. Updated division selection and routed course to STEM Curriculum Reps for review/approval at STEM division CC.

Course Change Request

New Course Proposal

Date Submitted: 10/20/23 1:14 pm

Viewing: **PHIL F015. : ETHICS IN ARTIFICIAL INTELLIGENCE**

Last edit: 01/17/24 2:33 pm

Changes proposed by: Mona Rawal (20178896)

In Workflow

- 1SS Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 01/16/24 10:29 am
Angelica Dupree (dupreeangelica):
Approved for 1SS Curriculum Rep

Course Proposal Form

Faculty Author: Mona Rawal

Effective Term: Summer 2025

Subject: Philosophy (PHIL) Course Number: F015.

Department: Philosophy (PHIL)

Division: Business and Social Sciences (1SS)

Units: 4

Hours: 4 hours lecture

Course Title: ETHICS IN ARTIFICIAL INTELLIGENCE

Short Title:

Proposed Transferability: UC/CSU

Proposed Description and Requisites: Explore the ethical dimensions of Artificial Intelligence through a lens of moral philosophy. Students will delve into the ethical dilemmas arising from AI technologies, including privacy concerns, bias and fairness, accountability, and the societal impact of automation. Through case studies, ethical frameworks, and philosophical discussions, participants will critically analyze real-world AI applications and develop strategies for ethically responsible AI development and deployment.

Proposed Discipline: Philosophy & Humanities (will be cross-listed)

To which Degree(s) or Certificate(s) would this course potentially be added?
Upcoming certificate in AI (being developed in partnership with STEM division)

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

Comments & Other Relevant Information for Discussion:
Please note this is intended to be one component of a new certificate being developed primarily through the STEM division.

Reviewer Comments:

Foothill GE application for Area V—Communication & Analytical Thinking
Approved by GE subcommittee 1/16/24
Subcommittee members: Amy Sarver, Leticia Serna

MATH F033. : MATH FOR FINANCIAL THRIVING

Proposal Type

New Course

Effective Term

Summer 2024

Subject

Mathematics (MATH)

Course Number

F033.

Department

Mathematics (MATH)

Division

Science Technology Engineering and Mathematics (1PS)

Units

5

Hours

5 lecture

Course Title

MATH FOR FINANCIAL THRIVING

Former ID

Cross Listed

Related Courses

Maximum Units

5

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

5

Weekly Lab Hours

0

Weekly Out of Class Hours

10

Special Hourly Notation**Total Contact Hours**

60

Total Student Learning Hours

180

Repeatability Statement

Not Repeatable

Credit Status

Credit

Degree Status

Applicable

Is Basic Skills applicable to this course?

No

Grading

Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

Foothill GE

Foothill GE Status

Area V: Communication & Analytical Thinking

Need/Justification

This course satisfies the Foothill GE requirement for Area V, Communication & Analytical Thinking.

Course Description

This course is designed for any student, in any major, who is interested in exploring the connections between math concepts and aspects of financial thriving. This project-based course focuses on exploration and investigation of both simple and complex financial decisions common in everyday life. Topics include linear and exponential modeling, variables and multivariable relationships, dimensional analysis, descriptive statistics, present and future values, and estimation. Individually and collaboratively, students analyze quantitative

information and apply quantitative skills in a variety of contexts related to financial planning and decision making. Students present their findings verbally and in writing.

Course Prerequisites

Prerequisite: Intermediate Algebra or equivalent.

Course Corequisites

Corequisite: For students who do not meet the prerequisite requirement, concurrent enrollment in MATH 233 or NCBS 433 is required.

Course Advisories

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

Course Objectives

The student will be able to:

1. Solve life problems having financial considerations.
2. Evaluate intersections between financial thriving and issues of diversity, equity, inclusion, and social justice.
3. Take the initiative to solve problems using diagrams, measurements, conversions, estimation, probability, and modeling, including exponential functions and multivariable functions.
4. Calculate and interpret quantities important for understanding complex problems, including exponential functions, log scales, multivariable functions, probability, statistics, indices, historical averages.
5. Effectively communicate the reason(s) why solutions are correct or applicable.
6. Describe and discuss different ways to measure and quantify aspects of particular interest that pertain to real life decision making.

Course Content

1. Solve problems that apply to daily living
 1. Polya's 4-step process for problem solving
 2. Reflection and budgeting
 1. Spending and saving money
 2. Tracking
 3. Projecting
 3. Analyzing options and making decisions
 1. Shopping
 2. Transportation
 3. Insurance
 4. Housing
 5. Education
 6. Job and career
 7. Retirement
2. Issues of diversity, equity, inclusion, and justice as related to wealth

1. Wealth
 1. Disparities
 2. Determinants of
 3. Inequities
2. Diverse contributors to the field of financial thriving
 1. Community leaders
 2. Mathematicians
 3. Economists
3. Create and use spreadsheets, diagrams, modeling, measurements, conversions, estimation, probability, and statistics
 1. Spreadsheets
 1. Navigating
 2. Creating algebraic formulas
 3. Accessing built-in formulas
 2. Graphs and tables
 1. Linear functions
 2. Exponential functions
 3. Logarithmic scales
 4. Time value of money
 3. Modeling
 1. Linear
 2. Exponential
 3. Regression
 4. Measurements:
 1. Areas
 2. Volumes
 3. Distances
 4. Weights
 5. Time
 6. Rates
 5. Conversions
 1. Dimensional analysis
 2. Unit conversion
 3. Scaling
 4. Cost per unit
 6. Estimation
 1. Historical indexes
 2. Conventional values
 3. Accuracy
 4. Rounding and mental math
 7. Probability and statistics
 1. Theoretical and experimental probability
 2. Conditional probability and contingency tables
 3. Measures of center and variability

4. Indices and historical averages
4. Calculate and interpret quantities important for understanding complex problems, including probability, statistics, indices, historical averages
 1. Exponential functions
 1. Percent growth
 2. Log scales
 3. Functions of multiple variables
 1. Time values of money
 4. Relative frequencies: proportions, decimals, percents
 5. Conditional probabilities and contingency tables
 6. Historical averages and variability
 7. Regression
5. Communicate the reasons why solutions are correct or applicable
 1. Discuss assumptions
 2. Check using multiple representations/approaches
 3. Check practical reasonableness
 4. Compare to estimations and expectations
6. Students will describe and discuss different ways to measure and quantify aspects of particular interest that pertain to real life decision making
 1. Underlying estimates
 2. Underlying beliefs
 3. Underlying values

Lab Content

Not applicable.

Special Facilities and/or Equipment

For all sections of this course, students will need access to a computer that supports browser-based tools.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:

Homework
 Quizzes and tests
 Projects
 Proctored comprehensive final examination
 Portfolio

Methods of Instruction

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

Lecture
 Discussion

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

Collaborative activities

Representative Text(s)

Author(s)	Title	Publication Date
Lovelock, David, Marilou Mendel, and A. Larry Wright	An Introduction to the Mathematics of Money	2007
Karaali, Gizam, and Lily S. Khadjavi	Mathematics for Social Justice: Resources for the College Classroom	2019
Bolker, Ethan D., and Maura B. Mast	Common Sense Mathematics, 2nd ed.	2021

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

This course is designed in response to local student demands and statewide changes in math education, so no textbook has been written to cover all of the topics. We will develop custom materials for our course.

Other Materials

Custom-made department materials: Canvas pages, videos, PDFs.

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

1. Deliberate practice: daily homework designed to extend concept and skill development
2. Preparatory homework designed to prepare students for the next lesson
3. Reading about application/context
4. Mini quizzes
5. Portfolio development
6. Review and preparation for quizzes and exams
7. Written or video presentation of analyses

Authorized Discipline(s):

Mathematics

Faculty Service Area (FSA Code)

MATHEMATICS

Taxonomy of Program Code (TOP Code)

1701.00 - Mathematics, General

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):

Content Areas 1, 2, 4, 5, 6 all require critical reading, writing, listening, speaking.

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

Content Areas 1, 2, 3, 4 all require computation to solve problems.

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

Content Areas 1, 2, 3, 4, 5, 6 all require clear, precise, logical, organized self-expression, sometimes in mathematical notation and other times in mathematical language.

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):

Content Areas 1, 2, and 6 all require investigation of how one's role in society impacts their mathematical analysis.

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):

Content Areas 1, 2, 3f, 3giv, 4f require students to find, evaluate, and use information relevant to a life decision.

Content Areas 3a, 3b, 4g require students to access, navigate, and use web-based graphing tools and spreadsheets.

SLO #2, "present findings" requires students to create and post their findings, using online tools, photography of written work, or recording of video presentations.

Depth Criteria for Area V – Communication & Analytical Thinking

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

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement must offer students the opportunity to:

- C1. Apply the analytical skills learned in the course to other disciplines;*
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;*
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;*
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.*

Expected outcomes of a successful course in this area should include some or all of the following:

- C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;*
- C6. Identify goals when applying analytical skills;*
- C7. Recognize limitations of applicable methodologies;*
- C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.*

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

Depth Mapping: Must include the following

C1. Apply the analytical skills learned in the course to other disciplines; Matching course component(s):

Content Areas 1b, 1c, 2 relate course skills to other disciplines.

C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills; Matching course component(s):

Content Areas 1, 2, 3, 4, 5, 6 all require clear, precise, logical, organized self-expression, sometimes in mathematical notation and other times in mathematical language.

Content Areas 1, 2, 3, 4 all require computation to solve problems.

C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate; Matching course component(s):

Content Areas 1, 2, 4, 5, 6 all require critical reading and writing.

Content Areas 3 and 4 require extensive use of symbolic form. In particular, modeling is a process of distilling relationships between quantities, by conversion to symbolic equations.

C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language. Matching course component(s):

Content Areas 1, 2, 3, 4, 5, 6 all require clear, precise, logical, organized self-expression, sometimes in mathematical notation and other times in mathematical language.

Depth Mapping: Should include some or all

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

Content Areas 1b, 1c, 2, 5, and 6 require students to organize, edit, evaluate their ideas for the purpose of articulating a position.

C6. Identify goals when applying analytical skills; Matching course component(s):

SLO #1 and SLO #3 ask students to work with a goal in mind. Objective #3 asks students to strategically identify and use relevant tools.

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

Objective #2 and Content Area #6 confront the limitations and subjective nature of the mathematical analysis of a life decision.

Objective #3 pushes students to recognize the varied applicability of mathematical tools.

C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation. Matching course component(s):

Content Areas 1, 2, 3f, 3g, 4f require students to find, evaluate, and use information relevant to a life decision.

Content Areas 3a, 3b, 4g require students to access, navigate, and use web-based graphing tools and spreadsheets.

SLO #2, "present findings" requires students to create and post their findings, using online tools, photography of written work, or recording of video presentations.

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

CSU/UC

Validation Date

9/14/23

Division Dean Only

Seat Count

40

Load

.111

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

125051 - Mathematics

Account Code

1320

Program Code

170100 - Mathematics, General

PHED F019B : KICKBOXING FOR FITNESS

Proposal Type

Course Revision

Effective Term

Summer 2024

Subject

Physical Education (PHED)

Course Number

F019B

Department

Physical Education (PHED)

Division

Kinesiology and Athletics (1PE)

Units

1

Course Title

KICKBOXING FOR FITNESS

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 (Request for Pass/No Pass)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

AA-T Degree

Foothill GE

Foothill GE Status

Area VII: Lifelong Learning

Need/Justification

This course is a restricted support course for the ADT in Kinesiology, and it partially satisfies the Foothill GE requirement for Area VII, Lifelong Learning.

Course Description

Introduction to the basic skills and mechanics of kickboxing for fitness. Total cardiovascular workout emphasizing basic footwork, body mechanics, punching and kicking combinations, and basic offensive and defensive techniques.

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

Advisory: This course is included in the Combatives family of activity courses.

Course Objectives

The student will be able to:

1. Examine the history and origins of contemporary kickboxing in the United States
2. Demonstrate basic footwork, proper punching and kicking combinations
3. Understand the fundamentals of applied kinesiology
4. Employ proper warm-up and cool-down stretching for injury prevention
5. Demonstrate knowledge of the anatomical terms related to kickboxing
6. Recognize the physical benefits derived from kickboxing
7. Explain the difference between aerobic and anaerobic exercise
8. Select appropriate beginning level exercises and maintain low to moderate intensity

Course Content

1. History and origins of kickboxing
 1. Introduction to United States
 2. Integration of aerobics, karate, and boxing
2. Fundamentals of exercise physiology
 1. Muscular strength
 2. Muscular endurance
 3. Cardiovascular endurance
 4. Flexibility
 5. Body composition
3. Guidelines for improving cardiovascular endurance
 1. Intensity
 2. Duration
 3. Frequency
 4. Mode
4. Safety and prevention of injury
 1. Warm-up
 2. Cool-down
 3. Proper stretching
 4. Breathing
 5. Monitoring intensity based on perceived exertion
5. Footwork
 1. Stances
 2. Proper alignment
 3. Weight distribution

Lab Content

Laboratory content may include, but is not limited to:

1. Footwork
 1. March
 2. Jog

3. Tapping
4. Step touch
5. Squat
6. Hops
7. Jumps
8. Lunges
9. Travel
10. Alternate knees
2. Punches
 1. Jab
 2. Double jab
 3. Triple jab
 4. Cross
 5. Double-cross
 6. Triple-cross
 7. Upper cut
 8. Hook
 9. Elbow
3. Kicks
 1. Front
 2. Step over front kick
 3. Side
 4. Step to side kick
 5. Rear
 6. Step to rear kick
 7. Roundhouse
 8. Step side to roundhouse
 9. Double step to roundhouse

Special Facilities and/or Equipment

1. Fitness mat and appropriate workout clothing. Towel is optional.
2. When taught as an online distance learning or hybrid section, students and faculty need ongoing and continuous internet and email access.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:

Direct instructor observation of skill techniques
 Demonstration of individual kickboxing routine

Methods of Instruction

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

Cooperative learning exercises
 Laboratory

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

Demonstration
Mini-lectures

Representative Text(s)

Author(s)	Title	Publication Date
Dumas, A., and James A. Turner	Full Contact Kickboxing: A Complete Guide to Training and Strategies	2023

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

Other Materials

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

Optional reading and writing exercises as recommended by instructor.

Authorized Discipline(s):

Physical Education

Faculty Service Area (FSA Code)

PHYSICAL EDUCATION

Taxonomy of Program Code (TOP Code)

0835.00 - Physical Education

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:

Direct instructor observation of skill techniques

Demonstration of individual kickboxing routine

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

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

Course Content:

2. Fundamentals of exercise physiology

3. Guidelines for improving cardiovascular endurance

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. Examine the history and origins of contemporary kickboxing in the United States

Course Content:

1. History and origins of kickboxing

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

Depth Criteria for Area VII – Lifelong Learning

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

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

A course meeting the Lifelong Learning General Education Requirement must help students:

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

In addition, a course meeting this requirement must include at least one of the following student learning outcomes:

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

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

Depth Mapping: Must include the following

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

Course Objectives:

- 1. Examine the history and origins of contemporary kickboxing in the United States**
- 3. Understand the fundamentals of applied kinesiology**
- 5. Demonstrate knowledge of the anatomical terms related to kickboxing**

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

Course Objectives:

2. Demonstrate basic footwork, proper punching and kicking combinations
5. Demonstrate knowledge of the anatomical terms related to kickboxing
8. Select appropriate beginning level exercises and maintain low to moderate intensity

Course Content:

- 4.e. Monitoring intensity based on perceived exertion

L3. Identify current issues and concerns that influence health, communication or learning;

Matching course component(s):

Course Objectives:

3. Understand the fundamentals of applied kinesiology
4. Employ proper warm-up and cool-down stretching for injury prevention
5. Demonstrate knowledge of the anatomical terms related to kickboxing
6. Recognize the physical benefits derived from kickboxing
7. Explain the difference between aerobic and anaerobic exercise
8. Select appropriate beginning level exercises and maintain low to moderate intensity

Course Content:

2. Fundamentals of exercise physiology
3. Guidelines for improving cardiovascular endurance
4. Safety and prevention of injury
- 4.e. Monitoring intensity based on perceived exertion

L4. Comprehend and apply health and well-being issues to the individual and to society;

Matching course component(s):

Course Objectives:

1. Examine the history and origins of contemporary kickboxing in the United States
3. Understand the fundamentals of applied kinesiology
4. Employ proper warm-up and cool-down stretching for injury prevention
6. Recognize the physical benefits derived from kickboxing
7. Explain the difference between aerobic and anaerobic exercise
8. Select appropriate beginning level exercises and maintain low to moderate intensity

Course Content:

3. Guidelines for improving cardiovascular endurance
4. Safety and prevention of injury

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

Course Description:

Introduction to the basic skills and mechanics of kickboxing for fitness. Total cardiovascular workout emphasizing basic footwork, body mechanics, punching and kicking combinations and basic offensive and defensive techniques.

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

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

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

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

Course Objectives:

3. Understand the fundamentals of applied kinesiology
4. Employ proper warm-up and cool-down stretching for injury prevention
6. Recognize the physical benefits derived from kickboxing
7. Explain the difference between aerobic and anaerobic exercise
8. Select appropriate beginning level exercises and maintain low to moderate intensity

Course Content:

2. Fundamentals of exercise physiology
3. Guidelines for improving cardiovascular endurance
4. Safety and prevention of injury

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

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

CSU/UC

Validation Date

11/11; 11/12; 6/6/17; 9/14/23

Division Dean Only

Seat Count

35

Load

.050

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

124011 - Kinesiology/Physical Ed

Account Code

1320

Program Code

083500 - Physical Education

PHED F019C : INTERMEDIATE KICKBOXING FOR FITNESS

Proposal Type

Course Revision

Effective Term

Summer 2024

Subject

Physical Education (PHED)

Course Number

F019C

Department

Physical Education (PHED)

Division

Kinesiology and Athletics (1PE)

Units

1

Course Title

INTERMEDIATE KICKBOXING FOR FITNESS

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 (Request for Pass/No Pass)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

AA-T Degree

Foothill GE

Foothill GE Status

Area VII: Lifelong Learning

Need/Justification

This course is a restricted support course for the ADT in Kinesiology, and it partially satisfies the Foothill GE requirement for Area VII, Lifelong Learning.

Course Description

Focuses on punching and kicking combination drills, with fewer breaks or interruptions, and with an increase in intensity, impact, and duration. An emphasis is placed on intermediate level footwork and body mechanics to improve coordination, reaction time, and balance.

Course Prerequisites**Course Corequisites**

Course Advisories

Advisory: This course is included in the Combatives family of activity courses.

Course Objectives

The student will be able to:

1. Identify major muscles and bones related to kickboxing
2. Understand the fundamentals of applied kinesiology
3. Demonstrate intermediate level movements and sequences
4. Demonstrate proper alignment of intermediate punching and kicking postures
5. Modify exercises to achieve personal fitness goals
6. Recognize and implement the importance of safe exercise practice

Course Content

1. Muscular and skeletal system as they relate to kickboxing
2. Fundamental movements
 1. Sagittal plane: flexion, extension, dorsiflexion, plantarflexion
 2. Frontal plane: abduction, adduction, elevation, depression, inversion, eversion
 3. Transverse plane: rotation, pronation, supination, horizontal flexion and extension
3. Anatomical terminology: major muscles, joints, and bones
4. Movements/combination drills based on 32-count phrasing using music
5. Increased focus and concentration in performance of intermediate level punching and kicking drills
6. Cardiovascular high intensity exercise without fatigue
7. Body alignment, core strength, and hip rotation in smooth sequential intermediate level kickboxing movements
8. Injury prevention
 1. General good health
 2. Proper warm-up/cool-down/stretching
 3. Monitoring of maximum and target heart rates
9. Physical benefits
 1. Cardiovascular
 2. Muscular strength and endurance
 3. Flexibility
 4. Body composition

Lab Content

Laboratory content may include, but is not limited to:

1. Footwork
 1. Fighting stance
 2. Proper alignment for punching and kicking postures

3. Double step touch
 4. Squat lunges (stationary)
 5. Squat lunges (traveling)
 6. Jumping jacks
 7. Shuffle
 8. Ball change
 9. Pivot
 10. Sweeping
2. Punches
 1. Jabs
 2. Double jabs
 3. Cross
 4. Double cross
 5. Triple cross
 6. Upper cut
 7. Double upper cut
 8. Hook
 9. Double hook
3. Kicks
 1. Crescent kick
 2. Axe kick
 3. Step kick
 4. Step knee kick
 5. Double step kick
 6. Rear kick with squat
 7. Side kick
 8. Step side kick
 9. Double step kick
 10. Roundhouse kick
 11. Roundhouse kick with jumping jack
 12. Hook kick
4. Core strength skills
 1. Bob and weave
 2. Blocking
 3. Side knee up with one leg balance
 4. Repeated one-leg kicking
 5. Upper cut using core muscles

Special Facilities and/or Equipment

1. Comfortable workout clothing, fitness mat, resistance bands, and light hand weights.
2. When taught as an online distance learning or hybrid section, students and faculty need ongoing and continuous internet and email access.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:

Direct observation of student skills and techniques
Student demonstration of individual intermediate level kickboxing routine

Methods of Instruction

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

Cooperative learning exercises
Instructor and student demonstration
Mini-lectures

Representative Text(s)

Author(s)	Title	Publication Date
Dumas, A., and James A. Turner	Full Contact Kickboxing: A Complete Guide to Training and Strategies	2023

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

Other Materials

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

Optional reading and writing exercises as recommended by instructor.

Authorized Discipline(s):

Physical Education

Faculty Service Area (FSA Code)

PHYSICAL EDUCATION

Taxonomy of Program Code (TOP Code)

0835.00 - Physical Education

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:

Direct observation of student skills and techniques

Student demonstration of individual intermediate level kickboxing routine

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

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

Course Objectives:

1. Identify major muscles and bones related to kickboxing

2. Understand the fundamentals of applied kinesiology

3. Demonstrate intermediate level movements and sequences

Course Content:

1. Muscular and skeletal system as they relate to kickboxing

3. Anatomical terminology: major muscles, joints, and bones

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

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

Depth Criteria for Area VII – Lifelong Learning

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

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

A course meeting the Lifelong Learning General Education Requirement must help students:

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

In addition, a course meeting this requirement must include at least one of the following student learning outcomes:

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

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

Depth Mapping: Must include the following

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

Course Objectives:

1. Identify major muscles and bones related to kickboxing
2. Understand the fundamentals of applied kinesiology
3. Demonstrate intermediate level movements and sequences

Course Content:

1. Muscular and skeletal system as they relate to kickboxing
3. Anatomical terminology: major muscles, joints and bones

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

Course Objectives:

2. Understand the fundamentals of applied kinesiology
3. Demonstrate intermediate level movements and sequences
4. Demonstrate proper alignment of intermediate punching and kicking postures
5. Modify exercises to achieve personal fitness goals
6. Recognize and implement the importance of safe exercise practice

Course Content:

3. Anatomical terminology: major muscles, joints and bones
4. Movements/combination drills based on 32-count phrasing using music
5. Increased focus and concentration in performance of intermediate level punching and kicking drills
6. Cardiovascular high intensity exercise without fatigue
7. Body alignment, core strength and hip rotation in smooth sequential intermediate level kickboxing movements
8. Injury prevention
9. Physical benefits

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

Course Objectives:

1. Identify major muscles and bones related to kickboxing
2. Understand the fundamentals of applied kinesiology
5. Modify exercises to achieve personal fitness goals
6. Recognize and implement the importance of safe exercise practice

Course Content:

5. Increased focus and concentration in performance of intermediate level punching and

kicking drills

6. Cardiovascular high intensity exercise without fatigue
7. Body alignment, core strength and hip rotation in smooth sequential intermediate level kickboxing movements
8. Injury prevention
9. Physical benefits

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

Course Objectives:

1. Identify major muscles and bones related to kickboxing
2. Understand the fundamentals of applied kinesiology
5. Modify exercises to achieve personal fitness goals
6. Recognize and implement the importance of safe exercise practice

Course Content:

5. Increased focus and concentration in performance of intermediate level punching and kicking drills
6. Cardiovascular high intensity exercise without fatigue
7. Body alignment, core strength and hip rotation in smooth sequential intermediate level kickboxing movements
8. Injury prevention
9. Physical benefits

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

Course Description:

Focuses on punching and kicking combination drills, with fewer breaks or interruptions, and with an increase in intensity, impact and duration. An emphasis is placed on intermediate level footwork and body mechanics to improve coordination, reaction time and balance.

Course Objectives:

5. Modify exercises to achieve personal fitness goals
6. Recognize and implement the importance of safe exercise practice

Course Content:

8. Injury prevention
9. Physical benefits

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

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

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

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

Course Objectives:

- 2. Understand the fundamentals of applied kinesiology
- 5. Modify exercises to achieve personal fitness goals
- 6. Recognize and implement the importance of safe exercise practice

Course Content:

- 6. Cardiovascular high intensity exercise without fatigue
- 8. Injury prevention
 - a. General good health
 - b. Proper warm-up/cool-down/stretching
 - c. Monitoring of maximum and target heart rates
- 9. Physical benefits

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

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

CSU/UC

Validation Date

11/14/12; 6/6/17; 9/14/23

Division Dean Only

Seat Count

35

Load

.050

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

124011 - Kinesiology/Physical Ed

Account Code

1320

Program Code

083500 - Physical Education

PHED F019D : ADVANCED KICKBOXING FOR FITNESS

Proposal Type

Course Revision

Effective Term

Summer 2024

Subject

Physical Education (PHED)

Course Number

F019D

Department

Physical Education (PHED)

Division

Kinesiology and Athletics (1PE)

Units

1

Course Title

ADVANCED KICKBOXING FOR FITNESS

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 (Request for Pass/No Pass)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

AA-T Degree

Foothill GE

Foothill GE Status

Area VII: Lifelong Learning

Need/Justification

This course is a restricted support course for the ADT in Kinesiology, and it partially satisfies the Foothill GE requirement for Area VII, Lifelong Learning.

Course Description

Emphasizes high-intensity and moderate- to high-impact advanced level kickboxing sequences using complex and choreographed movements.

Course Prerequisites**Course Corequisites**

Course Advisories

Advisory: This course is included in the Combatives family of activity courses.

Course Objectives

The student will be able to:

1. Understand biomechanical principles and basic kinesiology
2. Demonstrate advanced level kickboxing movements with proper alignment
3. Perform advanced high-intensity/moderate- to high-impact routines without fatigue
4. Discuss the safety issues related to advanced kickboxing
5. Demonstrate an understanding of anatomy, physiology, and kinesiology as related to advanced kickboxing
6. Calculate target heart rate and body mass index
7. Explain physical and mental benefits of advanced kickboxing

Course Content

1. Fundamentals of applied kinesiology
 1. Law of acceleration
 2. Law of reaction
 3. Lower extremities: hips, knees, legs
 4. Upper extremities: shoulders, glenohumeral joint
 5. Spine and pelvis: posture, neutral spine, trunk, core stability
2. Concentration: increased precision of movement with focus and awareness
3. Control: controlled movement performed fluidly in non-interrupted sequence
4. Kickboxing choreography
 1. Building sequential combinations
 2. Appropriate beat per minute

Lab Content

Laboratory content may include, but is not limited to:

1. Footwork
 1. Boxer's stances
 2. Squat jump
 3. Stationary boxing
 4. Dynamic boxing
 5. Kickboxing combinations (simple to complex)
2. Punches
 1. Elbow strikes
 2. Reverse punch
 3. Blocking
 4. Uppercut cross
 5. Hook uppercut
 6. Combination of various mixed punches

3. Kicks

1. Straight knee thrust (long-range knee kick or front heel kick)
2. Rising strike knee
3. Hooking knee strike
4. Side knee snap strike
5. Spinning front kick
6. Spinning back kick
7. Jump kick
8. Combination of various mixed kicks

Special Facilities and/or Equipment

When taught as an online distance learning or hybrid section, students and faculty need ongoing and continuous internet and email access.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:

Direct instructor observation of student skills and techniques
Student demonstration of individual advanced kickboxing routine

Methods of Instruction

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

Cooperative learning exercises
Instructor and student demonstration
Mini-lectures

Representative Text(s)

Author(s)	Title	Publication Date
Dumas, A., and James A. Turner	Full Contact Kickboxing: A Complete Guide to Training and Strategies	2023

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

Other Materials

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

Optional reading and writing assignments as recommended by instructor.

Authorized Discipline(s):

Physical Education

Faculty Service Area (FSA Code)

PHYSICAL EDUCATION

Taxonomy of Program Code (TOP Code)

0835.00 - Physical Education

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:

Direct instructor observation of student skills and techniques

Student demonstration of individual advanced kickboxing routine

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

Course Objectives:

1. Understand biomechanical principles and basic kinesiology
6. Calculate target heart rate and body mass index

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

Course Content:

1. Fundamentals of applied kinesiology
2. Concentration: increased precision of movement with focus and awareness
3. Control: controlled movement performed fluidly in non-interrupted sequence
4. Kickboxing choreography

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

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

Depth Criteria for Area VII – Lifelong Learning

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

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

A course meeting the Lifelong Learning General Education Requirement must help students:

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

In addition, a course meeting this requirement must include at least one of the following student learning outcomes:

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

L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;

L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;

L9. Use technology to analyze problems and create solutions.

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

Depth Mapping: Must include the following

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

Course Objectives:

1. Understand biomechanical principles and basic kinesiology
4. Discuss the safety issues related to advanced kickboxing
5. Demonstrate an understanding of anatomy, physiology and kinesiology as related to advanced kickboxing
6. Calculate target heart rate and body mass index
7. Explain physical and mental benefits of advanced kickboxing

Course Content:

1. Fundamentals of applied kinesiology

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

Course Objectives:

2. Demonstrate advanced level kickboxing movements with proper alignment
3. Perform advanced high-intensity/moderate- to high-impact routines without fatigue
4. Discuss the safety issues related to advanced kickboxing
5. Demonstrate an understanding of anatomy, physiology and kinesiology as related to advanced kickboxing
6. Calculate target heart rate and body mass index
7. Explain physical and mental benefits of advanced kickboxing

Course Content:

2. Concentration: increased precision of movement with focus and awareness

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

Course Objectives:

1. Understand biomechanical principles and basic kinesiology
4. Discuss the safety issues related to advanced kickboxing
5. Demonstrate an understanding of anatomy, physiology and kinesiology as related to advanced kickboxing
6. Calculate target heart rate and body mass index
7. Explain physical and mental benefits of advanced kickboxing

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

Course Objectives:

1. Understand biomechanical principles and basic kinesiology
3. Perform advanced high-intensity/moderate- to high-impact routines without fatigue
4. Discuss the safety issues related to advanced kickboxing
5. Demonstrate an understanding of anatomy, physiology and kinesiology as related to advanced kickboxing
6. Calculate target heart rate and body mass index
7. Explain physical and mental benefits of advanced kickboxing

Course Content:

- 1.e. Spine and pelvis: posture, neutral spine, trunk, core stability
2. Concentration: increased precision of movement with focus and awareness
3. Control: controlled movement performed fluidly in non-interrupted sequence

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

Course Description:

Emphasizes high-intensity and moderate- to high-impact advanced level kickboxing sequences using complex and choreographed movements.

Course Objectives:

4. Discuss the safety issues related to advanced kickboxing
6. Calculate target heart rate and body mass index
7. Explain physical and mental benefits of advanced kickboxing

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

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

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

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

Course Objectives:

1. Understand biomechanical principles and basic kinesiology
3. Perform advanced high-intensity/moderate- to high-impact routines without fatigue
5. Demonstrate an understanding of anatomy, physiology and kinesiology as related to advanced kickboxing
6. Calculate target heart rate and body mass index
7. Explain physical and mental benefits of advanced kickboxing

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

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

CSU/UC

Validation Date

11/14/12; 6/20/17; 9/14/23

Division Dean Only

Seat Count

35

Load

.050

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

124011 - Kinesiology/Physical Ed

Account Code

1320

Program Code

083500 - Physical Education

NCBS F440A : JUST-IN-TIME SUPPORT FOR MATH 40A

Proposal Type

New Course

Effective Term

Summer 2024

Subject

Non-Credit: Basic Skills (NCBS)

Course Number

F440A

Department

Mathematics (MATH)

Division

Science Technology Engineering and Mathematics (1PS)

Units

0

Former ID**Cross Listed****Related Courses**

MATH F240A - JUST-IN-TIME SUPPORT FOR MATH 40A

Maximum Units

0

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

2.5

Weekly Lab Hours

0

Weekly Out of Class Hours

0

Special Hourly Notation**Total Contact Hours**

30

Total Student Learning Hours

30

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

NCBS 440A is a corequisite support course for MATH 40A. Each time a student takes this pair of courses together, NCBS 440A will be used to address the student's current needs for success in MATH 40A. For example, one quarter it might be solving linear equations and another quarter it might be solving exponential equations, or one quarter this might be workload analysis and another quarter it might be collaboration skills.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

Yes

Basic Skills Level

Does Not Apply

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

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 is needed to provide corequisite support for a transfer level math class. This will enable more students to complete a transfer level math class. See Section 5 of attached file (AB705 Math Improvement Plan, March 11, 2022).

Attach evidence

AB705 - Math Improvement plan.pdf

Need/Justification

This course is designed to support students who do not meet the multiple measures placement in MATH 40A. The course provides just-in-time remediation of prerequisite skills necessary for MATH 40A. Additionally, the course provides support in study skills and habits.

Course Description

A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in Quantitative Reasoning. Intended for students who are concurrently enrolled in MATH 40A at Foothill College. Topics include: a review of computational skills developed in beginning and intermediate algebra, including proportional reasoning, order of operations, simplifying expressions, solving equations, use of variables, creating and using graphical displays.

Course Prerequisites

Course Corequisites

Corequisite: MATH 40A.

Course Advisories

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

Course Objectives

The student will be able to:

1. Plan, implement, and assess their work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.
2. Collaborate to collect, assemble, discuss, and present culturally-relevant information using group member knowledge, reading strategies, and the internet.
3. Read, comprehend, and discuss quantitative situations drawn from the fields of personal finance, health and wellness, environmental technologies, and civic engagement.
4. Demonstrate an understanding of mathematics by writing complete and correct responses to questions.
5. Use algebraic notation and symbol manipulation strategies.
6. Use dimensional analysis to solve complex problems.

Course Content

1. Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning
 1. Workload analysis
 1. School/study time calculation
 2. Plotting weekly calendar
 2. Math support resources

1. Classmates
 2. Instructor
 3. Tutoring resources
3. Learning opportunities in math
 1. Productive struggle
 2. Deliberate practice
 3. Explicit connections
 4. Collaboration and teamwork
2. Collaborate to collect, assemble, discuss, and present culturally-relevant information using team member knowledge, reading strategies, and the internet
 1. Build collaboration skills
 2. Mathematical identity development
 3. Cultural capital recognition and development
 4. Quantitative communication skill development
3. Read and discuss quantitative situations drawn from the fields of personal finance, health and wellness, environmental technologies, and civic engagement
 1. Reading comprehension strategies
 1. Comprehension and Synthesis Chart
 2. Qualitative information and vocabulary
 3. Quantitative information and vocabulary
 4. Plan of action
 2. Reading apprenticeship routines, such as:
 1. "Think Aloud" or
 2. "Talk to the Text"
 3. Discussion strategies and norms
 1. Think time before share
 2. Whip around discussion format
4. Employ strategies for writing complete and correct responses to questions
 1. Simple and complete
 2. Specific
 3. Stand-alone
5. Use algebraic notation and symbol manipulation strategies
 1. Variables
 1. Subscripts
 2. Order of operations
 3. Units and dimensional analysis
 4. Solve equations
 1. Linear
 2. Radical
 3. Exponential
 4. Quadratic
 5. Inequalities
 6. Evaluating formulas

6. Use dimensional analysis to solve complex problems with multiple pieces of information and steps
 1. Units
 1. Conversions
 2. Equivalencies
 2. Application to real life problems
 3. Equations and proportions

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. Access to graphing technology, such as a graphing calculator or graphing software.
2. For all sections of this course, students will need access to a computer and the internet.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:

Group and independent exploratory activities
Homework
Performance in MATH 40A

Methods of Instruction

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

Group work
Discussion
Mini-lectures
Instructor-guided discovery
Formative assessment

Representative Text(s)

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

Other Materials

No course materials.

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

1. Problem sets
2. Exploratory activities and/or projects
3. Reading and/or writing assignments

Authorized Discipline(s):

Mathematics

Faculty Service Area (FSA Code)

MATHEMATICS

Taxonomy of Program Code (TOP Code)

1702.00 - Mathematics Skills

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

40

Load

.056

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

125051 - Mathematics

Account Code

1320

Program Code

170100 - Mathematics, General



California
Community
Colleges

Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans

Introduction and Form Instructions

This page provides an introduction of this form and instructions about completing this process.

Introduction

By fall 2022 the California Community College system must transition to full implementation of AB 705 and associated regulations by sun-setting local placement practices explicitly prohibited by legislation and regulation, and by ensuring that all U.S. high school graduate students are placed into and enroll in coursework that maximizes the probability that they complete transfer level math and English within a year of their first enrollment in the discipline (where math and English requirements exist).

With some limited exceptions, this means that by fall 2022 all U.S. high school graduate students, both new and continuing, in certificate, degree or transfer programs, will be placed into and enroll in transfer level English and math/quantitative reasoning courses (whether with or without support). Every college will submit an Equitable Placement and Completion Improvement Plan to describe changes in placement practices and curricular structures the college will implement to reach this goal.

The Improvement Plan does not require the submission of data for colleges that will, by fall 2022, ensure transfer level placement in both math/quantitative reasoning and English for all U.S. high school graduates, along with no pre-transfer level enrollments, including multi-term transfer-level courses, for students in certificate, degree or transfer programs.

For colleges that plan to continue placements and/or enrollments into pre-transfer level courses or multi-term transfer-level courses in fall 2022, the Improvement Plan requires completion of a Data Addendum to validate that such practices meet AB 705 standards. In the Data Addendum colleges will submit local data in an attempt to show completion is maximized for a specific program or student group that enrolls, by requirement or by choice, into pre-transfer level courses or multi-term transfer-level courses.

Instructions

As described in guidance memorandum ESS 21-300-015 Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans released November 17, 2021 (link below), all California Community Colleges are to complete the enclosed Equitable Placement and Completion Improvement Plan by March 11, 2022 using this form. Please review the memo for more details and please follow the detailed instructions in the form and data template closely. These materials will be reviewed and questions addressed during a system webinar on Monday, November 29, 2021, 3:30-5:00pm. If you are unable to attend, you will be able to find the slides and a recording of the webinar in the Equitable Placement and Completion community in the Vision Resource Center (<https://visionresourcecenter.cccco.edu/>) approximately a week after the webinar.

Please download the guidance memorandum describing the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans by clicking on the link below:

[ESS 21-300-015 Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans](#)

Please download the Improvement Plan form by clicking on the link below (the pdf is provided for reference only; submit the form by completing this electronic form):

[Link: Improvement Plan Form \(for reference only\)](#)

Please download the Data Addendum Template by clicking on the link below. Data only needs to be submitted by colleges for which pre-transfer level placements and/or enrollments will continue in fall 2022. Complete the full data template and upload the renamed file in question #2 below.

[AB 705 Improvement Plans Data Addendum Template](#)

Once you complete and submit this form, Chancellor’s Office staff will route the form through AdobeSign for signatures. You will enter the needed contact information for those signatures at the end of the form.

If you have any questions about this form, please contact Dean Dr. LeBaron Woodyard at LWOODYAR@CCCCO.edu. If you have any questions about the content of your AB 705 Improvement Plan, please email AB705@cccco.edu.

[Glossary of Terms](#)

As you are completing this form, you can save your work and return to complete it later. To do so, the form contains a "Save and Continue" phrase located at the top right portion of each page. In order to save information on a specific page you must advance to the next page and click the "Save and Continue" phrase. Follow the instructions on the screen.

District and College Information

This page collects information on the district and college.

1) District/College*

District: _____

College: _____

Improvement Plan Overview

In this Improvement Plan, colleges will respond to a set of prompts based on how colleges intend to shift local communication, advising, course availability, placement, and support practices to fully implement Equitable Placement and Completion (AB 705). Carefully consider the four options below and respond based on the conversations and planning that has taken place on your local campus with students, faculty and administrators. Please fully review the enclosed memo (above) before completing this plan.

2) Choose option 1, 2, 3a, or 3b

All of these options are for all students implicated in AB 705: U.S. high school graduate students (including ELL & ESL students) in certificate, degree or transfer programs. Under specific sets of conditions, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, college-level mathematics may be appropriate if such courses maximize the probability that a student will enter and complete the required college-level coursework or higher within one year of initial enrollment in the discipline.*

No matter which option is chosen, *all colleges* should review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

Option 1: As of fall 2021, the college has already effectively implemented AB 705, meaning there is default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer-level enrollments (including multi-term or transfer level courses). If this is true of your college, no further reporting is required. Please submit this form with this checkbox indicated (the form will be routed through AdobeSign for signatures). Still, be sure to review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

Option 2: By fall 2022, the college will have default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer-level enrollments (including multi-term transfer-level courses). If this is true of your college, complete Part A of the Improvement Plan. Be sure to review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

Option 3: The college will have default transfer-level placement and enrollment into math/quantitative reasoning and English for all or most students by fall 2022 but will continue to enroll some students into pre-transfer level courses, either by requirement or choice.

3) You selected option 3 above, please choose option(s) A and/or B to further describe the college's plan for pre-transfer-level (or multi-term transfer-level course) enrollment:

If either or both options are true of your college, complete the full Improvement Plan and the Data Addendum Template.

A) By fall 2022, the college will have default transfer-level placement and enrollment into math/quantitative reasoning and English, with no required pre-transfer level enrollments, but will continue to allow some students to enroll in pre-transfer level courses (or multi-term transfer-level courses).

B) By fall 2022, the college will have local exceptions to default transfer-level placement in math/quantitative reasoning and/or English and, as a result, will continue to require pre-transfer level enrollments, or multi-term transfer-level courses for these students.

Part A

You selected one of the following options: 2, 3a or 3b above. Therefore, you must complete Part A of the Improvement Plan which includes additional reporting requirements for colleges that still have pre-transfer level enrollments as of fall 2021.

Aligning Placement Practices with Legislation and Regulation

During the initial phase of implementation, colleges were allowed to experiment with practices that, per regulation, require Chancellor's Office approval and/or validated proof of effectiveness. Those practices have not proven to be effective in fulfilling the mandates of AB 705 based on the Validation of Practices data and results, and overall one-year enrollment and completion rates to date. For this reason, the California Community College System will sunset the use of these practices.

4) By checking each box below, you are verifying that your college/district will be in compliance with each item by fall 2022: *

The college/district placement method uses multiple measures to increase a student's placement recommendation, but not lower it, and allows high performance on one measure to offset low performance on other measures.

Guided placement, including self-placement, is only used if "high school performance data is not available or usable with reasonable effort."

Guided placement, including self-placement, does not “incorporate sample problems or assignment, assessment instruments or tests, including those designed for skill assessment” or “request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.”

For certificate or degree programs, pre-transfer college math placement and enrollment is required only for programs “with specific requirements that are not met with transfer-level coursework”.

The college ensures that special populations are not disproportionately enrolled in pre-transfer level coursework, including English Language Learners who graduated from a U.S. high school, Business Science Technology Engineering Mathematics (BSTEM) students who have not completed Algebra 2 in high school, and all student groups identifiable in the Chancellor's Office Management Information System (COMIS), such as Disabled Students Program and Services (DSPS) and Educational Opportunity Program and Services (EOPS) students, foster youth, veterans, economically disadvantaged students, older students, and student racial groups.

Improvement Plans to Transition to Full AB 705 Implementation

In this section, colleges will detail how local practices will be transformed to fully implement AB 705. A slate of promising practices are provided to help inform local planning and provide colleges guidance. The practices detailed below are strongly recommended as practices worth investing in to successfully improve AB 705 implementation. Colleges are asked to review and consider these practices and to check (below) any the college plans to utilize. This section also leaves space for colleges to provide narrative about other changes they plan to implement. Colleges should include adjunct faculty in planned AB 705 implementation reforms.

Our college will [check all that apply]:

5) Our college will develop corequisite or enhanced courses to support students in transfer-level coursework (check each that apply):

for English

for Business, Science, Technology, Engineering and Mathematics (BSTEM) math

for Statistics and Liberal Arts Mathematics (SLAM) math This will be our quantitative reasoning course + coreq

for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

6) Our college will adjust the class schedule to expand existing corequisite or enhanced sections of transfer-level coursework (check each that apply):

for English

for BSTEM math

for SLAM math

for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

7) Our college will do the following: (Check all that apply)

Develop or expand transferable quantitative reasoning options, including options for students seeking only the associate degree (i.e. transferable quantitative reasoning courses, such as Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.) that articulate to the California State University (CSU).

Develop or expand the use of student high school performance for placement beyond the entry level transfer-level course in mathematics.

Develop or expand support labs, tutoring centers, and embedded tutoring and incentivize student participation in these support services.

Utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary.

Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.

Invest in professional development focused on high challenge, high support equity-minded teaching practices with the goal of achieving stronger, more consistent and more equitable pass rates across sections of the same transfer-level course.

Invest in communities of practice for instructors teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotype-threat.

Create safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations.

Other practices as described in the following. - Write In:

Part B

Part B of the Improvement Plan includes additional reporting requirements for colleges that plan to still have pre-transfer level enrollments as of fall 2022.

You selected one of the following options: 3a or 3b above. Therefore, you must complete Part B of the Improvement Plan which includes additional reporting requirements for colleges that still have pre-transfer-level enrollments as of fall 2021.

In light of the extensive national, state, and local research showing that pre-transfer level enrollment weakens students' chances of completing transfer requirements and is more likely to adversely impact marginalized student populations, colleges choosing to continue pre-transfer level enrollments should take proactive steps to ensure AB 705 rights and protections for students.

The following practices are recommended to ensure that students are fully aware of their rights to access to transfer-level courses and that they are intentionally and systematically encouraged to follow their transfer-level advisement. Colleges are asked to review and consider these practices and to check (below) any the college plans to utilize.

8) Our college will do the following: (Check all that apply)

Ensure students are informed of their rights to access transfer level courses or credit ESL and support as required by AB 1805, AND of the benefits of doing so.

Remove options and recommendations for pre-transfer level courses (or multi-term transfer-level courses) from the placement process.

Block enrollment into pre-transfer-level courses (or multi-term transfer-level sequences) until the student completes a petition that explains their right to enroll at the transfer-level and the benefits of doing so.

Intentionally design the messaging within the placement process, as well as matriculation, orientation and advising services, to encourage transfer-level enrollment by communicating an equity-minded belief in student capacity to succeed in transfer-level coursework and provide information about available academic supports.

Increase scheduling flexibility aligned with default transfer-level placement and enrollment by replacing pre-transfer level sections with concurrent supports for transfer-level sections (e.g., enhanced transfer-level sections or corequisites). As a reminder, colleges that continue to enroll students in pre-transfer level are required to validate outcomes in the Improvement Plan Data Addendum Template.

Ensure that for students in associate degree programs that are not math intensive, the default placement is appropriate transfer-level math or quantitative reasoning courses (e.g., Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.).

Ensure that for students in more math intensive associate degree programs, the default placement is a contextualized math course that articulates with CSU for Area B4.

Ensure that for associate degree programs requiring coursework with pre-transfer level math/quantitative reasoning prerequisites, prerequisites are satisfied by any one of the following: 1) placement into, enrollment into, or completion of transfer-level math or quantitative reasoning to fulfill the prerequisite or 2) satisfactory completion of equivalent high school coursework.

Use other mechanisms to ensure that U.S. high school graduate, degree-seeking students enrolling in pre-transfer college math are in “certificate or degree programs with specific requirements that are not met with transfer-level coursework”.

Other practices as described here - Write In:

Part C. Data Addendum Template

Part C of the Improvement Plan requires completion of the Data Addendum Template.

You selected options 3a and/or 3b above, therefore you must complete this section of the plan. Complete and attach the Improvement Plan Data Addendum Template to attempt to validate placement practices that require pre-transfer level enrollment or that result in pre-transfer level enrollment in fall 2022 and beyond. The data template has been designed to show if results meet the requirements of AB 705 (see data template for detailed instructions).

Please Note: To date the review of statewide data, individual college data, and college submissions has failed to produce evidence that pre-transfer level enrollments meet AB 705 requirements. Colleges planning to allow or require continued pre-transfer level enrollment that cannot submit evidence that it meets the standards of the law will be expected to place and enroll all U.S. high school graduate, certificate, degree and transfer students in transfer-level coursework (with appropriate concurrent support as needed) by fall 2022.

The Improvement Plan Data Addendum Template is located here:

[AB 705 Improvement Plan Data Addendum Form](#)

9) Complete and attach the Improvement Plan Data Addendum Template.

Certification Page

This page collects information for the certification of the form.

10) Please provide the name, title, email address, and contact telephone number for the district President/Superintendent/Chancellor or their designee in the space below.

First Name: _____

Last Name: _____

Title: _____

Email Address: _____

Phone Number: _____

President/Superintendent/Chancellor Signature via Adobe Sign:

Adobe Sign Date for President/Superintendent/Chancellor:

11) Please provide the name, title, email address, and contact telephone number for the college's Chief Instructional Officer (CIO) or their designee in the space below.

First Name: _____

Last Name: _____

Title: _____

Email Address: _____

Phone Number: _____

Chief Instructional Officer (CIO) Signature via Adobe Sign:

Adobe Sign Date for Chief Instructional Officer (CIO):

12) Please provide the name, title, email address, and contact telephone number for the college's Academic Senate President or their designee in the space below.

First Name: _____

Last Name: _____

Title: _____

Email Address: _____

Phone Number: _____

AS President Signature via Adobe Sign:

Adobe Sign Date for AS President :

Thank You!

Thank you for taking the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans Form. You will be receiving a confirmation email with a PDF copy of your submission. An editable link will be included in the email if you wish to change any responses.

THTR F049E : PERFORMANCE PRODUCTION V

Proposal Type

New Course

Effective Term

Summer 2024

Subject

Theatre Arts (THTR)

Course Number

F049E

Department

Theatre Arts (THTR)

Division

Fine Arts and Communication (1FA)

Units

6

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

6

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

1

Weekly Lab Hours

15

Weekly Out of Class Hours

2

Special Hourly Notation**Total Contact Hours**

192

Total Student Learning Hours

216

Repeatability Statement

Not Repeatable

Credit Status

Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

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

See attached documentation confirming UC transfer approval

Attach evidence

UC TCA Documentation for THTR 49E.pdf

Need/Justification

This course supports the college service area by extending to students tangible opportunities for student success to develop extended, practiced mastery of the subject area; the course is transferable towards degree credit at many institutions.

Course Description

Supervised performance participation of rehearsal into performance of scheduled productions of the Theatre Arts Department. Particular focus rendered towards enhanced vocal and physical representation of characterization and process preparation. Culminates in a fully staged theatrical production.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Completion of THTR 49A-D; enrollment subject to audition and instructor assignment; this course is included in the Production-Performance family of activity courses.

Course Objectives

The student will be able to:

1. Develop enhanced and sophisticated methods of approaching character portrayal by the practice of combining vocal, physical, and psychological performance methodologies through demanding performance circumstances.
2. Experience and embody personal techniques and self-analysis of developing a personal process for performance preparation and execution through live public performance.

Course Content

1. Detailed examination of psychological and behavioral prompts of characters within the framework of a complete script in preparation for performance
 1. Assess, identify, and employ physical posture and gesture choices as dictated by script analysis, leading to personality and behavior deductions, interpreted through the lens of production concepts
 2. Assess the social and interpersonal circumstances of the character and script into performance choices as they relate to the demands of assigned production
 3. Compiling physical and vocal choices into rich, embodied character performance within the construct of the assigned production
2. Development of a personal preparation and execution process for thriving through the demands of a rigorous, repeated performance process
 1. Mental focus preparation techniques
 2. Physical and vocal preparation exercises and theories
 3. Body/mind integration techniques
 4. Experimenting and identifying individualized preparation techniques

Lab Content

1. Participation and observation of rehearsal process for scheduled production
2. Perform various, necessary production support functions, including but not limited to costume fittings, publicity, other preparation or technical support
3. Plan, prepare, and execute assigned facets of consistently performing in repetition a prescribed performance production in a public audience forum
4. Fulfill the necessary group project requirements of public performance through personal preparation, through warm-up, make-up application, costume preparation, and other necessary elements

Special Facilities and/or Equipment

A fully-equipped studio or standard proscenium theatre, dressing and make-up rooms, theatre scenic and costume shops, theatre box office, additional rehearsal space as required, basic audio-visual equipment.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:

Proficiency by successful completion of designated class project/performance assignment for public presentation

Proficiency through detailed instructor feedback and evaluation at every phase of the production process

Proficiency through evaluation of written character studies, background research, peer and self-evaluation

Methods of Instruction

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

Lecture: presentation of theory and foundational premises of prescribed performance material

Discussion: assessment and analysis of situations as they relate to rehearsal instructions and performance preparation

Cooperative learning exercises: ensemble performance projects

Oral presentations: solo performance exercises

Laboratory: rehearsal and preparation

Demonstration: peer and instructor modelling and self-assessment through performance presentations

Trial and error experimentation towards fulfillment of prescribed course project of a full-length production for public performance

Representative Text(s)

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

Other Materials

The selected play script and appropriate background reading as assigned by the instructor each quarter. There is no regular text as the text chosen each term will not repeat within a minimum of 10 years. The text is chosen based on the specific performance project.

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

1. Read and study assigned play scripts
2. Research and study project related background materials
3. Performance assignment memorization
4. Read related project articles assigned by instructor
5. Write self-reflection journal

Authorized Discipline(s):

Theater Arts

Faculty Service Area (FSA Code)

DRAMA/THEATER ARTS

Taxonomy of Program Code (TOP Code)

1007.00 - Dramatic Arts

Articulation Office Only

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

CSU/UC

Validation Date

9/14/23

Division Dean Only

Seat Count

100

Load

.260

FOAP Codes:**Fund Code**

114000 - General Operating- Unrestricted

Org Code

143101 - Theatre Arts

Account Code

1320

Program Code

100700 - Dramatic Arts

i ASSIST is best used in combination with seeing a counselor on your campus. It is intended to help students and counselors work together to establish an appropriate path toward transferring from a public California community college to a public California university.

UC Transfer Course Agreement (Theatre Arts)

Foothill College

Academic Year 2023-2024

IMPORTANT

This agreement lists courses transferable for unit credit at all UC campuses.

It is based on information from the current California community college catalog and is valid for the academic year indicated at the top of this agreement.

Courses marked with "UC-" will satisfy the five areas of the seven-course requirements:

E = English, M = Math, H = Humanities, B = Behavioral and Social Sciences, S = Biological and Physical Sciences.

INFORMATION ABOUT UC'S TRANSFERABLE COURSE AGREEMENTS

Honors Course Credit Limitation

- Duplicate credit will not be awarded for both the honors and the regular versions of a course.
- Credit will be awarded only to the first course completed with a grade of C or better.

Course Repeatability

- An "ea" after the unit value of a course on this agreement is meant to indicate that the course may be repeated for credit under CCC campus policies.
- Since campus policies on repeatability vary, the "ea" indicator does not guarantee that UC will grant credit for every course that appears multiple times on a student's transcript. See the UC TCA for possible credit limitations.

Theatre Arts

Course	Title	IGETC Areas	Quarter Units	UC Areas
THTR 1	Introduction to Theatre	3A	4.00	UC-H
THTR 2A	History of Dramatic Literature: Classical to Moliere	3A, 3B	4.00	UC-H
THTR 2F	History of American Musical Theatre	3A	4.00	UC-H
	Same as: MUS 2F			
THTR 7	Introduction to Directing		4.00	
THTR 8	Multicultural Theatre Arts in Modern America	3A	4.00	UC-H

UC Transfer Course Agreement - Theatre Arts

Foothill College

Academic Year 2023-2024

Course	Title	IGETC Areas	Quarter Units	UC Areas
THTR 20A	Acting I		4.00	
THTR 20B	Acting II		4.00	
THTR 20C	Acting III		4.00	
THTR 21A	Scenery & Property Construction		4.00	
THTR 21B	Intermediate Scenery & Property Construction		4.00	
THTR 21C	Advanced Scenery & Properties Construction		4.00 ea	
THTR 22	Auditioning for Theatre		2.00	
THTR 24	Readers Theater		4.00	
THTR 25	Introduction to Fashion & Costume Construction		4.00	
THTR 25B	Fashion & Costume Construction II		4.00	
THTR 25C	Fashion & Costume Construction III		4.00	
THTR 26	Introduction to Fashion History & Costume Design	3A	4.00	UC-H
THTR 27	Lighting Design & Technology		4.00	
THTR 31	Management for the Theatre & Stage		4.00	
THTR 38A	Movement Practicum I		2.00	
THTR 38D	Stage Combat		2.00	
THTR 40A	Basic Theatrical Makeup		4.00	
THTR 40B	Theatrical Makeup for Production		4.00	
THTR 42	Introduction to Theatre Design		4.00	
THTR 43A	Script Analysis		4.00	
THTR 43C	Foundations in Classical Acting		4.00	
THTR 43E	Improvisation		4.00	
THTR 45A	Technical Theatre in Production I		4.00	
THTR 45B	Technical Theatre in Production II		4.00	
THTR 45C	Technical Theatre in Production III		4.00	
THTR 45D	Technical Theatre in Production IV		4.00	
THTR 45E	Technical Theatre Management in Production		6.00	
THTR 45F	Technical Theatre Management in Production II		6.00	
THTR 47A	Introduction to Musical Theatre Production		6.00	
THTR 47B	Intermediate Music Theatre Production Workshop		6.00	
THTR 47C	Advanced Music Theatre Production Workshop		6.00	
THTR 47D	Advanced Music Theatre Production Workshop II		6.00	
THTR 48A	Vocal Production & Speech		4.00	
THTR 48B	Singing Technique for Musical Theatre		4.00	
THTR 48C	Musical Theatre Repertoire for Singers		4.00	



UC Transfer Course Agreement - Theatre Arts

Foothill College

Academic Year 2023-2024

Course	Title	IGETC Areas	Quarter Units	UC Areas
THTR 48F	Musical Theatre Repertoire for Singers II		4.00	
THTR 48G	Introduction to Voice-Over Acting		4.00	
THTR 49A	Performance Production I		6.00	
THTR 49B	Performance Production II		6.00	
THTR 49C	Performance Production III		6.00	
THTR 49D	Performance Production IV		6.00	
THTR 49E	Performance Production V		6.00	
Effective Su2024				

END OF LIST

FHGE Comparison

Current Foothill GE AA/AS Degree Requirements			Recently Approved CCC General Education		
Area	Description	Units	Area	Description	Units
II/ English Competency	English	5	1A	English Composition	5
V	Communication & Analytical Thinking	4 or 5	1B	Oral Communication & Critical Thinking	4 or 5
Math Competency	Mathematics		2	Mathematical Concepts & Quantitative Reasoning	5
I	Humanities	4 or 5	3	Arts & Humanities	4 or 5
IV	Social & Behavioral Sciences	4 or 5	4	Social & Behavioral Sciences	4 or 5
III	Natural Sciences	5 or 6	5	Natural Sciences	4 to 6
Grad Requirement	Ethnic Studies effective Fall 2024		6	Ethnic Studies	4
VI	U.S. Cultures & Communities	4 or 5			
VII	Lifelong Learning	4*			
	Total:	30-35		Total:	30-35

RETHINKING FHGE

- What needs to be discussed/addressed by CCC?
 - Lifelong Learning
 - Area 2- Mathematics & Quantitative Reasoning
 - Lab for Area 5- Natural Science
 - Area 6- Ethnic Studies
 - Process to move over current approved FHGE courses to the new pattern
 - Process of updating the local GE forms

To: CCC
From: CCC Leadership Team
Date: 1/30/24

The CCC Leadership Team requests a change to the graduation requirements for the associate degree, effective Summer 2024.

Recent changes to Title 5 regulations mandate California Community Colleges to require completion of a transfer-level Ethnic Studies course as part of the graduation requirements for the associate degree.

Title 5 §55063 – Minimum Requirements for the Associate Degree.

3) Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units), in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines.

In response to these changes, the following will be added to the Graduation Requirements, which are published in the catalog (<https://catalog.foothill.edu/degree-certificate-requirements/aa-as-requirements/>):

Ethnic Studies: Any course in the ETHN (Ethnic Studies) subject code

Note that all of our ETHN courses are currently approved to satisfy at least one area of CSU GE Breadth, IGETC, and Foothill GE, and we anticipate that many students will already satisfy this new graduation requirement simply by completing their GE requirements.