College Curriculum Committee Meeting Agenda
Tuesday, March 20, 2018
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter
1. Minutes: March 6, 2018	Action	#3/20/18-1	Campbell
2. Report Out from Division Reps	Discussion		All

3. Announcements
  a. New Course Proposals
  b. Notification of Proposed Requisites
  c. Approval of Certificates of Achievement:
    Game Audio, Interventional Pulmonology
    Assistant, Landscape Technician
  d. CORs for Update 2019-20 (Title 5 list)
  e. Spring Plenary Resolutions
	Information	#3/20/18-2—3
		#3/20/18-4
		
		#3/20/18-5
		#3/20/18-6
			Campbell

4. Consent Calendar a. GE Applications	Action	 #3/20/18-7—23	Campbell
5. New Program Application: Child and Adolescent Development ADT	2nd Read/ Action	#3/20/18-24—25	Campbell
6. New Program Application: Elementary Teacher Education ADT	2nd Read/ Action	#3/20/18-26—27	Campbell
7. Stand Alone Approval Request: APPT 195	2nd Read/ Action	#3/20/18-28	Campbell
8. Stand Alone Approval Request: APPT 196	2nd Read/ Action	#3/20/18-29	Campbell
9. Foothill CLEP Policy	1st Read	#3/20/18-30	Day
10. Good of the Order			Campbell
11. Adjournment			Campbell

Consent Calendar:

Foothill General Education (attachments #3/20/18-7—23)
  Area I—Humanities: ART 4G; ENGL 43A, 43AH, 43B, 43BH, 49; HUMN 58; MDIA 4, 7
  Area II—English: CRWR 25A
  Area III—Natural Sciences: PSE 20
  Area VI—United States Cultures & Communities: MDIA 8A
  Area VII—Lifelong Learning: HLTH 22, 23; PHED 17A, 17B, 43A

Attachments:

#3/20/18-1	Draft Minutes: March 6, 2018
#3/20/18-2	New Course Proposal: APSC 400
#3/20/18-3	New Course Proposal: PHOT 74C
#3/20/18-4	CCC Notification of Proposed Requisites
#3/20/18-5	COR Required Updates for 2019-20
#3/20/18-6	ASCCC 51st Fall Session Resolutions
#3/20/18-24	Child and Adolescent Development ADT Narrative
#3/20/18-25	Child and Adolescent Development ADT TMC
#3/20/18-26	Elementary Teacher Education ADT Narrative
#3/20/18-27	Elementary Teacher Education ADT TMC

#3/20/18-28   Stand Alone Approval Request: APPT 195
#3/20/18-29   Stand Alone Approval Request: APPT 196
#3/20/18-30   College Level Examination Program (CLEP) Proposal

2017-2018 Curriculum Committee Meetings:

Fall 2017 Quarter	Winter 2018 Quarter	Spring 2018 Quarter
~~10/3/17~~	~~1/23/18~~	4/24/18
~~10/24/17~~	~~2/6/18~~	5/8/18
~~11/14/17~~	~~2/20/18~~	5/22/18
~~11/21/17~~	~~3/6/18~~	6/5/18
~~12/5/17~~	3/20/18	6/19/18

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

2017-2018 Curriculum Deadlines:

~~12/1/17~~   Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
~~12/1/17~~   Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
~~2/1/18~~   Curriculum Sheet updates for 2018-19 catalog (Faculty/Divisions).
~~2/15/18~~   Deadline to submit local GE applications for 2017-18 catalog (Faculty/Divisions).
6/1/18   Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
6/22/18   COR/Title 5 updates for 2019-20 catalog (Faculty/Divisions).
Ongoing   Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:
Mark Anderson (FA), Ben Armerding (LA), Rachelle Campbell (Faculty Co-Chair), Zachary Cembellin (PSME), Sara Cooper (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (DRC), Isaac Escoto (AS President), Hilda Fernandez (LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Brenda Hanning (BH), Kurt Hueg (Dean, BSS), Eric Kuehnl (FA), Andrew LaManque (AVP Instruction, Administrator Co-Chair), Kristy Lisle (VP Instruction), Kent McGee (Evaluations), Bruce McLeod (Apprenticeship), Ronnie Miller (ASFC), Tiffany Rideaux (BSS), Katy Ripp (KA), Ben Schwartzman (DRC), Lety Serna (CNSL), Barbara Shewfelt (KA), Nanette Solvason (Dean, BH), Paul Starer (Dean, LA), Mary Thomas (LIBR), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2017-18

Meeting Date: 3/20/18

Co-Chairs (2)

✓	Rachelle Campbell	7469	Vice President, Academic Senate (tiebreaker vote only) campbellrachelle @fhda.edu
✓	Andrew LaManque	7179	Assoc. Vice President of Instruction and Institutional Research lamanqueandrew@fhda.edu

Voting Membership (12 total; 1 vote per division)

	Mark Anderson	7156	FA	andersonmark@fhda.edu
✓	Benjamin Armerding	7453	LA	armerdingbenjamin@fhda.edu
✓	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
✓	Sara Cooper	7595	BH	coopersara@fhda.edu
✓	Bernie Day	7225	Articulation	daybernie@fhda.edu
✓	Hilda Fernandez	7542	LA	fernandezhilda@fhda.edu
✓	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
✓	Evan Gilstrap	7675	CNSL	gilstrapevan@fhda.edu
✓	Brenda Hanning	7466	BH	hanningbrenda@fhda.edu
✓	Kurt Hueg	7394	Dean–BSS	huegkurt@fhda.edu
	Eric Kuehnl	7479	FA	kuehnleric@fhda.edu
✓	Tiffany Rideaux	7412	BSS	rideauxtiffany@fhda.edu
✓	Katy Ripp (W & S)	7355	KA	rippkaty@fhda.edu
✓	Leticia Serna	7059	CNSL	sernaleticia@fhda.edu
	Barbara Shewfelt (F)	7658	KA	shewfeltbarbara@fhda.edu
	Nanette Solvason	7730	Dean–BH	solvasonnanette@fhda.edu
✓	Paul Starer	7227	Dean–LA	starerpaul@fhda.edu
✓	Mary Thomas	7522	Library	thomasmary@fhda.edu
✓	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu
	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

	Ronnie Miller		ASFC Rep.	
✓	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
			SLO Coordinator	

Visitors

Bruce McLeod, Lee Ann Emanuel, Joy Holland, Dan Mac Neil

College Curriculum Committee
Meeting Minutes
Tuesday, March 6, 2018
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Discussion
1. Minutes: February 20, 2018	**Approved by consensus.**
2. Report Out from Division Reps	**Speaker: All** Campbell congratulated members of the group who recently achieved tenure. BSS: Recently reviewed three new certificates of achievement, still in development. Bio Health: Recent discussions about CLEP: some programs interested in using as an entry point for GE; Biology dept. has concerns regarding ability of CELP exam to test biology content and critical thinking. Counseling: Exploring Leadership course now UC transferable (CNSL 61 --> CNSL 6). Developing new course in wellness (extension of CNSL 72). SRC: New community-based courses under discussion, in response to need from older adults for more computer-based courses (e.g., using smart phones, email). PSME: Math dept. moving strongly forward in implementing AB 705 in fall 2018. All-day retreat scheduled for April to continue discussions. Language Arts: Also discussing AB 705: already have some pathways in alignment; discussing options for other courses. Kinesiology: Discussing enhancing certain curriculum areas. Fine Arts: All focus on the current musical. Apprenticeship: APAV courses approved by the board; still finalizing to send to state for approval. Need to replace one of the division CC members—longtime coordinator for Sheet Metal program is retiring. Library: Extended library hours for finals, beginning March 21st—open until 9:00 PM, Monday-Thursday.
3. Announcements a. New Course Proposal	**Speaker: Rachelle Campbell** The following proposal was presented: MUS 83A. Please share with your constituents. Vanatta noted the MUS 83A course number was previously used for a course that was renumbered to MTEC 84A. Usually we don't allow a dept. to re-use a course number, but this new course is being created to cross-list MTEC 84A in the Music dept., so it makes sense to re-use the same number, in this unique case.
b. Notification of Proposed Requisites	New and updated requisites for ENGL 43, 45 & 47 series courses,

	and R T 53A (all effective 2018-19); also listed is an ongoing requisite, for which a Content Review form was not on file. ENGL courses being updated to meet C-ID requirements. Campbell noted R T 53A being updated to address need for students to have communication skills while working in clinic environment, especially around confidence building.
c. Social Justice Studies ADT and ESL for Food Service Workers Noncredit Certificate Approvals	The CCCCO has approved the Social Justice Studies ADT, and the noncredit ESL for Food Service Workers certificate.
d. RFP for New Curriculum System Update	LaManque presented topic. Request for Proposal (RFP) should be posted in the next few days—will distribute. Includes new curriculum system plus catalog piece. Deadline for vendors in mid-April. Goal is to select system sometime during spring quarter. Hueg asked who will be project lead—still to be determined; plan is to have evaluation team and provide opportunity for others to sit in on demos and be involved. Campbell suggested involvement of not only high-level users; those who struggle may continue to do so with the new system, and should be involved in the process.
e. Governance Update	LaManque presented topic. Town hall meeting last week. Leadership Council has been meeting since fall; recommended a redesign modeled after Foothill's Educational Master Plan (EMP). Consists of an overall committee (like PaRC), with three subcommittees: Equity/Education, Community/Institutional Effectiveness, Resources/Sustainability. PaRC will review feedback this week; Council meeting next week to collect and discuss feedback. From there, will pause for further review, and come back out to the college in May. Goal for governance process to be focused on strategic aspect of planning and resource allocation, but focused on EMP. Would track activities laid out in EMP to help ensure we are meeting those goals. More information available on the PaRC website. Campbell asked LaManque to share any feedback they've received. Generally, people seem to be in favor of basing it on EMP. Has received feedback regarding the number of participants—current plan has 12 members on each committee (3 each from faculty, staff, students, administration), plus a recorder and a facilitator; has heard concern that this might decrease engagement. Has heard concern that subcommittees might be taking on too much. Noted that Academic Senate committees (e.g., CCC, COOL) not included and are not being redesigned. Hueg noted change in day/time committees would meet—proposal has them meeting on Friday afternoons, on a regular schedule. Remote access (e.g., Zoom) for those who cannot attend.
4. Consent Calendar a. GE Applications	**Speaker: Rachelle Campbell** The following GE applications were presented: Area VII—CRLP 73, 74. No comments. Motion to approve **M/S** (Gilstrap, Thomas). **Approved.**
5. Stand Alone Approval Request: JRNL 53A	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for JRNL 53A. No comments. Motion to approve **M/S** (Thomas, Fernandez). **Approved.**
6. Stand Alone Approval Request: JRNL 53B	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for JRNL 53B. No

	comments. Motion to approve **M/S** (Venkataraman, Gilstrap). **Approved.**
7. Stand Alone Approval Request: KINS 55	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for KINS 55. Campbell noted discussion at previous meeting regarding potential confusion with the course title. Motion to approve **M/S** (Starer, Ripp). **Approved.**
8. Stand Alone Approval Request: KINS 82	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for KINS 82. No comments. Motion to approve **M/S** (Cooper, Venkataraman). **Approved.**
9. Stand Alone Approval Request: KINS 83	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for KINS 83. Hueg noted potential overlap with GERN courses—Vanatta noted those have been deactivated. Motion to approve **M/S** (Ziegenhorn, Hanning). **Approved.**
10. Stand Alone Approval Request: KINS 84	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for KINS 84. No comments. Motion to approve **M/S** (Cooper, Schwartzman). **Approved.**
11. Stand Alone Approval Request: KINS 85	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for KINS 85. No comments. Motion to approve **M/S** (Fernandez, Thomas). **Approved.**
12. New Program Application: Child and Adolescent Development ADT	**Speaker: Rachelle Campbell** First read of new Child and Adolescent Development ADT. BSS rep noted was unaware program would be on this agenda and was surprised to see it; suggested better communication around this. Campbell noted she can send a separate email to division reps, in the future. Hueg noted program is somewhat aligned with the Elementary Teacher Education ADT; focus on getting students into childcare and teaching career paths. Noted crisis in the Bay Area regarding shortage of teachers. PSME rep noted MATH 17 does not have the C-ID approval listed on the TMC (believes course has been submitted)—Vanatta noted rule recently passed by the state, to allow ADTs to include courses that have been submitted for C-ID and under review for at least 45 days. BSS rep will follow up with Bernie Day to check on status of MATH 17. BSS rep asked about process for updating an ADT—Vanatta explained that she and Day meet each spring to review ADT curriculum sheets and add/remove courses; includes communication with faculty. Vanatta updates curriculum sheets in C3MS. Second read and possible action will occur at next meeting.
13. New Program Application: Elementary Teacher Education ADT	**Speaker: Rachelle Campbell** First read of new Elementary Teacher Education ADT. BSS rep noted program necessitated new courses, including PSE 20. Noted interdisciplinary nature of program. PSME rep asked about role of CCC in approving ADTs; noted MATH 42 listed but is rarely taught, due to its narrow focus, and possibly unlikely to be offered due to recent budget issues. Campbell noted Guided Pathways project will focus on aligning course scheduling with needs of

	students in programs, and will hopefully address this sort of issue. Hueg noted plan in development with San Jose State to create pathway for students in program; plan to work with Marketing to advertise. Noted the concern is valid and, as with a lot of ADTs, potential demand is unknown. Echoed hope that Guided Pathways project will help. Campbell noted proof of cohort model to support courses, such as MATH 42, that have less broad appeal. BSS rep noted faculty who developed program has experienced a good amount of interest and believes demand exists. Campbell noted that program would be a good candidate for the cohort model, because it includes primarily core courses. Second read and possible action will occur at next meeting.
14. Stand Alone Approval Request: APPT 195	**Speaker: Rachelle Campbell** First read of Stand Alone Approval Request for APPT 195. Will be temporarily Stand Alone and included in a forthcoming Plumbing Technology program. No comments. Second read and possible action will occur at next meeting.
15. Stand Alone Approval Request: APPT 196	**Speaker: Rachelle Campbell** First read of Stand Alone Approval Request for APPT 196. Will be temporarily Stand Alone and included in a forthcoming Plumbing Technology program. No comments. Campbell noted upcoming Academic Senate meeting will be held at one of the trades—will distribute information to the group; encouraged group to attend and have visibility into apprenticeship programs. Second read and possible action will occur at next meeting.
16. Cross-List Request: MTEC 84A & MUS 83A	**Speaker: Rachelle Campbell** Request to cross-list MTEC 84A (existing course) with MUS 83A (new course for 2018-19). MUS 83A course number was previously used for a course that was renumbered to MTEC 84A in summer 2017. Motion to approve **M/S** (Francisco, Cooper). **Approved.** 1 abstention.
17. Guided Pathways	**Speaker: Andrew LaManque** Framework from the state, involves looking at our whole pipeline, from recruiting students, to basic skills, to mapping out our program sequences, with the goal of getting students to complete in a quicker time period. Includes Student Services' support, term-by-term maps (EduNav) to help students plan. Committee has been meeting and gone to training—looking for more members to join. Must submit a plan to the state for next year, to describe what our activities will be. Current plan involves selecting 10 ADTs and having an interdisciplinary group review them, including GE, and using data in review. Chose to focus on ADTs because they're becoming more popular every year, but most of them have a long list of electives without necessarily suggesting to students which selections to make. Plan also involves discussions about the bigger picture: what does this mean for us at Foothill? how might we redesign our processes to help students? All are welcome to join in discussions. New draft of plan going to Academic Senate soon, and discussions will continue. Language Arts rep asked what the possibility will be for students to have "wiggle-room" (e.g., start in one program but want to switch later)—local decision; some colleges looking at "meta-majors" to allow for such flexibility. Will be part of the larger

	discussion but not right away. Hueg noted that Social Sciences General could be considered a meta-major, as it could allow a student to then specialize in a specific program/ADT. Campbell noted focus to help students transition from high school to college and, instead of asking "where do you want to transfer?", help student determine their strengths and interests. Counseling rep noted discussions with students who struggle around feeling lost in their current path. PSME rep has found that students can be very focused on grades and transfer path.
	BSS rep noted appreciation for approach, to help students organize; agreed there must be room for students to have flexibility in changing path. Suggested likelihood of a student to come to Foothill with no plan, rather than knowing specifically which track they want to take. Noted outside forces that affect students, rather than course availability (e.g., housing, food security, etc.). Noted graduation rate chart on attachment—what forces are really affecting those students? Noted statewide focus on a two-year plan for students, but reality for students is that two years might not be realistic, because they're working full-time or have other personal factors affecting their ability to be in school full-time.
	Bio Health rep expressed concern that students are being promised (or given the expectation) that they will be done in two years, but they are working full-time and having difficulty meeting that goal. Noted push to offer the full Anatomy & Physiology course series over 18 weeks, during the summer.
	Campbell stated faculty need to be involved in discussions. Cited discussions around which courses could be "linked" together to make sense for students. Agreed that many students support themselves and that two years is not realistic. Noted that Allied Health programs are two years, but those students complete GE and prerequisite courses beforehand, which can add up to four years, total. Noted that there will need to be a faculty person serving as the team lead for the ADT review (unsure if position will be compensated).
18. Good of the Order	
19. Adjournment	**3:18 PM**

Attendees: Mark Anderson (FA), Rachelle Campbell (Faculty Co-Chair), Zachary Cembellin (PSME), Sara Cooper (BH), Hilda Fernandez (LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Brenda Hanning (BH), Kurt Hueg (Dean, BSS), Eric Kuehnl (FA), Andrew LaManque (AVP Instruction, Administrator Co-Chair), Bruce McLeod (Apprenticeship), Tiffany Rideaux (BSS), Katy Ripp (KA), Ben Schwartzman (SRC), Paul Starer (Dean, LA), Mary Thomas (LIBR), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

Minutes Recorded by: M. Vanatta

Foothill College
College Curriculum Committee
New Course Proposal

*This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication**. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

Faculty Author: Mike Sheriff

Proposed Number: APSC 400   **Proposed Units:** 0 (noncredit)
Proposed Hours: 8 hours total per quarter
Proposed Transferability: N/A
Proposed Title: VDVT/Fire-Life Safety Exam Prep

Proposed Catalog Description & Requisites:
The VDVT/Fire-Life Safety course is an online course designed to prepare Sound and Communication apprentices and Installer/Technicians for the California State Electrical Certifications in Voice Data Video Technician and Fire-Life Safety Technician. This course covers the application process, fees, references for each exam, materials provided during the exams, layout of the exams and practice questions. Subjects of the exams also include: Safety, Preparation, Installation, Termination, Testing and Troubleshooting, Fire Alarm Systems, Telecommunications, Security/Access Control, Sound Systems and Audio-Visual Systems.

Proposed Discipline: Telecommunication Technology
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

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? Please identify those departments and the effect:
No.

Comments & Other Relevant Information for Discussion: This is a self-paced, non-credit course designed to help existing apprenticeship students prepare for the Certification process and testing.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Keith Lee

Proposed Number: PHOT 74C   **Proposed Units:** 4
Proposed Hours: 3 hours lecture, 3 hours laboratory
Proposed Transferability: CSU
Proposed Title: Studio Photography Techniques III

Proposed Catalog Description & Requisites:
This course builds on the studio and lighting skills gained in PHOT 74A and PHOT 74B, with an emphasis on producing the professional level images necessary for success in applying to exhibitions, for employment in the workplace and/or starting a career in the fields of portraiture, fine arts, advertising, and other editorial photography ventures.

Advisory: PHOT 74A, PHOT 74B.

Proposed Discipline: Photography
(For guidance, refer to the Minimum Quals handbook, available on the CCC webpage.)
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?
Photography A.A. degree, Certificate of Achievement

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
None.

Comments & Other Relevant Information for Discussion:
This would be the third and final level of the PHOT 74-Studio Photography Techniques course series, which seeks to address College Workforce goals by creating a focused pathway to employment opportunities in the field of photography.

Instruction Office:
Date presented at CCC:
Number assigned:

CCC Notification of Proposed Prerequisites/Co-Requisites

The following courses are currently undergoing review for requisite additions or changes. Please contact the Division Curriculum Rep if you have any questions or comments.

Target Course Number & Title	Editor	Requisite Course Number & Title	New/Ongoing
BUSI 53A: Business Communications & Technologies	J. Nava	Prereq: ENGL 1A, 1AH, or 1S & 1T, or equivalent.	Updated for 2018-19

COR Requiring Updates for 2019-20

The following courses must be reviewed/updated by the curriculum deadline of June 22, 2018. Courses in blue are currently in Review status in submissions.

SS	ACTG 1A	FINANCIAL ACCOUNTING I	2014 Summer	seyedinsara@foothill.edu
SS	ACTG 1B	FINANCIAL ACCOUNTING II	2014 Summer	seyedinsara@foothill.edu
SS	ACTG 1C	MANAGERIAL ACCOUNTING	2014 Summer	seyedinsara@foothill.edu
SS	ACTG 70R	INDEPENDENT STUDY IN ACCOUNTING	2014 Summer	seyedinsara@foothill.edu
BH	AHS 50A	INTRODUCTION TO ALLIED HEALTH PROGRAMS	2014 Summer	SuAngela@foothill.edu
BH	AHS 50B	INTERPROFESSIONAL PATIENT COMPETENCIES	2014 Summer	campbellrachelle@foothill.edu
BH	AHS 50C	INTERPROFESSIONAL COMPETENCIES FOR COLLABORATIVE PRACTICE	2014 Summer	hanningbrenda@foothill.edu
BH	AHS 55	COMMUNITY HEALTH PROMOTION	2014 Summer	spraggephyllis@foothill.edu
SS	ANTH 13	INTRODUCTION TO FORENSIC ANTHROPOLOGY	2014 Summer	connellsamuel@foothill.edu
SS	ANTH 14	LINGUISTIC ANTHROPOLOGY	2014 Summer	maurerkathryn@foothill.edu
SS	ANTH 15	MEDICAL ANTHROPOLOGY: METHODS & PRACTICE	2014 Summer	maurerkathryn@foothill.edu
SS	ANTH 70R	INDEPENDENT STUDY IN ANTHROPOLOGY	2014 Summer	*Unassigned*
AP	APEL 123A	GROUNDING & BONDING, OVERCURRENT PROTECTION, CODE & PRACTICES, BLUEPRINTS, CODEOLOGY SKILLS	2014 Summer	pchursin@sfjatc.com
AP	APEL 125A	FIRE ALARM SYSTEMS, EMERGENCY COMMUNICATION SYSTEMS, PUBLIC EMERGENCY SYSTEMS	2014 Summer	pchursin@sfjatc.com
AP	APPR 162C	ELECTRONIC CONTROLS, DDC CONTROLS	2014 Summer	stephen@pipetrades62.com
AP	APPT 121	INTRODUCTION TO RESIDENTIAL PLUMBING, SAFETY & TOOLS	2014 Summer	likenessrussell@foothill.edu
AP	APPT 122	RESIDENTIAL DRAINAGE SYSTEMS	2014 Summer	likenessrussell@foothill.edu
AP	APPT 123	RESIDENTIAL GAS & WATER INSTALLATIONS	2014 Summer	likenessrussell@foothill.edu
AP	APPT 124	MATHEMATICS FOR RESIDENTIAL PLUMBING	2014 Summer	likenessrussell@foothill.edu
AP	APPT 125	RESIDENTIAL BLUEPRINT READING	2014 Summer	likenessrussell@foothill.edu
AP	APPT 126	RESIDENTIAL PIPING LAYOUT & INSTALLATION; RESIDENTIAL FIXTURES	2014 Summer	likenessrussell@foothill.edu
AP	APPT 127	RESIDENTIAL PLUMBING CODE	2014 Summer	likenessrussell@foothill.edu
AP	APPT 128	RESIDENTIAL GAS INSTALLATIONS; SERVICE WORK	2014 Summer	likenessrussell@foothill.edu
FA	ART 4I	FIGURE DRAWING II	2014 Summer	gomeshilary@fhda.edu
FA	ART 70R	INDEPENDENT STUDY IN ART	2014 Summer	gomeshilary@fhda.edu
FA	ART 74	INDUSTRIAL DESIGN VISUALIZATION I	2014 Summer	hollandjoy@fhda.edu
PS	ASTR 10BH	HONORS GENERAL ASTRONOMY: STARS, GALAXIES, COSMOLOGY	2014 Summer	mathewsgeoff@fhda.edu
PS	ASTR 54H	HONORS INSTITUTE SEMINAR IN ASTRONOMY	2014 Summer	mathewsgeoff@fhda.edu
PS	ASTR 70R	INDEPENDENT STUDY IN ASTRONOMY	2014 Summer	mathewsgeoff@fhda.edu
KA	ATHL 11	INTERCOLLEGIATE BASKETBALL I (MEN)	2014 Summer	stanleymatthew@foothill.edu
KA	ATHL 11E	INTERCOLLEGIATE BASKETBALL (MEN)	2014 Summer	stanleymatthew@foothill.edu
KA	ATHL 11F	INTERCOLLEGIATE BASKETBALL II (MEN)	2014 Summer	stanleymatthew@foothill.edu
KA	ATHL 12	INTERCOLLEGIATE BASKETBALL I (WOMEN)	2014 Summer	stanleymatthew@foothill.edu
KA	ATHL 12E	INTERCOLLEGIATE BASKETBALL (WOMEN)	2014 Summer	stanleymatthew@foothill.edu
KA	ATHL 12F	INTERCOLLEGIATE BASKETBALL II (WOMEN)	2014 Summer	stanleymatthew@foothill.edu
KA	ATHL 31	INTERCOLLEGIATE SOFTBALL I (WOMEN)	2014 Summer	pregliascocollin@foothill.edu
KA	ATHL 31E	INTERCOLLEGIATE SOFTBALL (WOMEN)	2014 Summer	pregliascocollin@foothill.edu
KA	ATHL 31F	INTERCOLLEGIATE SOFTBALL II (WOMEN)	2014 Summer	pregliascocollin@foothill.edu
KA	ATHL 44	INTERCOLLEGIATE TENNIS I (MEN)	2014 Summer	maciasdixie@foothill.edu
KA	ATHL 44E	INTERCOLLEGIATE TENNIS (MEN)	2014 Summer	maciasdixie@foothill.edu
KA	ATHL 44F	INTERCOLLEGIATE TENNIS II (MEN)	2014 Summer	maciasdixie@foothill.edu
KA	ATHL 70R	INDEPENDENT STUDY IN ATHLETICS	2014 Summer	shewfeltbarbara@foothill.edu
SS	BUSI 70R	INDEPENDENT STUDY IN BUSINESS	2014 Summer	navajose@foothill.edu
SS	CHLD 56N	PRINCIPLES & PRACTICES OF TEACHING YOUNG CHILDREN	2014 Summer	kerbeynicole@foothill.edu
SS	CHLD 72	LANGUAGE, LITERACY & THE DEVELOPING CHILD	2014 Summer	kerbeynicole@foothill.edu
SS	CHLD 89	CURRICULUM FOR EARLY CARE & EDUCATION PROGRAMS	2014 Summer	kerbeynicole@foothill.edu
SS	CHLD 95	HEALTH, SAFETY & NUTRITION IN CHILDREN'S PROGRAMS	2014 Summer	kerbeynicole@foothill.edu
CN	CNSL 5	INTRODUCTION TO COLLEGE	2014 Summer	lanekimberly@fhda.edu
FA	COMM 1A	PUBLIC SPEAKING	2014 Summer	VelascoLauren@foothill.edu
FA	COMM 70R	INDEPENDENT STUDY IN COMMUNICATION STUDIES	2014 Summer	*Unassigned*
BH	D H 70R	INDEPENDENT STUDY IN DENTAL HYGIENE	2014 Summer	spraggephyllis@foothill.edu
KA	DANC 70R	INDEPENDENT STUDY IN DANCE	2014 Summer	shewfeltbarbara@foothill.edu
BH	DMS 50A	DIAGNOSTIC MEDICAL SONOGRAPHY PRINCIPLES & PROTOCOLS	2014 Summer	austinkathleen@foothill.edu
BH	DMS 50B	SONOGRAPHY & PATIENT CARE	2014 Summer	austinkathleen@foothill.edu
BH	DMS 51A	SECTIONAL ANATOMY	2014 Summer	austinkathleen@foothill.edu
BH	DMS 52A	PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY I	2014 Summer	austinkathleen@foothill.edu

COR Requiring Updates for 2019-20

The following courses must be reviewed/updated by the curriculum deadline of June 22, 2018. Courses in blue are currently in Review status in submissions.

BH	DMS 52B	PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY II	2014 Summer	austinkathleen@foothill.edu
BH	DMS 52C	PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY III	2014 Summer	austinkathleen@foothill.edu
BH	DMS 53A	DIAGNOSTIC MEDICAL SONOGRAPHY I	2014 Summer	austinkathleen@foothill.edu
BH	DMS 53B	DIAGNOSTIC MEDICAL SONOGRAPHY II	2014 Summer	austinkathleen@foothill.edu
BH	DMS 53C	DIAGNOSTIC MEDICAL SONOGRAPHY III	2014 Summer	austinkathleen@foothill.edu
BH	DMS 56A	VASCULAR SONOGRAPHY	2014 Summer	austinkathleen@foothill.edu
BH	DMS 56B	ADVANCED APPLICATIONS OF VASCULAR TECHNOLOGY	2014 Summer	austinkathleen@foothill.edu
BH	DMS 60A	CRITIQUE & PATHOLOGY I	2014 Summer	austinkathleen@foothill.edu
BH	DMS 60B	CRITIQUE & PATHOLOGY II	2014 Summer	austinkathleen@foothill.edu
BH	DMS 60C	CRITIQUE & PATHOLOGY III	2014 Summer	austinkathleen@foothill.edu
BH	DMS 60D	CRITIQUE & PATHOLOGY IV	2014 Summer	austinkathleen@foothill.edu
BH	DMS 60E	CRITIQUE & PATHOLOGY V	2014 Summer	austinkathleen@foothill.edu
BH	DMS 60F	CRITIQUE & PATHOLOGY VI	2014 Summer	austinkathleen@foothill.edu
BH	DMS 70R	INDEPENDENT STUDY IN DIAGNOSTIC MEDICAL SONOGRAPHY	2014 Summer	austinkathleen@foothill.edu
BH	DMS 72A	DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES & APPLICATIONS	2014 Summer	austinkathleen@foothill.edu
BH	DMS 80A	ADVANCED SONOGRAPHIC PRINCIPLES	2014 Summer	austinkathleen@foothill.edu
SS	ECON 70R	INDEPENDENT STUDY IN ECONOMICS	2014 Summer	*Unassigned*
LA	ENGL 7	NATIVE AMERICAN LITERATURE	2014 Summer	finneganjordana@foothill.edu
LA	ENGL 8	CHILDREN'S LITERATURE	2014 Summer	svetichkella@foothill.edu
LA	ENGL 12	AFRICAN AMERICAN LITERATURE	2014 Summer	menendeznatalia@foothill.edu
LA	ENGL 14	TRAVELING THE WORLD THROUGH CONTEMPORARY LITERATURE	2014 Summer	lewisbrian@foothill.edu
LA	ENGL 16	INTRODUCTION TO LITERATURE	2014 Summer	svetichkella@foothill.edu
LA	ENGL 18A	VAMPIRE LITERATURE: MULTICULTURAL REPRESENTATIONS OF THE BLOODSUCKER	2014 Summer	svetichkella@foothill.edu
LA	ENGL 24	UNMASKING COMICS: THE DAWN OF THE GRAPHIC NOVEL	2014 Summer	lewisbrian@foothill.edu
LA	ENGL 31	LATINO/A LITERATURE	2014 Summer	huertasusie@foothill.edu
LA	ENGL 40	ASIAN AMERICAN LITERATURE	2014 Summer	svetichkella@foothill.edu
PS	ENGR 6	ENGINEERING GRAPHICS	2014 Summer	Parikhsarah@fhda.edu
PS	ENGR 10	INTRODUCTION TO ENGINEERING	2014 Summer	Parikhsarah@fhda.edu
PS	ENGR 35	STATICS	2014 Summer	Parikhsarah@fhda.edu
PS	ENGR 47	DYNAMICS	2014 Summer	wangsue@foothill.edu
PS	ENGR 62A	INTRODUCTION TO 3-D PRINTING & RAPID PROTOTYPE DESIGN	2014 Summer	Parikhsarah@fhda.edu
PS	ENGR 62C	3-D PRINTING: ADVANCED MODEL MAKING	2014 Summer	Parikhsarah@fhda.edu
PS	ENGR 62D	3-D RAPID MODEL MAKING & PROTOTYPE DEVELOPMENT	2014 Summer	Parikhsarah@fhda.edu
PS	ENGR 70R	INDEPENDENT STUDY IN ENGINEERING	2014 Summer	Parikhsarah@fhda.edu
PS	ENGR 83A	INTRODUCTION TO BIOMEDICAL ENGINEERING	2014 Summer	Parikhsarah@fhda.edu
PS	ENGR 83B	DESIGN & MANUFACTURING IN THE BIOMEDICAL ENGINEERING FIELD	2014 Summer	Parikhsarah@fhda.edu
PS	ENGR 83C	INTRODUCTION TO MEDICAL DEVICE REGULATIONS	2014 Summer	Parikhsarah@fhda.edu
PS	ENGR 83D	INTRODUCTION TO QUALITY ASSURANCE	2014 Summer	Parikhsarah@fhda.edu
PS	ENGR 83E	INTRODUCTION TO DOCUMENTATION	2014 Summer	Parikhsarah@fhda.edu
SS	GEOG 70R	INDEPENDENT STUDY IN GEOGRAPHY	2014 Summer	meezankaren@foothill.edu
SS	HIST 8	HISTORY OF LATIN AMERICA	2014 Summer	bathamsteve@foothill.edu
BH	HORT 43	THE TIMELESS GARDEN	2014 Summer	sauterdavid@foothill.edu
BH	HORT 52H	HORTICULTURE PRACTICES: INTEGRATED PEST MANAGEMENT	2014 Summer	sauterdavid@foothill.edu
BH	HORT 90C	GARDEN PONDS & WATER FEATURES	2014 Summer	sauterdavid@foothill.edu
BH	HORT 90S	SUSTAINABLE INTEGRATED PEST MANAGEMENT (IMP)	2014 Summer	sauterdavid@foothill.edu
BH	HORT 90V	SUSTAINABLE ORGANIC GARDENING	2014 Summer	sauterdavid@foothill.edu
AP	JRYM 100	BUILDING TRADES TEACHER DEVELOPMENT	2014 Summer	*Unassigned*
KA	KINS 70R	INDEPENDENT STUDY IN KINESIOLOGY	2014 Summer	shewfeltbarbara@foothill.edu
SS	LINC 68B	GOOGLE DOCS	2014 Summer	*Unassigned*
PS	MATH 70R	INDEPENDENT STUDY IN MATHEMATICS	2014 Summer	cembellinzachary@foothill.edu
FA	MDIA 2C	CURRENT TRENDS IN FILM, TV & THE INTERNET	2014 Summer	trippcaldwellkristin@fhda.edu
FA	MDIA 3	INTRODUCTION TO FILM & MEDIA CRITICISM	2014 Summer	trippcaldwellkristin@fhda.edu
FA	MDIA 5	AMERICAN CINEMA	2014 Summer	trippcaldwellkristin@fhda.edu
FA	MDIA 6	FILM & NEW MEDIA GENRES	2014 Summer	trippcaldwellkristin@fhda.edu
FA	MDIA 9	GLOBAL MEDIA	2014 Summer	trippcaldwellkristin@fhda.edu
FA	MUS 2A	GREAT COMPOSERS & MUSIC MASTERPIECES OF WESTERN CIVILIZATION	2014 Summer	barkleyelizabeth@foothill.edu
FA	MUS 2B	GREAT COMPOSERS & MUSIC MASTERPIECES OF WESTERN CIVILIZATION	2014 Summer	barkleyelizabeth@foothill.edu

COR Requiring Updates for 2019-20

The following courses must be reviewed/updated by the curriculum deadline of June 22, 2018. Courses in blue are currently in Review status in submissions.

FA	MUS 2C	GREAT COMPOSERS & MUSIC MASTERPIECES OF WESTERN CIVILIZATION	2014 Summer	barkleyelizabeth@foothill.edu
FA	MUS 2D	WORLD MUSIC: ROOTS TO CONTEMPORARY GLOBAL FUSION	2014 Summer	barkleyelizabeth@foothill.edu
FA	MUS 8	MUSIC OF MULTICULTURAL AMERICA	2014 Summer	barkleyelizabeth@foothill.edu
FA	MUS 8H	HONORS MUSIC OF MULTICULTURAL AMERICA	2014 Summer	barkleyelizabeth@foothill.edu
FA	MUS 41	LIVE MUSIC PERFORMANCE WORKSHOP	2014 Summer	hartwellrobert@foothill.edu
FA	MUS 70R	INDEPENDENT STUDY IN MUSIC/MUSIC TECHNOLOGY	2014 Summer	kuehnleric@foothill.edu
PS	NANO 62	NANOMATERIALS ENGINEERING: STRUCTURES, PROCESSING & CHARACTERIZATION	2014 Summer	cormiarobert@foothill.edu
PS	NCBS 401A	MATHEMATICAL FOUNDATIONS FOR COLLEGE PART I	2014 Summer	reederic@fhda.edu
PS	NCBS 401B	MATHEMATICAL FOUNDATIONS FOR COLLEGE PART II	2014 Summer	reederic@fhda.edu
KA	PHED 41A	INDOOR CYCLING: HILLS & SPRINTS	2014 Summer	rippkaty@foothill.edu
KA	PHED 41C	INTERMEDIATE INDOOR CYCLING: HILLS & SPRINTS	2014 Summer	rippkaty@foothill.edu
KA	PHED 70R	INDEPENDENT STUDY IN PHYSICAL EDUCATION	2014 Summer	shewfeltbarbara@foothill.edu
SS	PHIL 70R	INDEPENDENT STUDY IN PHILOSOPHY	2014 Summer	tapiabrian@foothill.edu
FA	PHOT 8	PHOTOGRAPHY OF MULTICULTURAL AMERICA	2014 Summer	hermanron@foothill.edu
FA	PHOT 8H	HONORS PHOTOGRAPHY OF MULTICULTURAL AMERICA	2014 Summer	hermanron@foothill.edu
FA	PHOT 10	HISTORY OF PHOTOGRAPHY	2014 Summer	leekeith@foothill.edu
FA	PHOT 10H	HONORS HISTORY OF PHOTOGRAPHY	2014 Summer	leekeith@foothill.edu
FA	PHOT 11	CONTEMPORARY ISSUES IN PHOTOGRAPHY	2014 Summer	hermanron@foothill.edu
FA	PHOT 11H	HONORS CONTEMPORARY ISSUES IN PHOTOGRAPHY	2014 Summer	hermanron@foothill.edu
BH	PHT 50	ORIENTATION TO PHARMACY TECHNOLOGY	2014 Summer	SuAngela@foothill.edu
BH	PHT 54A	DOSAGE CALCULATIONS A	2014 Summer	SuAngela@foothill.edu
BH	PHT 55A	PHARMACOLOGY A	2014 Summer	SuAngela@foothill.edu
BH	PHT 63	PHARMACY TECHNICIAN CERTIFICATION EXAM (PTCE) REVIEW	2014 Summer	SuAngela@foothill.edu
BH	PHT 200L	PHARMACY TECHNICIAN AS A CAREER	2014 Summer	SuAngela@foothill.edu
PS	PHYS 54H	HONORS INSTITUTE SEMINAR IN PHYSICS	2014 Summer	marascodavid@foothill.edu
PS	PHYS 70R	INDEPENDENT STUDY IN PHYSICS	2014 Summer	marascodavid@foothill.edu
SS	PSYC 70R	INDEPENDENT STUDY IN PSYCHOLOGY	2014 Summer	LinEta@foothill.edu
BH	R T 50	ORIENTATION TO RADIATION SCIENCE TECHNOLOGIES	2014 Summer	KEYJENENE@foothill.edu
BH	R T 51A	FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY I	2014 Summer	campbellrachelle@foothill.edu
BH	R T 51B	FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY II	2014 Summer	campbellrachelle@foothill.edu
BH	R T 51C	FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY III	2014 Summer	campbellrachelle@foothill.edu
BH	R T 53	ORIENTATION TO RADIOLOGIC TECHNOLOGY	2014 Summer	KEYJENENE@foothill.edu
BH	R T 53AL	APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY I	2014 Summer	KEYJENENE@foothill.edu
BH	R T 53BL	APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY II	2014 Summer	KEYJENENE@foothill.edu
BH	R T 53CL	APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY III	2014 Summer	KEYJENENE@foothill.edu
BH	R T 54B	LAW & ETHICS IN MEDICAL IMAGING	2014 Summer	campbellrachelle@foothill.edu
BH	RSPT 82	ORIENTATION TO INTERVENTIONAL PULMONOLOGY	2014 Summer	hanningbrenda@foothill.edu
BH	RSPT 83	CASE-BASED ANALYSIS & CRITICAL THINKING IN DIAGNOSTIC INTERVENTIONAL PULMONOLOGY	2014 Summer	hanningbrenda@foothill.edu
BH	RSPT 84	FUNDAMENTALS OF PULMONARY DISEASE	2014 Summer	hanningbrenda@foothill.edu
BH	RSPT 85	INTERVENTIONAL PULMONOLOGY THEORY & APPLICATION	2014 Summer	hanningbrenda@foothill.edu
BH	RSPT 86	INTERVENTIONAL PULMONOLOGY PROCEDURES	2014 Summer	hanningbrenda@foothill.edu
BH	RSPT 88	INTERVENTIONAL PULMONOLOGY RESEARCH PROJECT	2014 Summer	hanningbrenda@foothill.edu
SS	SOC 70R	INDEPENDENT STUDY IN SOCIOLOGY	2014 Summer	foxjohn@fhda.edu
SS	SOSC 70R	INDEPENDENT STUDY IN SOCIAL SCIENCE	2014 Summer	foxjohn@fhda.edu
FA	THTR 32	CAD DRAFTING FOR THE THEATRE, FILM & TELEVISION	2014 Summer	mcleodbruce@fhda.edu
FA	THTR 70R	INDEPENDENT STUDY IN THEATRE ARTS	2014 Summer	*Unassigned*
BH	V T 70R	INDEPENDENT STUDY IN VETERINARY TECHNOLOGY	2014 Summer	eshmanlisa@foothill.edu
SS	WMN 70R	INDEPENDENT STUDY IN WOMEN'S STUDIES	2014 Summer	davisondolores@foothill.edu

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

51st FALL SESSION RESOLUTIONS

FOR DISCUSSION AT AREA MEETINGS ON MARCH 23-24, 2018

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on April 14, 2018.

Resolutions Committee 2017-18
Ginni May, ASCCC Area A Representative (Chair)
Rebecca Eikey, ASCCC Area C Representative
Carrie Roberson, ASCCC North Representative
Geoffrey Dyer, Taft College, Area A
Leigh Anne Shaw, Skyline College, Area B
Michael Dighera, Rio Hondo College, Area C
Donna Greene, College of the Desert, Area D

RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolutions breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions re debated and voted upon in the general sessions on the last day of the Plenary Session.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click here)
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.

CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted on Thursday are marked with a +.
Resolutions and amendments submitted on Friday are marked with a #.

*4.01 S18   Develop a Paper on Effective Transfer Practices
*3.01 S18   Adopt the Paper *A Re-examination of Faculty Hiring Processes and Procedures*
*7.02 S18   Wrap-Around Services and Online Student Success
*7.03 S18   Including Noncredit in All Student Success Statewide Initiatives
*9.01 S18   Adopt the Paper *Effective Practices for Educational Program Development*
*11.01 S18   Adopt the Paper *Ensuring Effective Online Education Programs: A Faculty Perspective*
*17.01 S18   Noncredit Instruction in Guided Pathways Efforts

TABLE OF CONTENTS

1.0 ACADEMIC SENATE

1.01 S18 Adopt the 2018-2023 ASCCC Strategic Plan

Whereas, Strategic planning is an important activity for any successful organization, as this activity provides clear direction and stability and ensures that the organization's leadership is responsive to its members;

Whereas, The initial draft of the strategic plan for the Academic Senate for California Community Colleges (ASCCC) was created by the elected representatives of the ASCCC, the Executive Committee, with careful thought regarding the organization's mission and purpose as well as consideration of the ASCCC Executive Committee members' perceptions of the wishes of faculty statewide and with attention to the future health and growth of the ASCCC; and

Whereas, The current Strategic Plan of the ASCCC expires in 2018;

Resolved, That the Academic Senate for California Community Colleges adopt the 2018-2023 ASCCC Strategic Plan[1].

Contact: Executive Committee

3.0 DIVERSITY AND EQUITY

*3.01 S18 Adopt the Paper *A Re-examination of Faculty Hiring Processes and Procedures*

Whereas, Resolution 3.01 S17 directed the Academic Senate for California Community Colleges to "update the paper *A Re-examination of Faculty Hiring Processes and Procedures* and bring it to the Spring 2018 Plenary Session for discussion and possible adoption";

Resolved, That the Academic Senate for California Community Colleges adopt the paper *A Re-examination of Faculty Hiring Processes and Procedures*[2] and disseminate to local senates and curriculum committees upon its adoption.

Contact: Dolores Davison, Equity and Diversity Action Committee

4.0 ARTICULATION AND TRANSFER

*4.01 S18 Develop a Paper on Effective Transfer Practices

Whereas, California Education Code, Title 5 regulations, local policies and procedures, and restrictions placed on colleges by the California State University (CSU), the University of California (UC), independent institutions and out-of-state institutions result

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[1] https://asccc.org/sites/default/files/ASCCC%20Strategic%20Plan%202018-2021%20for%20Area%20Meetings%20Discussion.pdf

[2] https://asccc.org/sites/default/files/Hiring%20Paper%20Final%203.12.18.pdf

in a wide variety of transfer practices and standards around the state leading to confusion among colleges as well as the exclusion and inequitable treatment of transfer-bound students across the system; and

Whereas, The Academic Senate for California Community Colleges has numerous resolutions in support of transfer opportunities for students such as Resolution 4.01 F17 "Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions";

Resolved, That the Academic Senate for California Community Colleges develop a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 Plenary Session for adoption.

Contact: Executive Committee

7.0   CONSULTATION WITH THE CHANCELLOR'S OFFICE
7.01   S18   Support Equity Minded Funding That Relies on Locally Identified Goals
Whereas, The 2018-2019 Governor's Budget Trailer Bill Language (February 20, 2018) proposes a new "student centered" college funding formula with metrics on the number of disadvantaged students and number of completions that may result in competition among the 114 California community colleges for funds;

Whereas, The proposed performance-based model funding is in disagreement with Academic Senate for California Community Colleges positions opposing performance-based funding models, including Resolution 5.01 S11 on success-based metrics that asserts "that any such proposed funding modifications should be additive and above base funding;" and

Whereas, The proposed funding formula in the 2018-2019 Governor's Budget Trailer Bill Language (February 20, 2018) calls for system-wide consultation in developing criteria and standards for making the annual budget requests;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to establish equity-minded funding approaches that rely primarily on progress toward locally identified goals while ensuring access for all students and maintaining instructional quality and rigor.

Contact: Executive Committee

*7.02 S18   Wrap-Around Services and Online Student Success
Whereas, The 2018-2019 Governor's Budget Trailer Bill Language (February 23, 2018) calls for creation of a new California Online Community College District for "working

adults to access high-quality, affordable and flexible opportunities to pursue postsecondary education that does not conflict with their work and familial obligations;"

Whereas, The Accrediting Commission for Community and Junior Colleges requires that student support services comparable to those for face-to-face students exist for students taking courses online;

Whereas, Numerous studies have demonstrated that students taking online courses require significant support services, to the point that the Online Education Initiative (OEI) states on its "Student Success" homepage[3] that "increasing student success involves many aspects of student support beyond that provided by the classroom instructor;" and

Whereas, The California Community Colleges Chancellor's Office, in its most recent online education report[4], makes it clear that the growth of online courses and programs, "creates new challenges for colleges that must now provide student services and other support in a virtual world";

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to support wraparound student services as an essential component for the success of online students.

Contact: Executive Committee

*7.03   S18   Including Noncredit in All Student Success Statewide Initiatives
Whereas, Career Development and College Preparation noncredit instruction serves as an integral part of current and future student success efforts by providing pathways to college credit programs that lead to completion of degree and certificate programs in transfer and Career and Technical Education programs for students who are unprepared or underprepared for college; and

Whereas, Student success initiatives such as the Guided Pathways Award Program and Student Equity did not explicitly identify noncredit programs as integral components of such student success efforts;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to recognize noncredit programs as an important part of all current and future student success efforts, including the guided pathways frameworks colleges are working to develop and implement; and

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[3] http://ccconlineed.org/student-success-resources/
[4] Page 16:
http://californiacommunitycolleges.cccco.edu/portals/0/reportstb/report_distanceeducation2013_090313.pdf

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to ensure the inclusion of noncredit allocation in the initial release of statewide initiatives and include provisions allowing colleges and districts to include noncredit programs in their planning and implementation efforts.

Contact: Curtis Martin, Noncredit Committee, Modesto Junior College

9.0   CURRICULUM

*9.01   S18   Adopt the Paper *Effective Practices for Educational Program Development*

Whereas, Resolution 9.02 S16 directed the Academic Senate for California Community Colleges to "develop a paper on effective practices for developing and revising all educational programs and bring the paper to the Spring 2017 Plenary Session for approval";

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Effective Practices for Educational Program Development*[5] and disseminate to local senates and curriculum committees upon its adoption.

Contact: Randy Beach, Educational Policies Committee

9.02   S18   Pathways to Meet General Education Requirements of Quantitative Reasoning

Whereas, The California State University (CSU), through CSU Executive Order 1100 no longer requires that a course included in CSU General Education Breadth Area B4, Quantitative Reasoning, has an explicit prerequisite of intermediate algebra;

Whereas, AB 705 (Irwin, 2017) requires that "a community college district or college shall maximize the probability that a student will enter and complete transfer-level coursework in… mathematics within a one-year timeframe" and "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, a community college district or college maximizes the probability that a student will enter and complete the required college-level coursework in…mathematics within a one-year timeframe" and mathematics is a required component of all quantitative reasoning courses;

Whereas, Curriculum, including establishing prerequisites, degree and certificate requirements, educational program development, and standards or policies regarding student preparation and success fall under the purview of local academic senates as academic and professional matters as per the "10+1" in Title 5 §53200 and as such administrators should defer to the expertise of the academic senate to develop curricular pathways and placement models that serve the needs of students while complying with all legal requirements; and

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[5] https://asccc.org/sites/default/files/Effective%20Practices%20Paper%203.12.18.pdf

Whereas, In fall 2017, the Academic Senate for California Community Colleges (ASCCC), the California Mathematics Council of Community Colleges (CMC[3]) and the California Mathematics Council of Community Colleges-South (CMC[3]-South) joined together and formed a task force to address math and quantitative reasoning education in California community colleges and has provided the California Community Colleges Math and Quantitative Reasoning Task Force Recommendations – Part I[6] as options for colleges to consider in moving toward compliance with AB 705 (Irwin, 2017);

Resolved, That the Academic Senate for California Community Colleges recognize multiple pathways for students to achieve transfer-level competency in math and quantitative reasoning; and

Resolved, That the Academic Senate for California Community Colleges endorse the California Community Colleges Math and Quantitative Reasoning Task Force Recommendations – Part I as one option that colleges may consider as they implement changes related to AB 705 (Irwin, 2017).

Contact: Executive Committee

10.0 DISCIPLINES LIST
10.01 S18 Revise the Disciplines List Revision Process
Whereas, The original Disciplines List was approved in 1989, with many of the discipline minimum qualifications having remained unchanged since its original publication;

Whereas, Multiple issues with the clarity of the minimum qualifications for disciplines have arisen over time, including changes to the names of degrees, the order of degree names, punctuation issues, and the lack of consistent clarity provided for the appropriate application of the disciplines not requiring a master's degree; and

Whereas, The process to revise the Disciplines List occurs annually, but requires proposals to revise existing disciplines and add new disciplines to originate from the field through local senates or discipline organizations, which may result in the lack of a consistent and thorough review of the discipline minimum qualifications;

Resolved, That the Academic Senate for California Community Colleges revise the Disciplines List Revision Process in order that the Disciplines List is updated in such a way that ensures that the minimum qualifications for all disciplines are current and provide clarity to the field; and

Resolved, That the Academic Senate for California Community Colleges convene a task force to initiate a complete and thorough review of the Disciplines List for the purpose of engaging discipline faculty to update and clarify all faculty minimum qualifications.

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[6] https://asccc.org/events/2018-04-12-150000-2018-04-14-230000/2018-spring-plenary-session-0 or https://asccc.org/directory/math-and-quantitative-reasoning-task-force.

Contact: John Freitas, Standards and Practices Committee, Executive Committee

10.02   S18   Endorse Proposed Revisions to Apprenticeship Minimum Qualifications
Whereas, The delegates at the Fall 2017 Plenary Session approved Resolution 10.01 F17 which calls for the Academic Senate for California Community Colleges to "continue efforts to engage in sustained and respectful dialog and collaboration with the Department of Industrial Relations, the California Apprenticeship Council, and the broader apprenticeship community to provide the highest quality educational experiences in all apprenticeship programs offered by the California Community Colleges";

Whereas, Representatives of the Academic Senate for California Community Colleges and representatives of the California Apprenticeship Council engaged in sustained and respectful dialogue and reached agreement on the following revisions to the minimum qualifications for credit apprenticeship instructors stated in Title 5 §53413:

(a) The minimum qualifications for service as a~~n community college faculty member~~ <u>n apprenticeship instructor</u> teaching <u>community college</u> credit apprenticeship courses <u>that are part of an apprenticeship program approved by the Division of Apprenticeship Standards</u> shall be satisfied by meeting one of the following two requirements:
(1) Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or
(2) Six years of occupational experience <u>in the subject matter to be taught</u>, a journeyman's certificate in the subject matter area to be taught, and completion of at least ~~eighteen (18)~~ <u>twelve (12)</u> semester units of ~~degree applicable~~ <u>apprenticeship or</u> college level course work~~, in addition to apprenticeship credits~~.
<u>(A) This last requirement may be satisfied concurrently during the first two (2) years of employment as an apprenticeship instructor.</u>
<u>(3) Six years of occupational experience in the subject matter to be taught, and having served as an apprenticeship instructor for an apprenticeship program approved by the California Department of Industrial Relations, Division of Apprenticeship Standards for a minimum of ten years;</u>
<u>(4) The Board of Trustees of a community college district in consultation with their local academic senate and the California Department of Industrial Relations, Division of Apprenticeship Standards may adopt policies to authorize a person to serve as an apprenticeship instructor to teach credit apprenticeship courses in an urgency condition.</u>
<u>(A) "Urgency condition" is defined as: A shortage of qualified instructors that would prevent offering classes to students in accordance with the approved education plan for the apprenticeship program adopted by the California Department of Industrial Relations, Division of Apprenticeship Standards.</u>
<u>(B) Each instructor hired under this urgency provision must meet the educational requirements of either subdivision (a)(1) or (a)(2) above within two years provided that the instructor possesses:</u>

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1. Six (6) years of occupational experience in the subject matter to be taught, and a journeyman's certificate in the subject matter area to be taught; or
2. Four (4) years of occupational experience in the subject matter to be taught, and is within one (1) year of completing an associate's degree.
(C) Until the education requirements are completed, each instructor approved under the provisions of this subdivision shall be employed as a temporary instructor.

(b) The minimum qualifications for service as a ~~community college faculty member~~ *apprenticeship instructor teaching Community College noncredit apprenticeship courses that are part of an apprenticeship program approved by the Division of Apprenticeship Standards shall be either of the following:*
(1) The minimum qualifications for credit apprenticeship instruction as set forth in this section, or
(2) A high school diploma; and six years of occupational experience in the occupation to be taught, including at least two years at the journeyman level; and sixty clock hours or four semester units in materials, methods, and evaluation of instruction. This last requirement may be satisfied concurrently during the first year of employment as an apprenticeship instructor; and

Whereas, At its January 25, 2018 meeting the California Apprenticeship Council approved recommending to the Board of Governors the revised credit apprenticeship minimum qualifications; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges voted at its February 2-3, 2018 meeting to support the proposed revisions to the credit apprenticeship minimum qualifications prior to the February 2018 Consultation Council meeting;

Resolved, That the Academic Senate for California Community Colleges support the revisions to the minimum qualifications for credit apprenticeship instructors stated in Title 5 §53413 as approved by the California Apprenticeship Council and supported by the Executive Committee of the Academic Senate for California Community Colleges and urge approval of the revisions by the Board of Governors.

Contact: Executive Committee

11.0   TECHNOLOGY
*11.01 S18   Adopt the Paper *Ensuring Effective Online Education Programs: A Faculty Perspective*

Whereas, Resolution 11.01 S16 directed the Academic Senate for California Community Colleges to "provide guidance to local senates and colleges on best practices in online education programs, update the 2008 paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates*";

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Ensuring Effective Online Education Programs: A Faculty Perspective*[7] and disseminate to local senates and curriculum committees upon its adoption.

Contact: Conan McKay, Online Education Committee

13.0 GENERAL CONCERNS

13.01 S18 Expanding Competency-Based Instruction through an Online Consortium

Whereas, The 2018-2019 Governor's Budget Trailer Bill Language (February 20, 2018) calls for creation of a new California Online Community College District for "working adults to access high-quality, affordable and flexible opportunities to pursue postsecondary education that does not conflict with their work and familial obligations";

Whereas, The faculty of the California Community Colleges (CCC) recognize the urgent need for expansion of career technical curriculum offering nontraditional programs focusing on competency-based education that lead to industry recognized credentials and many of the CCC districts already offer skilled-based, stackable certificates in program pathways identified by the California Community College Chancellor's Office;

Whereas, The student population identified for the new California Online Community College District has a significantly wider success gap in the online learning modality[8] and therefore would benefit from access to local on campus student support services; and

Whereas, The primary focus of competency-based education is skills development and demonstration, and students would benefit from local access to physical laboratory space and equipment to practice skills relevant to their online education;

Resolved, That the Academic Senate for California Community Colleges create a task force that includes participation from system partners to explore the design and implementation of online, competency-based instruction by leveraging local resources and utilizing existing talent through a consortium-based approach; and

Resolved, That the Academic Senate for California Community Colleges engage with system partners to explore the feasibility of leveraging local resources and talent at colleges accessible to online consortium students to provide on campus student support services and physical laboratory space regardless of the location of the teaching college.

Contact: Executive Committee

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[7] https://asccc.org/sites/default/files/OE%20Paper%20Final%203.12.18.pdf

[8] Jaggers (2011). Online Learning: Does It Help Low-Income and Underprepared Students? Community College Research Center Working Paper No. 26. https://files.eric.ed.gov/fulltext/ED515135.pdf

17.0   LOCAL SENATES

*17.01 S18   Noncredit Instruction in Guided Pathways Efforts

Whereas, Career Development and College Preparation noncredit courses that are part of approved noncredit certificates are eligible for apportionment at the same apportionment rate as credit courses; and

Whereas, Career Development and College Preparation noncredit courses provide valuable opportunities that prepare students who are unprepared or underprepared for college-level coursework for entry into the workforce, or by providing onramps into credit certificate and degree programs;

Resolved, That the Academic Senate for California Community Colleges recognize the importance of Career Development and College Preparation noncredit instruction as a valuable tool for serving unprepared and underprepared students as part of college guided pathway efforts; and

Resolved, That the Academic Senate for California Community Colleges provide guidance to local senates on the effective use of Career Development and College Preparation noncredit instruction in guided pathways planning and implementation efforts.

Contact: Donna Necke, Noncredit Committee, Mt. San Antonio College

19.0   PROFESSIONAL STANDARDS

19.01   S18   Faculty Involvement in Responding to Litigation or Student Complaints

Whereas, Education Code §70902 (b)(7) ensures the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards;

Whereas, Title 5 §53200 includes grading policies and standards or policies regarding student preparation and success as areas in which a college district must rely primarily or reach mutual agreement with the local academic senate based on local policy;

Whereas, Changes in policy or procedures that are initiated in response to legal action regarding civil rights claims, disabled student accommodations, student complaints over grading procedures, or other academic or professional matters may impact the ability of faculty to uphold the academic and professional standards around student preparation and academic rigor; and

Whereas, Faculty can respect the confidentiality and sensitive nature of litigation and student complaints while maintaining their purview in areas of academic standards;

Resolved, That the Academic Senate for California Community Colleges encourage colleges to respect their collegial consultation process and involve the academic senate

and discipline faculty in the development or revision of policies and procedures relevant to all areas of academic and professional matters when responding to legal action regarding civil rights claims, disabled student accommodations, student complaints over grading procedures, or other academic or professional matters that may impact the ability of faculty to uphold the academic and professional standards around student preparation and academic rigor.

Contact: Executive Committee

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ART 4G MURAL MAKING: COMMUNITY ART PROJECT

Breadth Criteria:

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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).

Depth Criteria for Area I – Humanities:

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

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

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

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ART 4G: MURAL MAKING: COMMUNITY ART PROJECT

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

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

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

Matching course component(s):

Description
This studio art course introduces and involves students in painting a large-scale collaborative community mural project. Students will generate ideas, plan preliminary mural sketches, design compositions, research cultural symbolism, scale images and paint a large-scale collaborative community painting. In addition, students will learn basic painting techniques and how to mix acrylic paint. This course will discuss how murals can be used to create social change, as well as explore the use of themes such as humanity, empowerment, community, personal and cultural identity. Lectures will analyze historical and contemporary events and movements depicted in murals, as well as significant mural artists.

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

Matching course component(s):

Description
This course will discuss how murals can be used to create social change, as well as explore the use of themes such as humanity, empowerment, community, personal and cultural identity.

Course Objectives
The student will be able to:
   E.   Analyze historical, cultural and contemporary murals that discuss social change, topics with humanity, empowerment and recognition for under-served communities.

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

Matching course component(s):

Course Content
   C.   Mural making Process
         3.   Research cultural symbolism, design motifs and styles
               a.   Determination, empowerment, peace, cultural roots, abundance, harvest, hope, future, prosperity
               b.   Food and culture
   E.   Mural subject matter and social change
         1.   History murals
               a.   Cave paintings
               b.   American murals (slavery, immigration, under-represented populations of people)
         2.   Cultural murals: American, British, Hindu, Maya, Latino, European, Asian Pacific Islander, African American
         3.   Contemporary political events
         4.   Immigration, migrations, citizenship

5. Humanity, pride and hope
   a. Human rights
6. Housing communities
7. Recognition for under-served communities
8. The environment
9. Recovery, wellness and health
10. Veterans
11. Homelessness
12. Women
13. Literacy and education
14. Identity: gender, race, LBGTQ, age
15. Disabled
16. The evolution of technology

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

Matching course component(s):

Course Content
A. Introduction to mural projects
    1. Practical steps in mural creations
       a. Finding the mural locations for both indoor or outdoor murals
       b. Time frames and schedules
       c. Approval process
       d. Collaboration, discussions and involving the community
       e. Funding and patronage
       f. Process involves the community, political figure and business owners
    2. Significance of murals
       a. Benefits for humanity
       b. Communication for under-served communities or populations
       c. Aesthetic impact on communities and urban neighborhoods
       d. Narrative visual depiction of an event
       e. Social change
C. Mural making process
    9. Involving community and collaboration
       a. Community discussions and brainstorming sessions
       b. Critiques on mural proposals
       c. Field trips and/or mural tours visiting community organizations and mural sites

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

Matching course component(s):

Methods of Evaluation
Evaluation methods may include, but are not limited to:
A. Research projects that relate to mural making
B. Oral presentation
C. Portfolio of mural sketch ideas
D. Report on mural tour or field trip to see community murals
E. Written participation in lectures of historical and contemporary mural movements and mural artists

Types and/or Examples of Required Reading, Writing and Out of Class Assignments
A. Take a mural tour in the local community mural and write a mural report discussing the symbolism, motifs, compositions, perspective and narrative aspects in the image.
B. Research a historical mural movement and write an essay discussing how this movement expresses social change.

C. Write a mural proposal for a place in an community or place. Add drawings, color preliminary sketches, symbolism and scale measurements in the proposal. Discuss how you will include the community in the proposal.

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

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

Matching course component(s):

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

Matching course component(s):

Course Objectives
The student will be able to:
    B. Conduct community discussions to explore visions and themes for mural imagery.

Course Content
    A. Introduction to mural projects
        2. Significance of murals
            c. Aesthetic impact on communities and urban neighborhoods

Method of Instruction
    A. Lecture presentation using the language of mural making.
    B. Discussion using the language of symbolism and metaphors.
    C. Demonstration of using acrylic house paint, brushes, community walls, techniques and methods.
    D. Critique and group presentation of oil painting projects followed by in-class discussion and evaluation.

Types and/or Examples of Required Reading, Writing and Out of Class Assignments
    A. Take a mural tour in the local community mural and write a mural report discussing the symbolism, motifs, compositions, perspective and narrative aspects in the image.

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

Matching course component(s):

Course Content
    E. Mural subject matter and social change
        1. History murals
            a. Cave paintings
            b. American murals (slavery, immigration, under-represented populations of people)
        2. Cultural murals: American, British, Hindu, Maya, Latino, European, Asian Pacific Islander, African American
        3. Contemporary political events
        4. Immigration, migrations, citizenship
        5. Humanity, pride and hope
            a. Human rights
        6. Housing communities
        7. Recognition for under-served communities
        8. The environment
        9. Recovery, wellness and health
        10. Veterans
        11. Homelessness
        12. Women
        13. Literacy and education
        14. Identity: gender, race, LBGTQ, age
        15. Disabled
        16. The evolution of technology

F. Mural cultural and global movement
    1. Prehistoric cave paintings from Lauscaux, France
    2. Murals from Egypt, Greece, Rome, India, Mesopotamia, Chine, Japan, Maya, Tibet
    3. Mexican mural movement in the 1930s
    4. British murals
    5. WPA murals, Depression murals in America
    6. African American murals
    7. Urban murals, street art and graffiti
    8. Bay Area murals and the San Francisco Mural District
G. Significant mural artists
    1. Diego Rivera, Jose Orozco, David Siqueiros, Jose Clemente Orozco, Piero Della Francesca, Michelangelo

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

Matching course component(s):

Course Content
E. Mural subject matter and social change
    1. History murals
        a. Cave paintings
        b. American murals (slavery, immigration, under-represented populations of people)
    2. Cultural murals: American, British, Hindu, Maya, Latino, European, Asian Pacific Islander, African American
    3. Contemporary political events
    4. Immigration, migrations, citizenship
    5. Humanity, pride and hope
        a. Human rights
    6. Housing communities
    7. Recognition for under-served communities
    8. The environment
    9. Recovery, wellness and health
    10. Veterans
    11. Homelessness
    12. Women
    13. Literacy and education
    14. Identity: gender, race, LBGTQ, age
    15. Disabled
    16. The evolution of technology

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

Matching course component(s):

Course Content
B. Conduct community discussions to explore visions and themes for mural imagery
C. Mural making process
    9. Involving community and collaboration
        a. Community discussions and brainstorming sessions
        b. Critiques on mural proposals
        c. Field trips and/or mural tours visiting community organizations and mural sites
E. Mural subject matter and social change
    1. History murals
        a. Cave paintings
        b. American murals (slavery, immigration, under-represented populations of people)
    2. Cultural murals: American, British, Hindu, Maya, Latino, European, Asian Pacific Islander, African

American
3. Contemporary political events
4. Immigration, migrations, citizenship
5. Humanity, pride and hope
   a. Human rights
6. Housing communities
7. Recognition for under-served communities
8. The environment
9. Recovery, wellness and health
10. Veterans
11. Homelessness
12. Women
13. Literacy and education
14. Identity: gender, race, LBGTQ, age
15. Disabled
16. The evolution of technology

Breadth Mapping: please indicate all that apply (if applicable)

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

Matching course component(s):

Methods of Evaluation
Evaluation methods may include, but are not limited to:
   A. Research projects that relate to mural making
   B. Oral presentation
   C. Portfolio of mural sketch ideas
   D. Report on mural tour or field trip to see community murals
   E. Written participation in lectures of historical and contemporary mural movements and mural artists

Types and/or Examples of Required Reading, Writing and Out of Class Assignments
   B. Research a historical mural movement and write an essay discussing how this movement expresses social change.

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
The student will be able to:
   C. Generate ideas, plan preliminary drawings and mural sketches, design compositions, research cultural symbolism, scale images and paint large-scale collaborative paintings in the community.

Course Content
   A. Introduction to mural projects
      1. Practical steps in mural creations
         a. Finding the mural locations for both indoor or outdoor murals
         b. Time frames and schedules
         c. Approval process

d.   Collaboration, discussions and involving the community
e.   Funding and patronage
f.   Process involves the community, political figure and business owners
C.   Mural making process
    4.   Color and design
        a.   Color contrast and cool and warm Colors
        b.   Focal point
        c.   Visual balance
        d.   Overlapping depth and perspective devices
    5.   Mural painting sketch and proposals
        a.   Grid drawing to scale
        b.   Pencil line drawing
        c.   Revisions
        d.   Color version: acrylic paint, gouache or colored pencils
        e.   Digital proposals and approval process
    6.   Scaling techniques
        a.   Grids
        b.   Projections
        c.   Measurements
        d.   Digital prints

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
The student will be able to:
A.   Discuss the practical, theoretical and historical aspects of large-scale collaborative mural painting community projects.
C.   Generate ideas, plan preliminary drawings and mural sketches, design compositions, research cultural symbolism, scale images and paint large-scale collaborative paintings in the community.
E.   Analyze historical, cultural and contemporary murals that discuss social change, topics with humanity, empowerment and recognition for under-served communities.
F.   Recognize the various mural movements and significant mural artists from various cultures and communities.

Course Content
A.   Introduction to mural projects
    1.   Practical steps in mural creations
        d.   Collaboration, discussions and involving the community
        e.   Funding and patronage
        f.   Process involves the community, political figure and business owners
    2.   Significance of murals
        a.   Benefits for humanity
        b.   Communication for under-served communities or populations
        c.   Aesthetic impact on communities and urban neighborhoods
        d.   Narrative visual depiction of an event
        e.   Social change
E.   Mural subject matter and social change
    1.   History murals
        a.   Cave paintings
        b.   American murals (slavery, immigration, under-represented populations of people)
    2.   Cultural murals: American, British, Hindu, Maya, Latino, European, Asian Pacific Islander, African American
    3.   Contemporary political events

4. Immigration, migrations, citizenship
5. Humanity, pride and hope
   a. Human rights
6. Housing communities
7. Recognition for under-served communities
8. The environment
9. Recovery, wellness and health
10. Veterans
11. Homelessness
12. Women
13. Literacy and education
14. Identity: gender, race, LBGTQ, age
15. Disabled
16. The evolution of technology
F. Mural cultural and global movement
   1. Prehistoric cave paintings from Lauscaux, France
   2. Murals from Egypt, Greece, Rome, India, Mesopotamia, Chine, Japan, Maya, Tibet
   3. Mexican mural movement in the 1930s
   4. British murals
   5. WPA murals, Depression murals in America
   6. African American murals
   7. Urban murals, street art and graffiti
   8. Bay Area murals and the San Francisco Mural District

Methods of Evaluation
Evaluation methods may include, but are not limited to:
   D. Report on mural tour or field trip to see community murals
   E. Written participation in lectures of historical and contemporary mural movements and mural artists

Types and/or Examples of Required Reading, Writing and Out of Class Assignments
   A. Take a mural tour in the local community mural and write a mural report discussing the symbolism, motifs, compositions, perspective and narrative aspects in the image.
   B. Research a historical mural movement and write an essay discussing how this movement expresses social change.
   C. Write a mural proposal for a place in an community or place. Add drawings, color preliminary sketches, symbolism and scale measurements in the proposal. Discuss how you will include the community in the proposal.

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

Matching course component(s):

Course Content
   A. Introduction to mural projects
      1. Practical steps in mural creations
         a. Finding the mural locations for both indoor or outdoor murals
         b. Time frames and schedules
         c. Approval process
         d. Collaboration, discussions and involving the community
         e. Funding and patronage
         f. Process involves the community, political figure and business owners

Requesting Faculty: Hilary Gomes _____ Date: 1/30/18 _____

Division Curr Rep: Mark Anderson _____ Date: 2/13/18 _____

General Education Review Request
AREA I - HUMANITIES

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ENGL 43A SURVEY OF BRITISH LITERATURE I: BEOWULF TO THE LATE 18TH CENTURY

Breadth Criteria:

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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).

Depth Criteria for Area I – Humanities:

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

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

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

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ENGL 43A SURVEY OF BRITISH LITERATURE I: BEOWULF TO THE LATE 18TH CENTURY

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: <u>Must</u> include the following:

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

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

Matching course component(s):

Course Objectives
The student will be able to:
- A. demonstrate knowledge of major writers, key texts and documents of British literature from the Old English period through the late eighteenth century.
- B. identify major literary genres, and trace the emergence and development of literary forms during these periods.
- C. apply relevant critical and theoretical frameworks to evaluate the literature within historical, (multi)cultural, and philosophical contexts.

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

Matching course component(s):

Course Content
- C. Relevant critical and theoretical frameworks
    1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
    2. Gender studies
    3. Queer theories; sexuality studies
    4. Psychological theories (Freudian, Jungian)
    5. Marxian and other socioeconomic frameworks
    6. Theories of race and ethnicity
    7. Postcolonial and neocolonial studies
    8. Formalist theories

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

Matching course component(s):

Course Content
- C. Relevant critical and theoretical frameworks
    1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
    2. Gender studies
    3. Queer theories; sexuality studies
    4. Psychological theories (Freudian, Jungian)
    5. Marxian and other socioeconomic frameworks
    6. Theories of race and ethnicity
    7. Postcolonial and neocolonial studies
    8. Formalist theories

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

> **Matching course component(s):**
>
> **Course Content**
>   D.   Analytical understanding of the literary texts
>   1.   Class discussion regarding analytical reading of literary texts
>   2.   Composition of literary analysis essays on the literary texts

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

> **Matching course component(s):**
>
> **Course Objectives**
> The student will be able to:
>   D.   Demonstrate orally and in college-level writing an analytical understanding of the literary texts.

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

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

> **Matching course component(s):**
>
> **Course Objectives**
> The student will be able to:
>   D.   Demonstrate orally and in college-level writing an analytical understanding of the literary texts.
>
> **Course Content**
>   D.   Analytical understanding of the literary texts
>   1.   Class discussion regarding analytical reading of literary texts
>   2.   Composition of literary analysis essays on the literary texts
>   3.   Recognition of linguistic differences between Old, Middle, and Early Modern English

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

> **Matching course component(s):**

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

> **Matching course component(s):**
>
> **Course Content**
>   C.   Relevant critical and theoretical frameworks
>   1.   Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
>   2.   Gender studies
>   3.   Queer theories; sexuality studies
>   4.   Psychological theories (Freudian, Jungian)
>   5.   Marxian and other socioeconomic frameworks
>   6.   Theories of race and ethnicity
>   7.   Postcolonial and neocolonial studies
>   8.   Formalist theories
>   D.   Analytical understanding of the literary texts
>   1.   Class discussion regarding analytical reading of literary texts
>   2.   Composition of literary analysis essays on the literary texts

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

Matching course component(s):

Course Content
C. Relevant critical and theoretical frameworks
1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
2. Gender studies
3. Queer theories; sexuality studies
4. Psychological theories (Freudian, Jungian)
5. Marxian and other socioeconomic frameworks
6. Theories of race and ethnicity
7. Postcolonial and neocolonial studies

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

Matching course component(s):

Course Content
C. Relevant critical and theoretical frameworks
1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
2. Gender studies
3. Queer theories; sexuality studies
4. Psychological theories (Freudian, Jungian)
5. Marxian and other socioeconomic frameworks
6. Theories of race and ethnicity
7. Postcolonial and neocolonial studies
8. Formalist theories
D. Analytical understanding of the literary texts
1. Class discussion regarding analytical reading of literary texts
2. Composition of literary analysis essays on the literary texts

Breadth Mapping: please indicate all that apply (if applicable)
B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

Course Content
C. Relevant critical and theoretical frameworks
1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
2. Gender studies
3. Queer theories; sexuality studies
4. Psychological theories (Freudian, Jungian)
5. Marxian and other socioeconomic frameworks
6. Theories of race and ethnicity
7. Postcolonial and neocolonial studies
8. Formalist theories
D. Analytical understanding of the literary texts
1. Class discussion regarding analytical reading of literary texts
2. Composition of literary analysis essays on the literary texts

General Education Review Request
AREA I - HUMANITIES

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
    D. Analytical understanding of the literary texts
          1. Class discussion regarding analytical reading of literary texts
          2. Composition of literary analysis essays on the literary texts

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

Matching course component(s):

Course Content
    C. Relevant critical and theoretical frameworks
          1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
          2. Gender studies
          3. Queer theories; sexuality studies
          4. Psychological theories (Freudian, Jungian)
          5. Marxian and other socioeconomic frameworks
          6. Theories of race and ethnicity
          7. Postcolonial and neocolonial studies

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):
Formal essays include research, which requires information literacy.

Requesting Faculty: <u>Kella Svetich</u>   Date: <u>Jan 23, 2017</u>

Division Curr Rep: <u>Benjamin Armerding</u>   Date: <u>2/12/2018</u>

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Carolyn Brown, Hilary Gomes, Kella Svetich

Comments:

Looks great. Recommended for approval by subcommittee 3/2/18

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ENGL 43AH HONORS SURVEY OF BRITISH LITERATURE I: BEOWULF TO THE LATE 18TH CENTURY

Breadth Criteria:

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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).

Depth Criteria for Area I – Humanities:

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

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

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

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ENGL 43AH HONORS SURVEY OF BRITISH LITERATURE I: BEOWULF TO THE LATE 18TH CENTURY

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

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

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

Matching course component(s):

Course Objectives
The student will be able to:
  A. demonstrate knowledge of major writers, key texts and documents of British literature from the Old English period through the late eighteenth century.
  B. identify major literary genres, and trace the emergence and development of literary forms during these periods.
  C. apply relevant critical and theoretical frameworks to evaluate the literature within historical, (multi)cultural, and philosophical contexts.

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

Matching course component(s):

Course Content
  C. Relevant critical and theoretical frameworks
      1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
      2. Gender studies
      3. Queer theories; sexuality studies
      4. Psychological theories (Freudian, Jungian)
      5. Marxian and other socioeconomic frameworks
      6. Theories of race and ethnicity
      7. Postcolonial and neocolonial studies
      8. Formalist theories

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

Matching course component(s):

Course Content
  C. Relevant critical and theoretical frameworks
      1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
      2. Gender studies
      3. Queer theories; sexuality studies
      4. Psychological theories (Freudian, Jungian)
      5. Marxian and other socioeconomic frameworks
      6. Theories of race and ethnicity
      7. Postcolonial and neocolonial studies

8. Formalist theories

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

Matching course component(s):
 	
Course Content
    D. Analytical understanding of the literary texts
        1. Class discussion regarding analytical reading of literary texts
        2. Composition of literary analysis essays on the literary texts

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

Matching course component(s): **Course Objectives** The student will be able to: D. Demonstrate orally and in college-level writing an analytical understanding of the literary texts.

Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least two</u> of the following:

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

Matching course component(s):
 	
Course Objectives
The student will be able to:
    D. Demonstrate orally and in college-level writing an analytical understanding of the literary texts.
 	
Course Content
    D. Analytical understanding of the literary texts
        1. Class discussion regarding analytical reading of literary texts
        2. Composition of literary analysis essays on the literary texts
        3. Recognition of linguistic differences between Old, Middle, and Early Modern English

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

Matching course component(s):

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

Matching course component(s):
 	
Course Content
    C. Relevant critical and theoretical frameworks
        1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
        2. Gender studies
        3. Queer theories; sexuality studies
        4. Psychological theories (Freudian, Jungian)
        5. Marxian and other socioeconomic frameworks
        6. Theories of race and ethnicity
        7. Postcolonial and neocolonial studies
        8. Formalist theories
    D. Analytical understanding of the literary texts
        1. Class discussion regarding analytical reading of literary texts
        2. Composition of literary analysis essays on the literary texts

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

Matching course component(s):

Course Content
    C. Relevant critical and theoretical frameworks
        1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
        2. Gender studies
        3. Queer theories; sexuality studies
        4. Psychological theories (Freudian, Jungian)
        5. Marxian and other socioeconomic frameworks
        6. Theories of race and ethnicity
        7. Postcolonial and neocolonial studies

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

Matching course component(s):

Course Content
    C. Relevant critical and theoretical frameworks
        1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
        2. Gender studies
        3. Queer theories; sexuality studies
        4. Psychological theories (Freudian, Jungian)
        5. Marxian and other socioeconomic frameworks
        6. Theories of race and ethnicity
        7. Postcolonial and neocolonial studies
        8. Formalist theories
    D. Analytical understanding of the literary texts
        1. Class discussion regarding analytical reading of literary texts
        2. Composition of literary analysis essays on the literary texts

Breadth Mapping: please indicate all that apply (if applicable)

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

Matching course component(s):

Course Content
    C. Relevant critical and theoretical frameworks
        1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
        2. Gender studies
        3. Queer theories; sexuality studies
        4. Psychological theories (Freudian, Jungian)
        5. Marxian and other socioeconomic frameworks
        6. Theories of race and ethnicity
        7. Postcolonial and neocolonial studies
        8. Formalist theories
    D. Analytical understanding of the literary texts
        1. Class discussion regarding analytical reading of literary texts
        2. Composition of literary analysis essays on the literary texts

General Education Review Request
AREA I - HUMANITIES

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
    D.   Analytical understanding of the literary texts
          1.   Class discussion regarding analytical reading of literary texts
          2.   Composition of literary analysis essays on the literary texts

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

Matching course component(s):

Course Content
    C.   Relevant critical and theoretical frameworks
          1.   Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
          2.   Gender studies
          3.   Queer theories; sexuality studies
          4.   Psychological theories (Freudian, Jungian)
          5.   Marxian and other socioeconomic frameworks
          6.   Theories of race and ethnicity
          7.   Postcolonial and neocolonial studies

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):
Formal essays include research, which requires information literacy.

Requesting Faculty: Kella Svetich   Date: Jan 23, 2017

Division Curr Rep: Benjamin Armerding   Date: 2/12/2018

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Carolyn Brown, Hilary Gomes, Kella Svetich

Comments:

Looks great. Recommended for approval by subcommittee 3/2/18

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ENGL 43B SURVEY OF BRITISH LITERATURE II: THE ROMANTIC PERIOD TO THE PRESENT

Breadth Criteria:

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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).

Depth Criteria for Area I – Humanities:

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

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

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

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ENGL 43B SURVEY OF BRITISH LITERATURE II: THE ROMANTIC PERIOD TO THE PRESENT

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

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

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

Matching course component(s):

Course Objectives
The student will be able to:
   A. demonstrate knowledge of major writers, key texts and documents of British literature from the Romantic Period to the present.
   B. identify major literary genres, and trace the emergence and development of literary forms during these periods.
   C. apply relevant critical and theoretical frameworks to evaluate the literature within historical, (multi)cultural, and philosophical contexts.

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

Matching course component(s):

Course Content
   C. Relevant critical and theoretical frameworks
       1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
       2. Gender studies
       3. Queer theories; sexuality studies
       4. Psychological theories (Freudian, Jungian)
       5. Marxian and other socioeconomic frameworks
       6. Theories of race and ethnicity
       7. Postcolonial and neocolonial studies
       8. Formalist theories

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

Matching course component(s):

Course Content
   C. Relevant critical and theoretical frameworks
       1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
       2. Gender studies
       3. Queer theories; sexuality studies
       4. Psychological theories (Freudian, Jungian)
       5. Marxian and other socioeconomic frameworks
       6. Theories of race and ethnicity
       7. Postcolonial and neocolonial studies
       8. Formalist theories

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

Matching course component(s):

Course Content

    D. Analytical understanding of the literary texts

        1. Class discussion regarding analytical reading of literary texts

        2. Composition of literary analysis essays on the literary texts

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

Matching course component(s):

Course Objectives

The student will be able to:

    D. Demonstrate orally and in college-level writing an analytical understanding of the literary texts.

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

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

Matching course component(s):

Course Objectives

The student will be able to:

    D. Demonstrate orally and in college-level writing an analytical understanding of the literary texts.

Course Content

    D. Analytical understanding of the literary texts

        1. Class discussion regarding analytical reading of literary texts

        2. Composition of literary analysis essays on the literary texts

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

Matching course component(s):

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

Matching course component(s):

Course Content

    C. Relevant critical and theoretical frameworks

        1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period

        2. Gender studies

        3. Queer theories; sexuality studies

        4. Psychological theories (Freudian, Jungian)

        5. Marxian and other socioeconomic frameworks

        6. Theories of race and ethnicity

        7. Postcolonial and neocolonial studies

        8. Formalist theories

    D. Analytical understanding of the literary texts

        1. Class discussion regarding analytical reading of literary texts

        2. Composition of literary analysis essays on the literary texts

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

Matching course component(s):

Course Content
    C.   Relevant critical and theoretical frameworks
          1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
          2. Gender studies
          3. Queer theories; sexuality studies
          4. Psychological theories (Freudian, Jungian)
          5. Marxian and other socioeconomic frameworks
          6. Theories of race and ethnicity
          7. Postcolonial and neocolonial studies

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

Matching course component(s):

Course Content
    C.   Relevant critical and theoretical frameworks
          1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
          2. Gender studies
          3. Queer theories; sexuality studies
          4. Psychological theories (Freudian, Jungian)
          5. Marxian and other socioeconomic frameworks
          6. Theories of race and ethnicity
          7. Postcolonial and neocolonial studies
          8. Formalist theories
    D.   Analytical understanding of the literary texts
          1. Class discussion regarding analytical reading of literary texts
          2. Composition of literary analysis essays on the literary texts

Breadth Mapping: please indicate all that apply (if applicable)
B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

Course Content
    C.   Relevant critical and theoretical frameworks
          1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
          2. Gender studies
          3. Queer theories; sexuality studies
          4. Psychological theories (Freudian, Jungian)
          5. Marxian and other socioeconomic frameworks
          6. Theories of race and ethnicity
          7. Postcolonial and neocolonial studies
          8. Formalist theories
    D.   Analytical understanding of the literary texts
          1. Class discussion regarding analytical reading of literary texts
          2. Composition of literary analysis essays on the literary texts

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

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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
- D.   Analytical understanding of the literary texts
    1.   Class discussion regarding analytical reading of literary texts
    2.   Composition of literary analysis essays on the literary texts

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

Matching course component(s):

Course Content
- C.   Relevant critical and theoretical frameworks
    1.   Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
    2.   Gender studies
    3.   Queer theories; sexuality studies
    4.   Psychological theories (Freudian, Jungian)
    5.   Marxian and other socioeconomic frameworks
    6.   Theories of race and ethnicity
    7.   Postcolonial and neocolonial studies

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):

Formal essays include research, which requires information literacy.

Requesting Faculty: Kella Svetich   Date: Jan 23, 2017

Division Curr Rep: Benjamin Armerding   Date: 2/12/2018

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Carolyn Brown, Hilary Gomes, Kella Svetich

Comments:

Looks great. Recommended for approval by subcommittee 3/2/18

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: <u>ENGL 43BH HONORS SURVEY OF BRITISH LITERATURE II: THE ROMANTIC PERIOD TO THE PRESENT</u>

Breadth Criteria:

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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).

Depth Criteria for Area I – Humanities:

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

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

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

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

Course Number & Title: ENGL 43BH HONORS SURVEY OF BRITISH LITERATURE II: THE ROMANTIC PERIOD TO THE PRESENT

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: Must include the following:

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

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

Matching course component(s):

Course Objectives
The student will be able to:
  A. demonstrate knowledge of major writers, key texts and documents of British literature from the Romantic Period to the present.
  B. identify major literary genres, and trace the emergence and development of literary forms during these periods.
  C. apply relevant critical and theoretical frameworks to evaluate the literature within historical, (multi)cultural, and philosophical contexts.

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

Matching course component(s):

Course Content
  C. Relevant critical and theoretical frameworks
     1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
     2. Gender studies
     3. Queer theories; sexuality studies
     4. Psychological theories (Freudian, Jungian)
     5. Marxian and other socioeconomic frameworks
     6. Theories of race and ethnicity
     7. Postcolonial and neocolonial studies
     8. Formalist theories

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

Matching course component(s):

Course Content
  C. Relevant critical and theoretical frameworks
     1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
     2. Gender studies
     3. Queer theories; sexuality studies
     4. Psychological theories (Freudian, Jungian)
     5. Marxian and other socioeconomic frameworks
     6. Theories of race and ethnicity
     7. Postcolonial and neocolonial studies

8. Formalist theories

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

Matching course component(s):

Course Content
    D. Analytical understanding of the literary texts
        1. Class discussion regarding analytical reading of literary texts
        2. Composition of literary analysis essays on the literary texts

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

Matching course component(s):

Course Objectives
The student will be able to:
    D. Demonstrate orally and in college-level writing an analytical understanding of the literary texts.

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

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

Matching course component(s):

Course Objectives
The student will be able to:
    D. Demonstrate orally and in college-level writing an analytical understanding of the literary texts.

Course Content
    D. Analytical understanding of the literary texts
        1. Class discussion regarding analytical reading of literary texts
        2. Composition of literary analysis essays on the literary texts

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

Matching course component(s):

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

Matching course component(s):

Course Content
    C. Relevant critical and theoretical frameworks
        1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
        2. Gender studies
        3. Queer theories; sexuality studies
        4. Psychological theories (Freudian, Jungian)
        5. Marxian and other socioeconomic frameworks
        6. Theories of race and ethnicity
        7. Postcolonial and neocolonial studies
        8. Formalist theories
    D. Analytical understanding of the literary texts
        1. Class discussion regarding analytical reading of literary texts
        2. Composition of literary analysis essays on the literary texts

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

Matching course component(s):

Course Content
- C. Relevant critical and theoretical frameworks
    1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
    2. Gender studies
    3. Queer theories; sexuality studies
    4. Psychological theories (Freudian, Jungian)
    5. Marxian and other socioeconomic frameworks
    6. Theories of race and ethnicity
    7. Postcolonial and neocolonial studies

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

Matching course component(s):

Course Content
- C. Relevant critical and theoretical frameworks
    1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
    2. Gender studies
    3. Queer theories; sexuality studies
    4. Psychological theories (Freudian, Jungian)
    5. Marxian and other socioeconomic frameworks
    6. Theories of race and ethnicity
    7. Postcolonial and neocolonial studies
    8. Formalist theories
- D. Analytical understanding of the literary texts
    1. Class discussion regarding analytical reading of literary texts
    2. Composition of literary analysis essays on the literary texts

Breadth Mapping: please indicate all that apply (if applicable)
B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

Course Content
- C. Relevant critical and theoretical frameworks
    1. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
    2. Gender studies
    3. Queer theories; sexuality studies
    4. Psychological theories (Freudian, Jungian)
    5. Marxian and other socioeconomic frameworks
    6. Theories of race and ethnicity
    7. Postcolonial and neocolonial studies
    8. Formalist theories
- D. Analytical understanding of the literary texts
    1. Class discussion regarding analytical reading of literary texts
    2. Composition of literary analysis essays on the literary texts

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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
    D.   Analytical understanding of the literary texts
          1.   Class discussion regarding analytical reading of literary texts
          2.   Composition of literary analysis essays on the literary texts

---

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

Matching course component(s):

Course Content
    C.   Relevant critical and theoretical frameworks
          1.   Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
          2.   Gender studies
          3.   Queer theories; sexuality studies
          4.   Psychological theories (Freudian, Jungian)
          5.   Marxian and other socioeconomic frameworks
          6.   Theories of race and ethnicity
          7.   Postcolonial and neocolonial studies

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):

Formal essays include research, which requires information literacy.

Requesting Faculty: <u>Kella Svetich</u>   Date: <u>Jan 23, 2017</u>

Division Curr Rep: <u>Benjamin Armerding</u>   Date: <u>2/12/2018</u>

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Carolyn Brown, Hilary Gomes, Kella Svetich

Comments:

Looks great. Recommended for approval by subcommittee 3/2/18

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ENGL 49 California Literature: Golden State Cultures, Geographies & Histories

Breadth Criteria:

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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).

Depth Criteria for Area I – Humanities:

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

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

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

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ENGL 49 California Literature: Golden State Cultures, Geographies & Histories

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

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

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

Matching course component(s):

Course Objectives:
The student will be able to:
- A. identify how social, cultural, historical, and political contexts shape the literature of California.
- D. understand literary works' representation of distinctive histories and cultures of regions and sub-regions within California.

Course Content:
- A. Social, cultural, historical, and political contexts that have shaped the literature of California, such as:
    1. Early California history, including Native American experience, Spanish and Mexican colonial empires in California, and annexation by the United States
    2. The Gold Rush era
    3. The Great Depression and the Dust Bowl migration
    4. World War II, Japanese-American internment, and the second Great Migration
    5. Urbanization, suburbanization, and immigration in postwar California
    6. The Civil Rights movement, the Free Speech movement, and postwar counterculture
    7. The ascension of Silicon Valley and the Great Recession

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

Matching course component(s):

Course Objectives:
The student will be able to:
- C. interpret how California authors and literary works reflect the themes, motifs, conventions, and movements that have characterized the broader American literary landscape.
- E. recognize and apply basic literary terminologies, theories, and genres appropriate to an introductory college-level discussion of literature.

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

Matching course component(s):

Course Content:
- C. Themes and movements in American literature reflected by the work of California authors, such as:
    1. Immigrant narratives
    2. Nature writing
    3. The frontier myth
    4. Modernist literary movements emerging in the 1920s and 1930s
    5. The Beat Generation of the 1950s

6.   Postmodernist literary experimentation from the 1960s to the 2000s

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

Matching course component(s):
 	
Course Content:
     E.   Relevant literary terminologies and analytic techniques
          1.   New Historicist, Marxist, Ecocritical, and/or other analytical tools for literary interpretation
          2.   Denotative and connotative meaning of language
          3.   Figurative and symbolic language in relation to central theme(s) of the work

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

Matching course component(s):
 	
Methods of Evaluation:
     A.   Quizzes (comprehension, basic interpretation)
     B.   Participation through class discussion
     C.   In-class essays and exams, including final exam (analysis, argument, synthesis)
     D.   Formal papers (analysis, argument, synthesis)
     E.   Preparing presentations and leading discussion groups
     F.   Critical reading journals

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

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

Matching course component(s):

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

Matching course component(s):

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

Matching course component(s):
 	
Course Content:
     E.   Relevant literary terminologies and analytic techniques
          1.   New Historicist, Marxist, Ecocritical, and/or other analytical tools for literary interpretation
          2.   Denotative and connotative meaning of language
          3.   Figurative and symbolic language in relation to central theme(s) of the work

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

Matching course component(s):
 	
Course Content:
     B.   California authors within the context of the communities and cultural groups they represent, such as:
          1.   Native American authors in California
          2.   Latino/Latina authors in California
          3.   African American authors in California
          4.   Asian American authors in California
          5.   Anglo-American authors in California
          6.   Gay and lesbian authors in California

7. Women authors in California
8. Low-income and working-class authors in California

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

Matching course component(s):

Breadth Mapping: please indicate all that apply (if applicable)
B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

Methods of Evaluation:
    A. Quizzes (comprehension, basic interpretation)
    B. Participation through class discussion
    C. In-class essays and exams, including final exam (analysis, argument, synthesis)
    D. Formal papers (analysis, argument, synthesis)
    E. Preparing presentations and leading discussion groups
    F. Critical reading journals

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):

Methods of Evaluation:
    A. Quizzes (comprehension, basic interpretation)
    B. Participation through class discussion
    C. In-class essays and exams, including final exam (analysis, argument, synthesis)
    D. Formal papers (analysis, argument, synthesis)
    E. Preparing presentations and leading discussion groups
    F. Critical reading journals

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

Matching course component(s):

Course Content:
    D. Literary works' representation of distinctive histories and cultures of regions and sub-regions within California, such as:
        1. The San Francisco Bay Area and Central Coast
        2. The Great Central Valley
        3. The Sierra Nevada
        4. Los Angeles and the Inland Empire

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5. The California-Mexico Borderlands

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):

Requesting Faculty: <u>Jordana Finnegan and Richard Mills</u>   Date: <u>11/05/2017</u>

Division Curr Rep: <u>Ben Armerding</u>   Date: <u>11/20/2017</u>

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Carolyn Brown, Hilary Gomes, Kella Svetich

Comments:

Looks great. Recommended for approval by subcommittee 3/2/18

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: HUMN 58 EX MACHINA: THE PARADOX OF BEING HUMAN IN THE DIGITAL AGE

Breadth Criteria:

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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).

Depth Criteria for Area I – Humanities:

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

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

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

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

Course Number & Title: <u>HUMN 58 EX MACHINA: THE PARADOX OF BEING HUMAN IN THE DIGITAL AGE</u>

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

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

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

Matching course component(s):
Course Objectives:
The student will be able to:
B. Apply critical approaches to the analysis of the impact of digital technologies from cultural, artistic, and social perspectives.
C. Discover the intersections of humanities, arts, cultural production, and digital technologies.

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

Matching course component(s):
Course Objectives:
The student will be able to:
C. Discover the intersections of humanities, arts, cultural production, and digital technologies.
E. Analyze critically the relationship between humanities and new digital technologies.
H. Evaluate the benefits and potential loss to humanity due to emerging digital technologies.

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

Matching course component(s):
Course Objectives:
The student will be able to:
C. Discover the intersections of humanities, arts, cultural production, and digital technologies.

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

Matching course component(s):
Course Objectives:
The student will be able to:
E. Analyze critically the relationship between humanities and new digital technologies.
F. Analyze critically the trends in socio-cultural communication and society.
H. Evaluate the benefits and potential loss to humanity due to emerging digital technologies.

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

Matching course component(s):
Course Objectives:

The student will be able to:
    D. Explain the convergence of technology and humanities

Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least two</u> of the following:

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

Matching course component(s):

Course Objectives:
The student will be able to:
    C. Discover the intersections of humanities, arts, cultural production, and digital technologies.
    I. Enhance critical and creative thinking, oral and written communication through critical engagement.

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

Matching course component(s):

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

Matching course component(s):

Course Objectives:
The student will be able to:
    C. Discover the intersections of humanities, arts, cultural production, and digital technologies.

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

Matching course component(s):

Course Objectives:
The student will be able to:
    H. Evaluate the benefits and potential loss to humanity due to emerging digital technologies.

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

Matching course component(s):

Course Objectives:
The student will be able to:
    C. Discover the intersections of humanities, arts, cultural production, and digital technologies.
    I. Enhance critical and creative thinking, oral and written communication through critical engagement.

Breadth Mapping: please indicate all that apply (if applicable)

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

Matching course component(s):

Course Objectives:
The student will be able to:
    A. Engage critically with key concepts and issues in digital humanities.
    B. Apply critical approaches to the analysis of the impact of digital technologies from cultural, artistic, and social perspectives.
    I. Enhance critical and creative thinking, oral and written communication through critical engagement.

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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:
The student will be able to:
    E. Analyze critically the relationship between humanities and new digital technologies.
    F. Analyze critically the trends in socio-cultural communication and society.
    G. Develop the habit of learning and responding to new ideas and challenges in the digital age.

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):
 	
Course Objectives:
The student will be able to:
    A. Engage critically with key concepts and issues in digital humanities.
    B. Apply critical approaches to the analysis of the impact of digital technologies from cultural, artistic, and social perspectives.
    F. Analyze critically the trends in socio-cultural communication and society.
    G. Develop the habit of learning and responding to new ideas and challenges in the digital age
    I. Enhance critical and creative thinking, oral and written communication through critical engagement.

Requesting Faculty: <u>Falk Cammin</u>   Date: <u>January 8, 2018</u>

Division Curr Rep: <u>Bill Ziegenhorn</u>   Date: <u>February 13, 2018</u>

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Carolyn Brown, Hilary Gomes, Kella Svetich

Comments:

Looks great. Recommended for approval by subcommittee 3/2/18

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: MDIA 4 Experimental Film & Video

Breadth Criteria:

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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).

Depth Criteria for Area I – Humanities:

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

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

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

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

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Course Number & Title: MDIA 4 Experimental Film & Video

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: <u>Must</u> include the following:

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

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

Matching course component(s):

Course Objectives
The student will be able to:
   B. Critically analyze the works of major film and video artists.
   C. Identify and explain innovative techniques employed by experimental filmmakers and video artists.
   D. Identify and explain the inter-relationship between experimental film/video and other art forms.

Course Content
   A. Major historical developments and movements in experimental film and video.
       1. Dada, Cubism, Surrealism 1920-1940
       2. Russian Realism
       3. Animation
       4. Pre– and Post-War American Avant Garde 1930s-1950s
       5. Underground film 1960s
       6. Structuralist film 1960s
       7. Psychedelic light shows 1960s
       8. Video art pioneers 1960s-1970s
       9. Reflexive performance video 1970s-1990s
       10. Video installation 1980s-2000s
       11. The digital present and future

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

Matching course component(s):

Course Objectives
The student will be able to:
   A. Identify and analyze the major historical developments and movements in experimental film and video.
   B. Critically analyze the works of major film and video artists.

Methods of Evaluation
   A. Written essays and papers on individual films, film movements, filmmakers.

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments
   B. Analytical essay that requires student to select a film and develop an argument referencing the film and the reading materials.
   C. Analytical essay that requires student to conduct research on an experimental film/video of their choice in relation to form, theory, aesthetics, or social issues.

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

Matching course component(s):

Course Objectives
The student will be able to:
    C.   Identify and explain innovative techniques employed by experimental filmmakers and video artists.
    D.   Identify and explain the inter-relationship between experimental film/video and other art forms.

Course Content
    C.   Innovative techniques employed by experimental filmmakers and video artists.
        1.   Superimposition
        2.   Slow-motion
        3.   Negative reversal
        4.   Stop-motion animation
        5.   Split screen
        6.   Kaleidoscoping
        7.   Blue/green screen
        8.   Step-printing
    D.   Inter-relationship between experimental film/video and other art forms.
        1.   Avant garde and electro-acoustic music
        2.   Cubist, surrealist and abstract painting
        3.   Kinetic sculpture
        4.   Modern dance
        5.   Graphic design
        6.   Music video

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

Matching course component(s):

Course Objectives
The student will be able to:
    B.   Critically analyze the works of major film and video artists.
    C.   Identify and explain innovative techniques employed by experimental filmmakers and video artists.

Method of Instruction
    B.   In-class/online viewing of films, followed by instructor-guided interpretation and analysis.
    C.   Group presentations of major projects followed by in-class/online discussion and evaluation.
    D.   Discussion and critique of assigned readings and film screenings.

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

Matching course component(s):

Methods of Evaluation
    A.   Written essays and papers on individual films, film movements, filmmakers.

Method of Instruction
    C.   Group presentations of major projects followed by in-class/online discussion and evaluation.
    D.   Discussion and critique of assigned readings and film screenings.

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

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

Matching course component(s):

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

Matching course component(s):

Course Content
    C.   Innovative techniques employed by experimental filmmakers and video artists.
         1. Superimposition
         2. Slow-motion
         3. Negative reversal
         4. Stop-motion animation
         5. Split screen
         6. Kaleidoscoping
         7. Blue/green screen
         8. Step-printing

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

Matching course component(s):

Course Content
    D.   Inter-relationship between experimental film/video and other art forms.
         1. Avant garde and electro-acoustic music
         2. Cubist, surrealist and abstract painting
         3. Kinetic sculpture
         4. Modern dance
         5. Graphic design
         6. Music video

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

Matching course component(s):

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

Matching course component(s):

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments
    A. Critical film analysis in the form of quizzes or online discussion assignments.
    B. Analytical essay that requires student to select a film and develop an argument referencing the film and the reading materials.
    C. Analytical essay that requires student to conduct research on an experimental film/video of their choice in relation to form, theory, aesthetics, or social issues.

Breadth Mapping: please indicate all that apply (if applicable)

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

Matching course component(s):

Methods of Evaluation
    A. Written essays and papers on individual films, film movements, filmmakers.

Method of Instruction
    D. Discussion and critique of assigned readings and film screenings.

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Types and/or Examples of Required Reading, Writing and Outside of Class Assignments
- A. Critical film analysis in the form of quizzes or online discussion assignments.
- B. Analytical essay that requires student to select a film and develop an argument referencing the film and the reading materials.
- C. Analytical essay that requires student to conduct research on an experimental film/video of their choice in relation to form, theory, aesthetics, or social issues.

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):

Methods of Evaluation
- A. Written essays and papers on individual films, film movements, filmmakers.

Method of Instruction
- C. Group presentations of major projects followed by in-class/online discussion and evaluation.
- D. Discussion and critique of assigned readings and film screenings.

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):

Description
Study of the political, cultural, and artistic forces at work in the development of experimental film and video practices.

Course Content
- A. Major historical developments and movements in experimental film and video.
    1. Dada, Cubism, Surrealism 1920-1940
    2. Russian Realism
    3. Animation
    4. Pre– and Post-War American Avant Garde 1930s-1950s
    5. Underground film 1960s
    6. Structuralist film 1960s

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments
- B. Analytical essay that requires student to select a film and develop an argument referencing the film and the reading materials.
- C. Analytical essay that requires student to conduct research on an experimental film/video of their choice in relation to form, theory, aesthetics, or social 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).

Matching course component(s):

Lab Content

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A. Screenings of experimental films/videos on-campus or online for completion of written assignments and quizzes.

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments
A. Critical film analysis in the form of quizzes or online discussion assignments.
C. Analytical essay that requires student to conduct research on an experimental film/video of their choice in relation to form, theory, aesthetics, or social issues.

Requesting Faculty: <u>RJ Ward & Kristin Tripp Caldwell</u>   Date: <u>1/27/18</u>

Division Curr Rep: <u>Mark Anderson</u>   Date: <u>2/13/18</u>

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Carolyn Brown, Hilary Gomes, Kella Svetich

Comments:

Looks great. Recommended for approval by subcommittee 3/2/18

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: MDIA 7 Documentary Film

Breadth Criteria:

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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).

Depth Criteria for Area I – Humanities:

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

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

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

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

Course Number & Title: MDIA 7 Documentary Film

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: <u>Must</u> include the following:

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

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

Matching course component(s):

Course Objectives
The student will be able to:
   A. Identify and analyze the major historical developments in documentary film.
   B. Identify and explain the basic categories of documentary film.
   D. Identify and describe the ethical issues documentary filmmakers encounter in representing social, political and cultural issues.

Course Content
   A. Major historical developments in documentary film.
      1. Novelty films 1890s-1900s
      2. Science illustration 1900s
      3. Travelogue/Exoticism 1910s
      4. Romanticism 1920s
      5. City Symphonies 1920-1930s
      6. Kino-Pravda (Dziga Vertov) 1920s-1930s
      7. Newsreel tradition 1940s
      8. WWII propaganda
      9. Cinéma-vérité 1950s on
      10. Political documentaries 1960s-1970s
      11. Media: VHS, DVD, internet streaming 1970s to present

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

Matching course component(s):

Course Objectives
The student will be able to:
   D. Identify and describe the ethical issues documentary filmmakers encounter in representing social, political and cultural issues.

Course Content
   D. Ethical issues documentary filmmakers face in representing social, political and cultural issues.
      1. Romantic Ethnography: Nanook of the North
      2. Protecting subjects
      3. Paying subjects
      4. Power dynamics--ambush interviews
      5. Staging events
      6. Collaboration--transparency

> 7. Editing and narration

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

Matching course component(s):

Description
Investigation and critical analysis of influential films, prominent filmmakers, and technological developments. Study of the economic, cultural, and artistic forces at work in the evolution of documentary film.

Method of Instruction
- B. Viewing of film excerpts followed by instructor-guided interpretation and analysis.
- C. Discussion and critique of assigned reading and film screenings.

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments
- A. Critical documentary film analysis in the form of quizzes or online discussion assignments.

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

Matching course component(s):

Course Objectives
The student will be able to:
- D. Identify and describe the ethical issues documentary filmmakers encounter in representing social, political and cultural issues.

Course Content
- D. Ethical issues documentary filmmakers face in representing social, political and cultural issues.
    1. Romantic Ethnography: Nanook of the North
    2. Protecting subjects
    3. Paying subjects
    4. Power dynamics--ambush interviews
    5. Staging events
    6. Collaboration—transparency
    7. Editing and narration

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

Matching course component(s):

Methods of Evaluation
- A. Written essays and papers on individual films, film movements, filmmakers.

Lab Content
- A. Screenings of documentary films on-campus or online for completion of written assignments and quizzes.

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

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

Matching course component(s):

Course Content
- C. Technical and production issues encountered by documentary filmmakers.
    1. Background and archive research
    2. Scriptwriting form and function
    3. Interview preparation and procedures
    4. Casting and recording narrator(s)

> 5. Cinematography/lighting
> 6. Designing graphics
> 7. Production and post-production sound
> 8. Photo animation
> D. Ethical issues documentary filmmakers face in representing social, political and cultural issues.
>   1. Romantic Ethnography: Nanook of the North
>   2. Protecting subjects
>   3. Paying subjects
>   4. Power dynamics--ambush interviews
>   5. Staging events
>   6. Collaboration--transparency
>   7. Editing and narration

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

> **Matching course component(s):**
>
> **Course Content**
>   A. Major historical developments in documentary film.
>   1. Novelty films 1890s-1900s
>   2. Science illustration 1900s
>   3. Travelogue/Exoticism 1910s
>   4. Romanticism 1920s
>   5. City Symphonies 1920-1930s

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

> **Matching course component(s):**
>
> **Course Objectives**
> The student will be able to:
>   B. Identify and explain the basic categories of documentary film.
>
> **Course Content**
>   B. Basic categories of documentary film.
>   1. Expository
>   2. Observational
>   3. Participatory
>   4. Reflexive
>   5. Performative
>   6. Poetic

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

> **Matching course component(s):**

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

> **Matching course component(s):**
>
> **Course Objectives**
> The student will be able to:
>   C. Identify and describe technical and production issues encountered by documentary filmmakers.
>   D. Identify and describe the ethical issues documentary filmmakers encounter in representing social, political and cultural issues.
>
> **Course Content**

> D. Ethical issues documentary filmmakers face in representing social, political and cultural issues.
>   1. Romantic Ethnography: Nanook of the North
>   2. Protecting subjects
>   3. Paying subjects
>   4. Power dynamics--ambush interviews
>   5. Staging events
>   6. Collaboration—transparency
>   7. Editing and narration

Breadth Mapping: please indicate all that apply (if applicable)

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

Matching course component(s):

Method of Instruction
- B. Viewing of film excerpts followed by instructor-guided interpretation and analysis.
- C. Discussion and critique of assigned reading and film screenings.

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments
- B. Analytical essay that requires student to select a film and develop an argument referencing the film and the reading materials.
- C. Analytical essay that requires student to conduct independent research on documentary film of their choosing in relation to form, theory, ideology, or historical issues.

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):

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments
- A. Critical documentary film analysis in the form of quizzes or online discussion assignments.
- B. Analytical essay that requires student to select a film and develop an argument referencing the film and the reading materials.
- C. Analytical essay that requires student to conduct independent research on documentary film of their choosing in relation to form, theory, ideology, or historical issues.

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):

Description
Investigation and critical analysis of influential films, prominent filmmakers, and technological developments. Study of the economic, cultural, and artistic forces at work in the evolution of documentary film.

Course Objectives
The student will be able to:
- A. Identify and describe the ethical issues documentary filmmakers encounter in representing social, political and cultural issues.

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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):

Method of Instruction
    A. Lecture presentations, online and class discussions.

Lab Content
    A. Screenings of documentary films on-campus or online for completion of written assignments and quizzes.

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments
    A. Critical documentary film analysis in the form of quizzes or online discussion assignments.

Requesting Faculty: <u>RJ Ward & Kristin Tripp Caldwell</u>   Date: <u>1/27/18</u>

Division Curr Rep: <u>Mark Anderson</u>   Date: <u>2/13/18</u>

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Carolyn Brown, Hilary Gomes, Kella Svetich

Comments:

Looks great. Recommended for approval by subcommittee 3/2/18

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

General Education Review Request
AREA II - ENGLISH

Course Number & Title: CRWR 25A Poetry in Community

Breadth Criteria:

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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).

Depth Criteria for Area II – English:

English composition courses address the literacy needs of the student in both academic and work-related tasks. The curricula concentrate on two core intellectual skills: comprehension and written expression at the college level. Comprehension includes the interaction of the reader with the text in order to extract meaning, discern patterns, and evaluate information. Written expression includes the student's understanding of audience and purpose, rhetorical and structural devices, supporting evidence, and effective and varied syntax. These courses also introduce that student to the aesthetics and power of the written word.

Courses meeting the English General Education Requirement *must* require students to:

E1. Read and understand the written word, including comprehension, interpretation, analysis, evaluation, and synthesis of college-level expository, narrative, and argumentative non-fiction prose;
E2. Write extended expository text-based compositions (minimum of 6,000 total word count) based on college-level readings, academic subject matter, and class discussion;
E3. Think critically by recognizing and evaluating ideas, differentiating facts, inferences, opinions, and assumptions, and drawing and assessing conclusions;
E4. Formulate an arguable thesis appropriate to audience and purpose and substantiate it through logical and systematic organization, supporting evidence, and clarity of expression;
E5. Understand and implement the principles of written argumentation including induction and deduction, counter-arguments and concessions;
E6. Use the sequential process of multiple drafts and revision in producing articulate and grammatically correct written expression;
E7. Recognize and implement varied syntactical, rhetorical, and structural devices;
E8. Research print and electronic media and attribute sources through textual citations and MLA documentation.

Course Number & Title: CRWR 25A Poetry in Community

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: <u>Must</u> include the following:

E1. Read and understand the written word, including comprehension, interpretation, analysis, evaluation, and synthesis of college-level expository, narrative, and argumentative non-fiction prose;

Matching course component(s):

From Course Objectives
E. Analyze and interpret use of poetic elements such as diction, rhyme, meter, form, figurative language, imagery, assonance, consonance, internal rhyme, et. al. and the impact the use of such devices have on reader

From Course Content
E. Relevant terminologies and analytic techniques such as
   1. Connotative, denotative meaning and wordplay
   2. Structure of ideas, references, images, use of repetition, dialogue
   3. Rhythm of lines, meter, and attention to performance of poetry
   4. Assonance, consonance, and use of internal rhyme to convey tone or emotion in poetry
   5. Image, symbolic and figurative language connected to particular themes

From Methods of Evaluation
A. 4-5 critical analysis responses to assigned published writings

E2. Write extended expository text-based compositions (minimum of 6,000 total word count) based on college-level readings, academic subject matter, and class discussion;

Matching course component(s):

From Methods of Evaluation
A. 4-5 critical analysis responses to assigned published writings

E3. Think critically by recognizing and evaluating ideas, differentiating facts, inferences, opinions, and assumptions, and drawing and assessing conclusions;

Matching course component(s):

From Course Objectives
A. define community in various contexts reflected in contemporary literature
B. evaluate and compare ways communities have used poetry create space, sustain community, challenge stereotypes, preserve cultural knowledge, and respond to injustice
C. interpret contemporary poetry within structure of relevant racial, ethnic, gender, class, aesthetic approach, linguistic, and cultural contexts
D. recognize and compare poetic forms and aesthetic features from diverse cultures, and especially, contemporary, local poets

E4. Formulate an arguable thesis appropriate to audience and purpose and substantiate it through logical and systematic organization, supporting evidence, and clarity of expression;

Matching course component(s):

From Methods of Evaluation
A. 4-5 critical analysis responses to assigned published writings
B. Production of written descriptions of writing process
C. Production of written critiques of student work

E5. Understand and implement the principles of written argumentation including induction and deduction, counter-arguments and concessions;

Matching course component(s):

From Methods of Evaluation
A. 4-5 critical analysis responses of one to two pages each to assigned published writings

E6. Use the sequential process of multiple drafts and revision in producing articulate and grammatically correct written expression;

Matching course component(s):

From Course Content
H. Critique student poetry writing in workshop setting
   1. Analysis of peer writing
   2. Critical feedback
   3. Mutual sense of purpose
   4. Awareness of process
   5. Revision strategies to develop voice
   6. Editing and self-editing skills

E7. Recognize and implement varied syntactical, rhetorical, and structural devices;

Matching course component(s):

From Course Objectives
E. Analyze and interpret use of poetic elements such as diction, rhyme, meter, form, figurative language, imagery, assonance, consonance, internal rhyme, et. al. and the impact the use of such devices have on reader
F. Compose poems that emulate elements of poetry used by selected authors of study

From Course Content
E. Relevant terminologies and analytic techniques such as
   1. Connotative, denotative meaning and wordplay
   2. Structure of ideas, references, images, use of repetition, dialogue
   3. Rhythm of lines, meter, and attention to performance of poetry
   4. Assonance, consonance, and use of internal rhyme to convey tone or emotion in poetry
   5. Image, symbolic and figurative language connected to particular themes

E8. Research print and electronic media and attribute sources through textual citations and MLA documentation.

Matching course component(s):

From Methods of Evaluation
A. 4-5 critical analysis responses of one to two pages each to assigned published writings

General Education Review Request
AREA II - ENGLISH

Breadth Mapping: please indicate all that apply (if applicable)

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

> **Matching course component(s):**
>
> **From Course Content**
> G.   Guest craft talks and lectures with selected, local poets
>   1.   Guest poets discuss poetics, process, and craft with student
> H.   Critique student poetry in workshop setting
>   1.   Analysis of peer writing
>   2.   Critical feedback
>   3.   Mutual sense of purpose
>   4.   Awareness of process
>   5.   Revision strategies to develop voice
>   6.   Editing and self-editing skills
>
> **From Methods of Evaluation**
> A.   4-5 critical analysis responses of one to two pages each to assigned published writings
> B.   Production of written descriptions of process
> C.   Production of written critiques of student work
> D.   Engaged discussion with visiting poets
> E.   Completion 5-7 original poems
> F.   Participation in writing workshop discussions and activities
> G.   Revisions of original work based upon workshop and professor feedback
> H.   In-class performance of poetry to practice reading poetry in a public setting
> I.   Quality of original work
> J.   Organization of community reading
> K.   Personal or communal publication of poems and other written pieces created in response to texts studies

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

> **Matching course component(s):**
>
> **From Course Content**
> I.   Community reading and class publication of work
>   1.   Outreach and marketing
>   2.   Find a venue, location for reading
>   3.   Design a program
>   4.   Skills for performing poetry in public
>   5.   Outreach to guest poets or featured readers
>   6.   Decision-making about how to anthologize and publish class work (e.g., online journals, blogs, website, zines, chapbooks, etc.)
>
> **From Methods of Evaluation**
> J.   Organization of community reading
> K.   Personal or communal publication of poems and other written pieces created in response to texts studies

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

> **Matching course component(s):**
>
> **From Course Content**

D. Multicultural Poetic Forms such as
   1. Comparative poetic forms and aesthetic features in contemporary poetry
   2. Ghazal
   3. Sonnet
   4. Haiku, tanka, renga, hokku
   5. Blues, jazz poetry, hip hop, spoken word
   6. Corridos
   7. Classical odes, Latin American ode
   8. Dramatic dialogue
   9. Visual and experimental poetry
   10. Anti-poetry
   11. Free-verse
E. Relevant terminologies and analytic techniques such as
   1. Connotative, denotative meaning and wordplay
   2. Structure of ideas, references, images, use of repetition, dialogue
   3. Rhythm of lines, meter, and attention to performance of poetry
   4. Assonance, consonance, and use of internal rhyme to convey tone or emotion in poetry
   5. Image, symbolic and figurative language connected to particular themes
F. Creative emulation of selected poetry
   1. Compose poems that emulate form (e.g., ghazal, pantoum, imagist, blues, free verse, etc.)
   2. Compose poems that use particular devices specific to selected poetry (e.g., linguistic codes, dialogue, repetition, creative use of titles, experimental punctuation, line breaks, etc.)
   3. Compose poems that emulate subject matter or thematic considerations of selected poetry
G. Guest craft talks and lectures with selected, local poets
   1. Guest poets discuss poetics, process, and craft with student

From Methods of Evaluation
A. 4-5 critical analysis responses of one to two pages each to assigned published writings

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):

From Course Content
A. Examples of community in various contexts in contemporary literature such as
   1. Citizenship and legal status (e.g., undocumented, incarcerated state, refuges status)
   2. Ethnicity
   3. Religion
   4. Gender
   5. Sexual orientation
   6. Geographical location/place
   7. Labor conditions
   8. Linguistic
   9. Physical limitations
B. Representation of community-building movements through poetry such as
   1. Harlem Renaissance
   2. Nuyorican Café
   3. Nicaraguan Poets
   4. Native American Renaissance and contemporary indigenous poetry including Pacific Island indigenous communities
   5. Poetry from prison and internment camps
   6. Poetry from social movements (e.g., labor movements, LGBTQ)

7. Poetry and social media platforms
I. Community reading and class publication of work
   1. Outreach and marketing
   2. Find a venue, location for reading
   3. Design a program
   4. Skills for performing poetry in public
   5. Outreach to guest poets or featured readers
   6. Decision-making about how to anthologize and publish class work (e.g., online journals, blogs, website, zines, chapbooks, etc.)

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):

From Methods of Evaluation

K. Personal or communal publication of poems and other written pieces created in response to texts studies

Requesting Faculty: Susie Huerta   Date: June 12, 2017

Division Curr Rep: Benjamin Armerding   Date: 6/13/2017

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Scott Lankford

Comments:

Recommended for approval by subcommittee 3/15/18

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

General Education Review Request
AREA III - NATURAL SCIENCES

Course Number & Title: PSE 20 INTRODUCTION TO PHYSICAL SCIENCE

Breadth Criteria:

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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).

Depth Criteria for Area III – Natural Sciences:

Natural science courses deal with the physical universe, the testable principles that govern its operations, its life forms, and its natural, measurable phenomena. One primary purpose of these courses is to promote an awareness of the methods of scientific inquiry and the power of scientific inquiry to describe the natural world. Emphasis is on understanding and applying the scientific method, which promotes a sense of discovery, fosters critical analysis, and encourages an understanding of the relationships between science and other human activities. A General Education natural science course should exhibit the same methods and skills used by scientists when seeking an understanding of the uncertainty and complexity of the natural world.

A successful General Education Natural Science course *must* promote in students:
N1. An understanding of the scientific method, including its attributes and limitations;
N2. The ability to make judgments regarding the validity of scientific evidence;
N3. An understanding of the relationship between hypothesis, experiment, fact, theory and law;
N4. The ability to use inductive and deductive reasoning;
N5. The practice of thinking critically, including evaluating ideas and contrasting opinions;
N6. The ability to evaluate, use and communicate scientific data;
N7. An introduction to current scientific theories within the field of study;
N8. Experience with laboratory activities using laboratory techniques consistent with those employed within the discipline;
N9. Experience applying recognized scientific methodology in laboratory activities.*

Additional criterion thought to enhance a natural science course include any of the following:
N10. An appreciation of the contributions of science to modern life;
N11. An appreciation of the contributions to science of diverse people and cultures;
N12. An understanding of the interdependence of humans and their environment;
N13. A recognition of how human behavior has altered the environment;
N14. A sense of the history of science and the ideas and experiments that have led to our present understanding.

Be advised that the following criteria for a GE lab is consistent with a definition provided by the National Research Council, 2005:
"Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models, and theories of science. This definition includes student interaction with astronomical databases, genome databases, databases of climatic events over long

General Education Review Request
AREA III - NATURAL SCIENCES

time periods, and other large data sets derived directly from the material world. It does not include student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world. For example, if a physics teacher presented students with a constructed data set on the weight and required pulling force for boxes pulled across desks with different surfaces and asked them to analyze these data, the students' problem-solving activity would not constitute a laboratory experience in the committee's definition."

* To accomplish these goals a laboratory course *must* emphasize the methods of scientific inquiry by engaging students in:

NL15. Observation and collection of data through direct interaction with the material world;
NL16. Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories;
NL17. Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world;

NL18. Analysis and interpretation of data;
NL19. Formulation and testing of hypotheses;
NL20. Communicating effectively through oral and/or written work;
NL21. A minimum of one collaborative activity;
NL22. A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter.

Additional criterion thought to enhance a natural science laboratory include any of the following:
NL23. Keep accurate and complete experimental records;
NL24. Perform quantitative and qualitative measurements;
NL25. Interpret experimental results and draw reasonable conclusions;
NL26. Analyze data statistically and assess the reliability of results;
NL27. Critically evaluate the design of an experiment;
NL28. Design experiments to test hypotheses;
NL29. Work effectively in small groups and teams.

Course Number & Title: PSE 20 INTRODUCTION TO PHYSICAL SCIENCE

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: <u>Must</u> include the following:

N1. An understanding of the scientific method, including its attributes and limitations;

Matching course component(s):
Course Content
A. Measurement and Scientific Data
    3. The Scientific Method
    4. Apply the Scientific Method to understand experimental procedures meant to answer defined questions in chemistry and physics

N2. The ability to make judgments regarding the validity of scientific evidence;

Matching course component(s):
Course Content
A. Measurement and Scientific Data
    5. Safely generate data and evaluate experimental results

N3. An understanding of the relationship between hypothesis, experiment, fact, theory and law;

Matching course component(s):
Course Objectives
The student will be able to:
E. Apply understanding of the conservation of energy to solve problems in chemistry and physics.

N4. The ability to use inductive and deductive reasoning;

Matching course component(s):

Lab Content
C. Compounds, Mixtures and their Properties
      1. Freezing point depression and boiling point elevation
G. Electricity and Magnetism
      4. Creating magnetic fields with currents
H. Waves and Light
      2. IR and UV: How can we detect light we can't see?
I. Astronomy
      1. Modeling the phases of the moon

N5. The practice of thinking critically, including evaluating ideas and contrasting opinions;

Matching course component(s):
Course Content
A. Measurement and Scientific Data
    4. Apply the Scientific Method to understand experimental procedures meant to answer defined questions in chemistry and physics

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N6. The ability to evaluate, use and communicate scientific data;

Matching course component(s):
Lab Content
Laboratory work will include inquiry-based experiments that support the lecture content in each of the following. Chosen experiments meant for prospective teachers to perform in short class periods with minimal investment in materials or setup.
A. Measurement and Scientific Data
      5. Data interpretation

N7. An introduction to current scientific theories within the field of study;

Matching course component(s):
Course Objectives
The student will be able to:
G. Understand the wave nature of light and its interaction with matter.

N8. Experience with laboratory activities using laboratory techniques consistent with those employed within the discipline;

Matching course component(s):
Lab Content
Laboratory work will include inquiry-based experiments that support the lecture content in each of the following. Chosen experiments meant for prospective teachers to perform in short class periods with minimal investment in materials or setup.
C. Compounds, Mixtures and their Properties
      1. Freezing point depression and boiling point elevation
      2. Heat of vaporization of water

N9. Experience applying recognized scientific methodology in laboratory activities.

Matching course component(s):
Lab Content
Laboratory work will include inquiry-based experiments that support the lecture content in each of the following. Chosen experiments meant for prospective teachers to perform in short class periods with

minimal investment in materials or setup.
A. Measurement and Scientific Data
      1. Isolating variables and the Scientific Method
      2. Measurement and error (precision and accuracy): A simple pendulum

Depth Map: Additionally, include any of the following:

N10. An appreciation of the contributions of science to modern life;

Matching course component(s):

N11. An appreciation of the contributions to science of diverse people and cultures;

Matching course component(s):

N12. An understanding of the interdependence of humans and their environment;

Matching course component(s):

N13. A recognition of how human behavior has altered the environment;

Matching course component(s):

N14. A sense of the history of science and the ideas and experiments that have led to our present understanding.

Matching course component(s):
Course Content
F. Newton's Laws: Motion, Forces and Energy
      1. Motion of objects as related through the concepts of position, displacement, speed, velocity, and acceleration
      2. Interpretation of distance vs. time and speed vs. time graphs
      3. The relationship between a net force and the motion of an object
      4. Explain how action and reaction forces are related to each other
      5. Basic forces in the universe, including electrostatic, gravitational and magnetic
      6. The relationship between net force, work, and kinetic energy

Depth Map: Additionally, must emphasize the following:

N15. Observation and collection of data through direct interaction with the material world;

Matching course component(s):
Lab Content
Laboratory work will include inquiry-based experiments that support the lecture content in each of the following. Chosen experiments meant for prospective teachers to perform in short class periods with minimal investment in materials or setup.
A. Measurement and Scientific Data

N16. Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories;

Matching course component(s):
Lab Content
Laboratory work will include inquiry-based experiments that support the lecture content in each of the following. Chosen experiments meant for prospective teachers to perform in short class periods with

minimal investment in materials or setup.
A. Measurement and Scientific Data
    2. Measurement and error (precision and accuracy): A simple pendulum
    3. Density measurement: Density of cola and diet cola

N17. Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world;

Matching course component(s):
Lab Content
Laboratory work will include inquiry-based experiments that support the lecture content in each of the following. Chosen experiments meant for prospective teachers to perform in short class periods with minimal investment in materials or setup.
A. Measurement and Scientific Data
    5. Data interpretation

N18. Analysis and interpretation of data;

Matching course component(s):
Lab Content
Laboratory work will include inquiry-based experiments that support the lecture content in each of the following. Chosen experiments meant for prospective teachers to perform in short class periods with minimal investment in materials or setup.
A. Measurement and Scientific Data
    5. Data interpretation

N19. Formulation and testing of hypotheses;

Matching course component(s):
Lab Content
Laboratory work will include inquiry-based experiments that support the lecture content in each of the following. Chosen experiments meant for prospective teachers to perform in short class periods with minimal investment in materials or setup.
A. Measurement and Scientific Data
    1. Isolating variables and the Scientific Method

N20. Communicating effectively through oral and/or written work;

Matching course component(s):
Examples of Required Reading and Writing and Outside of Class Assignments
A. Weekly reading assignments from text and outside sources ranging from 20-60 pages per week.
B. Completion of short homework sets of 5-15 problems a week.
C. Preparation for in-class oral reports.

N21. A minimum of one collaborative activity;

Matching course component(s):
Lab Content
Laboratory work will include inquiry-based experiments that support the lecture content in each of the following. Chosen experiments meant for prospective teachers to perform in short class periods with minimal investment in materials or setup.
C. Compounds, Mixtures and their Properties

| 1. Freezing point depression and boiling point elevation |
| 2. Heat of vaporization of water |

N22. A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter.

Matching course component(s):

| **Lecture Hours:** 4 | **Lab Hours:** 3 |

Depth Map: Additionally, include any of the following:

N23. Keep accurate and complete experimental records;

Matching course component(s):

N24. Perform quantitative and qualitative measurements;

Matching course component(s):

N25. Interpret experimental results and draw reasonable conclusions;

Matching course component(s):
Lab Content
Laboratory work will include inquiry-based experiments that support the lecture content in each of the following. Chosen experiments meant for prospective teachers to perform in short class periods with minimal investment in materials or setup.
D. Solutions
     1. Dilutions
     2. Measuring molar mass of a weak acid

N26. Analyze data statistically and assess the reliability of results;

Matching course component(s):

N27. Critically evaluate the design of an experiment;

Matching course component(s):

N28. Design experiments to test hypotheses;

Matching course component(s):

N29. Work effectively in small groups and teams.

Matching course component(s):

Breadth Mapping: please indicate all that apply (if applicable)

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

Matching course component(s):
Examples of Required Reading and Writing and Outside of Class Assignments
A. Weekly reading assignments from text and outside sources ranging from 20-60 pages per week.
B. Completion of short homework sets of 5-15 problems a week.
C. Preparation for in-class oral reports.

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

Matching course component(s):

Lab Content

Laboratory work will include inquiry-based experiments that support the lecture content in each of the following. Chosen experiments meant for prospective teachers to perform in short class periods with minimal investment in materials or setup.

A. Measurement and Scientific Data
      1. Isolating variables and the Scientific Method
      2. Measurement and error (precision and accuracy): A simple pendulum
      3. Density measurement: Density of cola and diet cola
      4. Distance and velocity: Projectile motion of a dart gun
      5. Data interpretation:
            a. Averages and errors of margin
            b. Graphing vectors
            c. Evaluating titration curves

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

Examples of Required Reading and Writing and Outside of Class Assignments

A. Weekly reading assignments from text and outside sources ranging from 20-60 pages per week.
B. Completion of short homework sets of 5-15 problems a week.
C. Preparation for in-class oral reports.

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):

Requesting Faculty: David Marasco   Date: 9/20/17

Division Curr Rep: Zach Cembellin   Date: 9/20/17

General Education Review Request
AREA III - NATURAL SCIENCES

Comments:

The N21 criterion (required collaborative activity) does not appear to me to be explicitly met as the COR is written. However, the COR language certainly permits an instructor to implement a lab activity collaboratively. In fact, I can imagine a departmental norm of student collaboration in lab. So I believe this criterion is met. (PM)

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

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: MDIA 8A RACE & GENDER IN AMERICAN MEDIA

Breadth Criteria:

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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).

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

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

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

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

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

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

Course Number & Title: MDIA 8A RACE & GENDER IN AMERICAN MEDIA

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: Must include the following:

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

Matching course component(s):

Course Objectives
The student will be able to:
    A. Examine and interpret U.S. racial histories, how they reflect and influence contemporary racial definitions and biases.
    B. Describe how cultural myths and narratives about race and gender have been defined and shaped by media.

Course Content
    D. African American histories and stereotypes in media
        1. Racist African American stereotypes and histories: Uncle Tom, coon, pickaninny, the savage, mammy, wench, Sapphire
        2. The evolution of early racist African American stereotypes to current media
        3. History of Blackface: Vaudeville and the silent film era
        4. Race movies
        5. Blaxploitation films

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

Matching course component(s):

Course Content
    B. Concepts of critical race theory
        1. Whiteness
        2. Institutionalized racism
        3. White privilege
        4. Storytelling and counter-storytelling
        5. Color blindness
    E. Latino histories and stereotypes in media
        1. Early racist Latino/Latina stereotypes: the bandit, the clown, greaser, Latin lover, spitfire, maid
        2. The evolution of early Latino/Latina stereotypes to current media
        3. The early 1920s Mexican government protest and embargo of Hollywood films

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

Matching course component(s):

Course Objectives
The student will be able to:
    A. Examine and interpret U.S. racial histories, how they reflect and influence contemporary racial definitions and biases.
    B. Describe how cultural myths and narratives about race and gender have been defined and shaped by media.
    C. Identify and apply major media theories, including reception/spectator, feminist, queer and multicultural, to the study of race and gender representation.

D. Appraise and critique media sources with regard to their representation of race and gender.

Course Content
    A. Key concepts of media analysis and theory
        1. Structuralism and semiotics
        2. Medium theory
        3. Reception/spectator theory
        4. Feminist film theory
        5. Psychoanalytic analysis
        6. Queer theory

Depth Map: Additionally, must include at least three of the following:
U4. Critically examine the contributions of many groups to a particular aspect of United States culture;

Matching course component(s):

Course Content
    C. The Motion Picture Production Code of 1930 and its impact on race and gender media representations
    D. African American histories and stereotypes in media
        1. Racist African American stereotypes and histories: Uncle Tom, coon, pickaninny, the savage, mammy, wench, Sapphire
        2. The evolution of early racist African American stereotypes to current media
        3. History of Blackface: Vaudeville and the silent film era
        4. Race movies
        5. Blaxploitation films
    E. Latino histories and stereotypes in media
        1. Early racist Latino/Latina stereotypes: the bandit, the clown, greaser, Latin lover, spitfire, maid
        2. The evolution of early Latino/Latina stereotypes to current media
        3. The early 1920s Mexican government protest and embargo of Hollywood films
    F. Asian American histories and racist stereotypes in media
        1. Early racist Asian stereotypes: the dragon lady, coolie, yellow peril
        2. The evolution of early Asian American stereotypes to current media
    G. Gay, lesbian, and bi-sexual, transgender histories and stereotypes in media
        1. Early LGBT stereotypes: the sissy, villain, show queen, psychotic, butch
        2. The evolution of LGBT stereotypes to current media

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

Matching course component(s):

Course Objectives
The student will be able to:
    A. Examine and interpret U.S. racial histories, how they reflect and influence contemporary racial definitions and biases.
    B. Describe how cultural myths and narratives about race and gender have been defined and shaped by media.

Course Content
    B. Concepts of critical race theory
        1. Whiteness
        2. Institutionalized racism
        3. White privilege
        4. Storytelling and counter-storytelling
        5. Color blindness
        6. Microaggressions
    E. Latino histories and stereotypes in media
        1. Early racist Latino/Latina stereotypes: the bandit, the clown, greaser, Latin lover, spitfire, maid
        2. The evolution of early Latino/Latina stereotypes to current media
        3. The early 1920s Mexican government protest and embargo of Hollywood films

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

Matching course component(s):

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

Matching course component(s):

Description
Students study the history of media representation, applying theory as a tool for analysis. Examine the means by which the media define and promote cultural stereotypes. In addition, students examine how media images and institutions influence and shape racial and gender identities.

Course Content
    A. Key concepts of media analysis and theory
        1. Structuralism and semiotics
        2. Medium theory
        3. Reception/spectator theory
        4. Feminist film theory
        5. Psychoanalytic analysis
        6. Queer theory
    B. Concepts of critical race theory
        1. Whiteness
        2. Institutionalized racism
        3. White privilege
        4. Storytelling and counter-storytelling
        5. Color blindness
        6. Microaggressions
    C. The Motion Picture Production Code of 1930 and its impact on race and gender media representations
    F. Asian American histories and racist stereotypes in media
        1. Early racist Asian stereotypes: the dragon lady, coolie, yellow peril
        2. The evolution of early Asian American stereotypes to current media

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

Matching course component(s):

Course Objectives
The student will be able to:
    C. Identify and apply major media theories, including reception/spectator, feminist, queer and multicultural, to the study of race and gender representation.

Course Content
    G. Gay, lesbian, and bi-sexual, transgender histories and stereotypes in media
        1. Early LGBT stereotypes: the sissy, villain, show queen, psychotic, butch
        2. The evolution of LGBT stereotypes to current media

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

Matching course component(s):

Course Objectives
The student will be able to:
    A. Examine and interpret U.S. racial histories, how they reflect and influence contemporary racial definitions and biases.

Course Content

A. Key concepts of media analysis and theory
   1. Structuralism and semiotics
   2. Medium theory
   3. Reception/spectator theory
   4. Feminist film theory
   5. Psychoanalytic analysis
   6. Queer theory

Breadth Mapping: please indicate all that apply (if applicable)

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

Matching course component(s):

Methods of Evaluation
   A. Writing assignments that require the student to construct, develop and defend an argument referencing the course media screenings and reading materials.
   B. Objective exam(s) that reference reading materials and lecture.
   C. Writing assignments (including research paper, homework, essay exam) that demonstrate mastery of concepts in media analysis and theory.
   D. Oral presentations that require students to demonstrate key concepts.

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

Matching course component(s):

Methods of Evaluation
   A. Writing assignments that require the student to construct, develop and defend an argument referencing the course media screenings and reading materials.

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

Methods of Evaluation
   A. Writing assignments that require the student to construct, develop and defend an argument referencing the course media screenings and reading materials.
   C. Writing assignments (including research paper, homework, essay exam) that demonstrate mastery of concepts in media analysis and theory.
   D. Oral presentations that require students to demonstrate key concepts.

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
The student will be able to:
   A. Examine and interpret U.S. racial histories, how they reflect and influence contemporary racial definitions and biases.
   B. Describe how cultural myths and narratives about race and gender have been defined and shaped by media.

Course Content
   C. The Motion Picture Production Code of 1930 and its impact on race and gender media representations
   E. Latino histories and stereotypes in media

> 3. The early 1920s Mexican government protest and embargo of Hollywood films
> H. Seminal media, films, actors, filmmakers
> > 1. D.W. Griffith and <u>Birth of a Nation</u>
> > 2. <u>Amos 'n Andy</u>
> > 3. Early 20th century directors, including: Oscar Michaeux, Alice Guy-Blache, Dorothy Arzner, Tazuko Sakane, Ida Lupino, Germaine Dulac
> > 4. Early 20th century actors, including: Anna May Wong, Ramon Novarro, Lupe Velez, Dolores del Rio, Paul Robeson, Hattie McDaniel
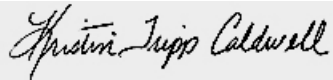
B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course component(s):

Methods of Evaluation
> A. Writing assignments that require the student to construct, develop and defend an argument referencing the course media screenings and reading materials.
> B. Objective exam(s) that reference reading materials and lecture.
> C. Writing assignments (including research paper, homework, essay exam) that demonstrate mastery of concepts in media analysis and theory.
> D. Oral presentations that require students to demonstrate key concepts.

Requesting Faculty: _Kristin Tripp Caldwell_   Date: _1/27/18_

Division Curr Rep: _Mark Anderson_   Date: _2/13/18_

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Scott Lankford, Lety Serna, Milissa Carey

Comments:

Recommended for approval by subcommittee 3/15/18

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

General Education Review Request
AREA VII – LIFELONG LEARNING

Course Number & Title: HLTH 22 Health & Social Justice

<u>**Breadth Criteria:**</u>

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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).

<u>**Depth Criteria for Area VII – Lifelong Learning:**</u>

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.

Course Number & Title: HLTH 22 Health & Social Justice

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: <u>Must</u> 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):

Discipline of Health:
Course Objectives:
The student will be able to:
  A. Describe disparities in health outcomes in the United States by race, socioeconomic status and gender.
  B. Compare and contrast two paradigms that seek to explain these health disparities: individual approach and public health model.
  C. Review recent public health literature detailing ways that race, socioeconomic status and gender become embodied in disparate health outcomes.
  D. Contrast United States policy on access to health insurance with that of other developed countries, and analyze new health care policies such as the Affordable Care Act.
  E. Analyze the contribution of environmental conditions to disparate health outcomes, using case studies.
  F. Analyze case studies of prevalent health problems to compare individual behavior change approaches versus public health approaches.
  G. Describe strategies or tactics to improve health inequalities, such as advocacy, community organizing, and/or policy change.
  H. Outline advocacy skills, such as preparing a policy brief, giving public testimony, community outreach, and/or writing a letter to an editor or politician.
  I. Identify, assess and utilize credible information resources on public health current issues, such as the Internet, social media, media outlets, and libraries.

Sociology & Social Science Disciplines:
Course Objectives:
The student will be able to:
  A. Describe disparities in health outcomes in the United States by race, socioeconomic status and gender.
  C. Review recent public health literature detailing ways that race, socioeconomic status and gender become embodied in disparate health outcomes.
  D. Contrast United States policy on access to health insurance with that of other developed countries, and analyze new health care policies such as the Affordable Care Act.
  E. Analyze the contribution of environmental conditions to disparate health outcomes, using case studies.
  F. Analyze case studies of prevalent health problems to compare individual behavior change approaches versus public health approaches.
  G. Describe strategies or tactics to improve health inequalities, such as advocacy, community organizing, and/or policy change.
  H. Outline advocacy skills, such as preparing a policy brief, giving public testimony, community outreach, and/or writing a letter to an editor or politician.

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:
The student will be able to:
  B. Compare and contrast two paradigms that seek to explain these health disparities: individual approach

and public health model.
C. Review recent public health literature detailing ways that race, socioeconomic status and gender become embodied in disparate health outcomes.
D. Contrast United States policy on access to health insurance with that of other developed countries, and analyze new health care policies such as the Affordable Care Act.
E. Analyze the contribution of environmental conditions to disparate health outcomes, using case studies.
F. Analyze case studies of prevalent health problems to compare individual behavior change approaches versus public health approaches.
G. Describe strategies or tactics to improve health inequalities, such as advocacy, community organizing, and/or policy change.
H. Outline advocacy skills, such as preparing a policy brief, giving public testimony, community outreach, and/or writing a letter to an editor or politician.

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

Matching course component(s):

Course Content:
A. Disparities in health outcomes
  1. Socioeconomic status, education level and poverty as determinants of health
     a. Distribution of educational levels, income and wealth in the United States
     b. Policy proposals to address poverty and inequities
  2. Race/Gender as factors in unequal health outcomes
     a. Historic origins of race in the United States
     b. Research on race as a social construct versus a biological category
     c. Policy proposals to reduce racial and gender differentials
  3. Infectious and chronic disease and their social determinants
     a. Health disparities in low income communities
     b. Program and policy development to reduce disease
     c. Information sources and significant organizations
D. Access to healthcare and the health insurance crisis
D. Comparative analysis of health insurance across the United States and Internationally
D. New healthcare policies: affordable care act and future policy
E. Environmental justice, conditions and health outcomes
  1. Toxic sources in low income communities
  2. Inadequate community resources and poor schooling in low income communities
  3. Reducing risks for urban communities through environmental equity strategies
F. Case studies
  1. Violence
  2. Obesity, nutrition and exercise
  3. Drugs
G. Strategies, tactics and skills to influence health policies and health outcomes
  2. Advocacy work and community organization
J. Topic issues
  1. Public health disaster
  2. Reproductive rights

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

Matching course component(s):

Course Content:
A. Disparities in health outcomes
  1. Socioeconomic status, education level and poverty as determinants of health
     a. Distribution of educational levels, income and wealth in the United States
     b. Policy proposals to address poverty and inequities
  2. Race/Gender as factors in unequal health outcomes

> a. Historic origins of race in the United States
> b. Research on race as a social construct versus a biological category
> c. Policy proposals to reduce racial and gender differentials
> 3. Infectious and chronic disease and their social determinants
>> a. Health disparities in low income communities
>> b. Program and policy development to reduce disease
>> c. Information sources and significant organizations
> D. Access to healthcare and the health insurance crisis
> D. Comparative analysis of health insurance across the United States and Internationally
> D. New healthcare policies: affordable care act and future policy
> E. Environmental justice, conditions and health outcomes
>> 1. Toxic sources in low income communities
>> 2. Inadequate community resources and poor schooling in low income communities
>> 3. Reducing risks for urban communities through environmental equity strategies
> F. Case studies
>> 1. Violence
>> 2. Obesity, nutrition and exercise
>> 3. Drugs
> G. Strategies, tactics and skills to influence health policies and health outcomes
>> 2. Advocacy work and community organization
> J. Topic issues
>> 1. Public health disaster
>> 2. Reproductive rights

L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

Matching course component(s):

Course Objectives:
The student will be able to:
  A. Describe disparities in health outcomes in the United States by race, socioeconomic status and gender.
  H. Outline advocacy skills, such as preparing a policy brief, giving public testimony, community outreach, and/or writing a letter to an editor or politician.
  I. Identify, assess and utilize credible information resources on public health current issues, such as the Internet, social media, media outlets, and libraries.

Course Content:
  F. Case studies
      1. Violence
  J. Topic issues
      2. Reproductive rights

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments:
  F. Project: analysis of health disparities issues in the media.
  G. Review authoritative Internet sources of health/social justice information.

Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least one</u> 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):

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Types and/or Examples of Required Reading, Writing and Outside of Class Assignments:
  F. Project: analysis of health disparities issues in the media.
  G. Review authoritative Internet sources of health/social justice information.

Course Content:
  A. Disparities in health outcomes
       1. Socioeconomic status, education level and poverty as determinants of health
            a. Distribution of educational levels, income and wealth in the United States
            b. Policy proposals to address poverty and inequities
       2. Race/Gender as factors in unequal health outcomes
            a. Historic origins of race in the United States
            b. Research on race as a social construct versus a biological category
            c. Policy proposals to reduce racial and gender differentials
       3. Infectious and chronic disease and their social determinants
            a. Health disparities in low income communities
            b. Program and policy development to reduce disease
            c. Information sources and significant organizations
  D. Access to healthcare and the health insurance crisis
  D. Comparative analysis of health insurance across the United States and Internationally
  D. New healthcare policies: affordable care act and future policy
  E. Environmental justice, conditions and health outcomes
       1. Toxic sources in low income communities
       2. Inadequate community resources and poor schooling in low income communities
       3. Reducing risks for urban communities through environmental equity strategies
  F. Case studies
       1. Violence
       2. Obesity, nutrition and exercise
       3. Drugs
  G. Strategies, tactics and skills to influence health policies and health outcomes
       2. Advocacy work and community organization
  J. Topic issues
       1. Public health disaster
       2. Reproductive rights

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

Matching course component(s):

L9. Use technology to analyze problems and create solutions.

Matching course component(s):

Course Objectives:
The student will be able to:
  I. Identify, assess and utilize credible information resources on public health current issues, such as the Internet, social media, media outlets, and libraries.

Breadth Mapping: please indicate all that apply (if applicable)
B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

SLOs:

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1. Critically think: Analyze the contribution of environmental conditions to disparate health outcomes, using case studies.
2. Communicate: Identify, assess and utilize credible information resources on public health current issues, such as the Internet, social media, media outlets, and libraries in describing strategies or tactics to improve health inequalities, such as advocacy, community organizing, and/or policy change

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:
The student will be able to:
G. Describe strategies or tactics to improve health inequalities, such as advocacy, community organizing, and/or policy change.
H. Outline advocacy skills, such as preparing a policy brief, giving public testimony, community outreach, and/or writing a letter to an editor or politician.
I. Identify, assess and utilize credible information resources on public health current issues, such as the Internet, social media, media outlets, and libraries.

Course Content:
F. Case studies
    1. Violence
    2. Obesity, nutrition and exercise
    3. Drugs
G. Strategies, tactics and skills to influence health policies and health outcomes
    2. Advocacy work and community organization
J. Topic issues
    1. Public health disaster
    2. Reproductive rights

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

Matching course component(s):

Course Content:
A. Disparities in health outcomes
    1. Socioeconomic status, education level and poverty as determinants of health
        a. Distribution of educational levels, income and wealth in the United States
        b. Policy proposals to address poverty and inequities
    2. Race/Gender as factors in unequal health outcomes
        a. Historic origins of race in the United States
        b. Research on race as a social construct versus a biological category
        c. Policy proposals to reduce racial and gender differentials
    3. Infectious and chronic disease and their social determinants
        a. Health disparities in low income communities
        b. Program and policy development to reduce disease
        c. Information sources and significant organizations

Course Objectives:

The student will be able to:
  B. Compare and contrast two paradigms that seek to explain these health disparities: individual approach and public health model.
  C. Review recent public health literature detailing ways that race, socioeconomic status and gender become embodied in disparate health outcomes.
  D. Contrast United States policy on access to health insurance with that of other developed countries, and analyze new health care policies such as the Affordable Care Act.

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

Matching course component(s):

Course Objectives:
The student will be able to:
  H. Outline advocacy skills, such as preparing a policy brief, giving public testimony, community outreach, and/or writing a letter to an editor or politician.
  I. Identify, assess and utilize credible information resources on public health current issues, such as the Internet, social media, media outlets, and libraries.

Requesting Faculty: Shirley Treanor   Date: 1/31/18

Division Curr Rep: Sara Cooper   Date: 2-3-18

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Andrew Lee, Bernie Day, Bruce McLeod, Lety Serna

Comments:

Recommended for approval by subcommittee 3/16/18

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

General Education Review Request
AREA VII – LIFELONG LEARNING

Course Number & Title: HLTH 23 Drugs, Health & Society

Breadth Criteria:

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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).

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.

Course Number & Title: HLTH 23 Drugs, Health & Society

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: <u>Must</u> 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):

Discipline of Health:
Course Description:
Explore epidemiologic data on the prevalence, incidence, and trends of smoking, alcohol, prescription and other drug dependencies globally, as well as determine risk factors associated with the use and abuse of these substances.

Course Objectives:
The student will be able to:
   A. Explore and analyze global (world-wide) substance abuse and its historical effects on societies and cultures.
   B. Describe the psychotherapeutic benefits (if any) and harmful effects of common substances of abuse, and identify the populations most at risk of using these substances.
   C. Distinguish the difference between drug use, misuse and abuse.
   D. Identify the factors associated with the use of specific substances of abuse, including populations at most risk based on age, sex, education, socioeconomic status, ethnicity, race and age at first initiation.
   E. Apply basic knowledge of drug laws to evaluate historical legal cases and situations related to substance abuse.
   F. Describe the neurological and physiological responses to various types of drugs
   G. Recognize the short and long term consequences of substance use and abuse.
   H. Analyze the current public health perspective on the issue of substance abuse, including broad political, social and economic factors related to substance abuse.
   I. Interpret reliable public data sources to find statistical and epidemiologic data on incidence, prevalence, and trends in drug, tobacco and alcohol use.
   J. Analyze arguments on both sides of a selected controversial issue, such as drug testing in the work place or legalization of marijuana.

Course Content:
   E. Drug Use, Regulation, and the Law
         1. The role of federal agencies
         2. Public policies in the U.S.
         3. Current controversies
         4. Historical Legal Cases
         5. Federal agencies focused on drug abuse prevention

Discipline of Pharmacology (Biology):
Course Description:
Students will be introduced to the concept of substance abuse and dependence, the definition of licit and illicit drugs, and the pharmacologic, neurologic and physiologic effects of selected substances on the human brain.

Course Objectives:
The student will be able to:
   A. Explore and analyze global (world-wide) substance abuse and its historical effects on societies and

       cultures.
- B. Describe the psychotherapeutic benefits (if any) and harmful effects of common substances of abuse, and identify the populations most at risk of using these substances.
- C. Distinguish the difference between drug use, misuse and abuse.
- D. Identify the factors associated with the use of specific substances of abuse, including populations at most risk based on age, sex, education, socioeconomic status, ethnicity, race and age at first initiation.
- E. Apply basic knowledge of drug laws to evaluate historical legal cases and situations related to substance abuse.
- F. Describe the neurological and physiological responses to various types of drugs
- G. Recognize the short and long term consequences of substance use and abuse.
- H. Analyze the current public health perspective on the issue of substance abuse, including broad political, social and economic factors related to substance abuse.
- I. Interpret reliable public data sources to find statistical and epidemiologic data on incidence, prevalence, and trends in drug, tobacco and alcohol use.
- J. Analyze arguments on both sides of a selected controversial issue, such as drug testing in the work place or legalization of marijuana.

Discipline of Sociology:
Course Objectives:
The student will be able to:
- A. Explore and analyze global (world-wide) substance abuse and its historical effects on societies and cultures.
- H. Analyze the current public health perspective on the issue of substance abuse, including broad political, social and economic factors related to substance abuse.
- I. Interpret reliable public data sources to find statistical and epidemiologic data on incidence, prevalence, and trends in drug, tobacco and alcohol use.
- J. Analyze arguments on both sides of a selected controversial issue, such as drug testing in the work place or legalization of marijuana.

Course Content:
- I. Social issues surrounding drug use, abuse, prevention and laws
    1. Impact on society
    2. Drugs and crime
    3. Political and economic factors

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:
The student will be able to:
- A. Explore and analyze global (world-wide) substance abuse and its historical effects on societies and cultures.
- B. Describe the psychotherapeutic benefits (if any) and harmful effects of common substances of abuse, and identify the populations most at risk of using these substances.
- C. Distinguish the difference between drug use, misuse and abuse.
- D. Identify the factors associated with the use of specific substances of abuse, including populations at most risk based on age, sex, education, socioeconomic status, ethnicity, race and age at first initiation.
- E. Apply basic knowledge of drug laws to evaluate historical legal cases and situations related to substance abuse.
- F. Describe the neurological and physiological responses to various types of drugs
- G. Recognize the short and long term consequences of substance use and abuse.
- H. Analyze the current public health perspective on the issue of substance abuse, including broad

> political, social and economic factors related to substance abuse.
> I. Interpret reliable public data sources to find statistical and epidemiologic data on incidence, prevalence, and trends in drug, tobacco and alcohol use.
> J. Analyze arguments on both sides of a selected controversial issue, such as drug testing in the work place or legalization of marijuana.

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

Matching course component(s):

Course Objectives:
The student will be able to:
A. Explore and analyze global (world-wide) substance abuse and its historical effects on societies and cultures.
B. Describe the psychotherapeutic benefits (if any) and harmful effects of common substances of abuse, and identify the populations most at risk of using these substances.
C. Distinguish the difference between drug use, misuse and abuse.
D. Identify the factors associated with the use of specific substances of abuse, including populations at most risk based on age, sex, education, socioeconomic status, ethnicity, race and age at first initiation.
E. Apply basic knowledge of drug laws to evaluate historical legal cases and situations related to substance abuse.
F. Describe the neurological and physiological responses to various types of drugs
G. Recognize the short and long term consequences of substance use and abuse.
H. Analyze the current public health perspective on the issue of substance abuse, including broad political, social and economic factors related to substance abuse.
I. Interpret reliable public data sources to find statistical and epidemiologic data on incidence, prevalence, and trends in drug, tobacco and alcohol use.
J. Analyze arguments on both sides of a selected controversial issue, such as drug testing in the work place or legalization of marijuana.

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

Matching course component(s):

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments:
B. Practice activities to gauge understanding of content.
C. Review comprehension of key concepts.
D. Quiz knowledge of key terms.
E. Case study investigation and analysis.
F. Review of authoritative internet sources regarding world wide substance abuse and historical effects on societies and cultures.

Course Content:
A. Exploration of worldwide substance abuse and historical effects on societies and cultures.
B. Introduction to Drugs and Society
    1. History of drugs and drug use
    2. Prevalence and demographics
    3. Epidemiological and statistical data
C. Definitions of Drug Use, Misuse and Abuse
    1. Origin and nature of addiction
    2. Cycle of drug addiction
    3. Signs of drug misuse and abuse
D. Identify the factors associated with the use of specific substances
    1. Populations at most risk
E. Drug Use, Regulation, and the Law
    1. The role of federal agencies

2. Public policies in the U.S.
3. Current controversies
4. Historical Legal Cases
5. Federal agencies focused on drug abuse prevention

F. Homeostatic systems and drugs
1. Neurological and physiological effects on the central nervous system
2. The role of heredity
3. Other physiological effects

G. How and why Drugs Work
1. Pharmacology of drugs
2. Beneficial versus harmful effects
3. Drug categories
   a. CNS Depressants
      1. Sedative-Hypnotics
      2. Alcohol: pharmacological effects and behavioral perspective
      3. Narcotics (opioids)
      4. Marijuana
   b. Stimulants
      1. Tobacco
      2. Amphetamines
      3. Cocaine
      4. Caffeine
   c. Hallucinogens (Psychedelics)
      1. Nature of hallucinogens
      2. Types of hallucinogens
   d. Inhalants
      1. Types of inhalants
      2. Current patterns and signs of abuse
   e. Over the Counter (OTC), prescriptions and herbal drugs
      1. Use, misuse, abuse

H. Drug use within major sub-cultures
1. Youth
2. Adults
3. High risk populations
4. Ethnic disparities

I. Social issues surrounding drug use, abuse, prevention and laws
1. Impact on society
2. Drugs and crime
3. Political and economic factors

J. Drug abuse prevention
1. Family-based programs
2. Community-based programs

K. Treating drug dependence
1. Assessing addiction and readiness to change
2. Principles of treatment
3. Rehabilitation strategies

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):

- Through case study investigation, and analysis, students will be identifying, evaluating and communicating issues relevant to society and drug use/abuse.
- Students will be reviewing authoritative internet sources exploring global substance abuse and historical effects on societies and cultures.

- Students will be communicating in writing case study investigation and analysis.
- Students will interpret reliable public data sources to find statistical and epidemiologic data on incidence, prevalence, and trends in drug, tobacco and alcohol use.
- Students will analyze arguments on both sides of a selected controversial issue, such as drug testing in the work place or legalization of marijuana.
- Students will explore and analyze global (world wide) substance abuse and its historical effects on societies and cultures.

Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least one</u> 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):

Course Objectives:
The student will be able to:
  A. Explore and analyze global (world-wide) substance abuse and its historical effects on societies and cultures.
  C. Distinguish the difference between drug use, misuse and abuse.
  D. Identify the factors associated with the use of specific substances of abuse, including populations at most risk based on age, sex, education, socioeconomic status, ethnicity, race and age at first initiation.
  E. Apply basic knowledge of drug laws to evaluate historical legal cases and situations related to substance abuse.
  F. Describe the neurological and physiological responses to various types of drugs
  G. Recognize the short and long term consequences of substance use and abuse.
  H. Analyze the current public health perspective on the issue of substance abuse, including broad political, social and economic factors related to substance abuse.
  I. Interpret reliable public data sources to find statistical and epidemiologic data on incidence, prevalence, and trends in drug, tobacco and alcohol use.
  J. Analyze arguments on both sides of a selected controversial issue, such as drug testing in the work place or legalization of marijuana.

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

Matching course component(s):

L9. Use technology to analyze problems and create solutions.

Matching course component(s):

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments:
  F. Review of authoritative internet sources regarding world wide substance abuse and historical effects on societies and cultures.

Breadth Mapping: please indicate all that apply (if applicable)

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

Matching course component(s):

General Education Review Request
AREA VII – LIFELONG LEARNING

SLOs:
1. Critically analyze the difference between the major drugs of abuse, mechanisms of action, and beneficial and harmful effects of these substances.
2. Communicate the current problems of drug use and abuse on individuals, families and the society

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

Matching course component(s):

Course Objectives:
The student will be able to:
- I. Interpret reliable public data sources to find statistical and epidemiologic data on incidence, prevalence, and trends in drug, tobacco and alcohol use.

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

Course Objectives:
The student will be able to:
- I. Interpret reliable public data sources to find statistical and epidemiologic data on incidence, prevalence, and trends in drug, tobacco and alcohol use.
- J. Analyze arguments on both sides of a selected controversial issue, such as drug testing in the work place or legalization of marijuana.

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments:
- E. Through case study investigation and analysis, apply learned concepts.

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:
The student will be able to:
- A. Explore and analyze global (world-wide) substance abuse and its historical effects on societies and cultures.

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):

Requesting Faculty: *Shirley Treanor*   Date: January 31, 2018

Division Curr Rep: Sara Cooper   Date: 2-3-18

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

General Education Review Request
AREA VII – LIFELONG LEARNING

Andrew Lee, Bernie Day, Bruce McLeod, Lety Serna

Comments:

Recommended for approval by subcommittee 3/16/18

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

General Education Review Request
AREA VII – LIFELONG LEARNING

Course Number & Title: PHED 17A Beginning Karate

<u>Breadth Criteria:</u>

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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).

<u>Depth Criteria for Area VII – Lifelong Learning:</u>

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.

General Education Review Request
AREA VII – LIFELONG LEARNING

Course Number & Title: PHED 17A Beginning Karate

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: 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
The student will be able to:
- A. demonstrate the basic fundamentals of Japanese karate.
- B. examine the history of Japanese karate.
- C. recognize the traditions of Japanese martial arts.
- D. identify the preparation and etiquette of karate training.
- E. analyze the basic forms of karate katas.
- F. employ proper warm-up and stretching exercises for injury prevention.

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):
Description
Introduction to beginning skills and techniques of karate. Includes punching, blocking, striking and kicking techniques.

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

Matching course component(s):
Course Objectives
The student will be able to:
- A. demonstrate the basic fundamentals of Japanese karate.
- B. examine the history of Japanese karate.
- C. recognize the traditions of Japanese martial arts.
- D. identify the preparation and etiquette of karate training.
- E. analyze the basic forms of karate katas.
- F. employ proper warm-up and stretching exercises for injury prevention.

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

Matching course component(s):
Course Content
- C. Traditions of Japanese martial arts
    1. Japanese adaptions of Chinese philosophy
    2. Jutso and Do
    3. The Dojo Kun
    4. Martial arts sayings
- D. Preparation and etiquette of karate training
    1. Standing bow
    2. Kneeling bow
    3. Addressing instructor and students

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):

General Education Review Request
AREA VII – LIFELONG LEARNING

Course Content
- D. Preparation and etiquette of karate training
    1. Standing bow
    2. Kneeling bow
    3. Addressing instructor and students
- E. Karate katas
    1. Background and application
    2. Kata names and origins
    3. Shorin and Shorei kata

Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least one</u> 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):
Course Content
- B. History of Japanese karate
    1. Origins of karate
    2. From India to China
    3. Okinawan and Japanese karate
    4. Karate: the name changes
    5. Transmission of karate to the United States

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

Matching course component(s):

L9. Use technology to analyze problems and create solutions.

Matching course component(s):

Breadth Mapping: please indicate all that apply (if applicable)

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

Matching course component(s):

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

Matching course component(s):

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

General Education Review Request
AREA VII – LIFELONG LEARNING

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

Matching course component(s):
Course Content
  B. History of Japanese karate
      1. Origins of karate
      2. From India to China
      3. Okinawan and Japanese karate
      4. Karate: the name changes
      5. Transmission of karate to the United States
  C. Traditions of Japanese martial arts
      1. Japanese adaptions of Chinese philosophy
      2. Jutso and Do
      3. The Dojo Kun
      4. Martial arts sayings

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):

Requesting Faculty: <u>Matt Stanley</u>   Date: <u>10/3/17</u>

Division Curr Rep: <u>Barbara Shewfelt</u>   Date: <u>10/24/17</u>

<u>REVIEW</u> <u>COMMITTEE</u> <u>USE</u> <u>ONLY:</u>

Review Committee Members:

Andrew Lee, Bernie Day, Bruce McLeod, Lety Serna

Comments:

Recommended for approval by subcommittee 3/16/18

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

General Education Review Request
AREA VII – LIFELONG LEARNING

Course Number & Title: PHED 17B Intermediate Karate

<u>Breadth Criteria:</u>

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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).

<u>Depth Criteria for Area VII – Lifelong Learning:</u>

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.

General Education Review Request
AREA VII – LIFELONG LEARNING

Course Number & Title: PHED 17B Intermediate Karate

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: <u>Must</u> include the following:

L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;

Matching course component(s):
Description
Intermediate karate skills and techniques. Analysis and application of biomechanics, individual and group interaction, and uses of karate.

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
The student will be able to:
- A. demonstrate intermediate karate techniques.
- B. analyze the physical principles of karate movements.
- C. explain offensive and defensive strategies for self-defense and sparring.
- D. identify and interpret the important elements of karate katas.
- E. employ proper warm-up and stretching exercises for injury prevention.
- F. recognize the various karate styles and their applications.
- G. examine the Japanese language in the usage of commands and vocabulary in karate.

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

Matching course component(s):
Course Objectives
The student will be able to:
- A. demonstrate intermediate karate techniques.
- B. analyze the physical principles of karate movements.
- C. explain offensive and defensive strategies for self-defense and sparring.
- D. identify and interpret the important elements of karate katas.
- E. employ proper warm-up and stretching exercises for injury prevention.
- F. recognize the various karate styles and their applications.
- G. examine the Japanese language in the usage of commands and vocabulary in karate.

Course Content
- D. Elements of karate katas
    1. Correct order
    2. Meaning of each movement
    3. Proper breathing
    4. Timing
    5. Awareness of target

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

Matching course component(s):
Course Content
- B. Physical principles of karate
    1. Balance
    2. Power

3. Speed

Course Objectives
The student will be able to:
- E. employ proper warm-up and stretching exercises for injury prevention.
- F. recognize the various karate styles and their applications.
- G. examine the Japanese language in the usage of commands and vocabulary in karate.

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):
Description
Intermediate karate skills and techniques. Analysis and application of biomechanics, individual and group interaction, and uses of karate.

Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least one</u> 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):
Course Objectives
The student will be able to:
- A. demonstrate intermediate karate techniques.
- B. analyze the physical principles of karate movements.
- C. explain offensive and defensive strategies for self-defense and sparring.
- D. identify and interpret the important elements of karate katas.
- E. employ proper warm-up and stretching exercises for injury prevention.
- F. recognize the various karate styles and their applications.
- G. examine the Japanese language in the usage of commands and vocabulary in karate.

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
The student will be able to:
- E. employ proper warm-up and stretching exercises for injury prevention.

Course Content
- B. Physical principles of karate
    1. Balance
    2. Power
    3. Speed

L9. Use technology to analyze problems and create solutions.

Matching course component(s):

Breadth Mapping: please indicate all that apply (if applicable)

General Education Review Request
AREA VII – LIFELONG LEARNING

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

> **Matching course component(s):**
> **Course Content**
> F. Japanese commands and vocabulary
>   1. Bowing in and out
>   2. Addressing students and instructor
>   3. Tournament vocabulary
>   4. Karate techniques
>
> **Methods of Evaluation**
> A. Direct instructor evaluation of student
> B. Physical skills tests
> C. Final written exam on Japanese karate vocabulary, commands, and katas

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**
> F. Japanese commands and vocabulary
>   1. Bowing in and out
>   2. Addressing students and instructor
>   3. Tournament vocabulary
>   4. Karate techniques

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

Matching course component(s):
Description
Intermediate karate skills and techniques. Analysis and application of biomechanics, individual and group interaction, and uses of karate.

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):**

Requesting Faculty: Matt Stanley   Date: 10/4/17

Division Curr Rep: Barbara Shewfelt   Date: 10/24/17

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

General Education Review Request
AREA VII – LIFELONG LEARNING

Andrew Lee, Bernie Day, Bruce McLeod, Lety Serna

Comments:

Recommended for approval by subcommittee 3/16/18

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

General Education Review Request
AREA VII – LIFELONG LEARNING

Course Number & Title: PHED 43A Ultimate I

<u>Breadth Criteria:</u>

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

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).

<u>Depth Criteria for Area VII – Lifelong Learning:</u>

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.

General Education Review Request
AREA VII – LIFELONG LEARNING

Course Number & Title: PHED 43A Ultimate I

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: <u>Must</u> include the following:

L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;

Matching course component(s):
Description
Designed to enhance the student's skills and abilities in Ultimate Frisbee. Emphasis will be placed on cardiovascular and muscular fitness. This course is progressive; the intensity increases as the individual improves abilities.

L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;

Matching course component(s):
Course Content
- A. Basic skills: throwing forehand/backhand, catching
- B. Teaching cuts and formations.
- C. Basic defensive concepts on how to defend.
- D. Basic offensive strategies.
- E. Technical rules: fouls, violations, and picks. Stall counts and contested fouls.

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

Matching course component(s):
Course Content
- A. Basic skills: throwing forehand/backhand, catching
- B. Teaching cuts and formations.
- C. Basic defensive concepts on how to defend.
- D. Basic offensive strategies.
- E. Technical rules: fouls, violations, and picks. Stall counts and contested fouls.

Methods of Evaluation
- A. Exams/Tests
- B. Quizzes
- C. Oral Presentation
- D. Simulation
- E. Group Projects
- F. Class Participation
- G. Class Work
- H. Lab Activities
- I. Competency-based written and practical tests which demonstrate the student's ability to learn and apply skills and concepts in accordance with minimum standards established by the instructor

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

Matching course component(s): Strategy and competition for Ultimate Frisbee play.
Course Objectives
- F. Gain skills that will enhance enjoyment and knowledge about the game and sportmanship of ultimate frisbee.

L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

Matching course component(s):
Course Objectives
C. Apply the technical rules of Ultimate Frisbee.
F. Gain skills that will enhance enjoyment and knowledge about the game and sportmanship of ultimate frisbee.

Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least one</u> 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):
Methods of Evaluation
A. Class Activities
B. Class Discussions
C. Collaborative Group Work
D. Demonstrations
E. Evaluation
F. Group Discussions
G. Guided Instruction
H. Exams/Tests
I. Quizzes
J. Oral Presentation
K. Simulation
L. Group Projects
M. Class Participation
N. Class Work
O. Lab Activities
P. Competency-based written and practical tests which demonstrate the student's ability to learn and apply skills and concepts in accordance with minimum standards established by the instructor

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):

L9. Use technology to analyze problems and create solutions.

Matching course component(s):

Breadth Mapping: please indicate all that apply (if applicable)

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

Matching course component(s):
Methods of Evaluation
A. Class Activities
B. Class Discussions
C. Collaborative Group Work

D. Demonstrations
E. Evaluation
F. Group Discussions
G. Guided Instruction
H. Exams/Tests
I. Quizzes
J. Oral Presentation
K. Simulation
L. Group Projects
M. Class Participation
N. Class Work
O. Lab Activities
P. Competency-based written and practical tests which demonstrate the student's ability to learn and apply skills and concepts in accordance with minimum standards established by the instructor

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
C. Basic defensive concepts on how to defend.
D. Basic offensive strategies.
E. Technical rules: fouls, violations, and picks. Stall counts and contested fouls.

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):

Requesting Faculty: Matt Stanley   Date: 5/18/17

Division Curr Rep: Barbara Shewfelt   Date: 10/24/17

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Andrew Lee, Bernie Day, Bruce McLeod, Lety Serna

Comments:

General Education Review Request
AREA VII – LIFELONG LEARNING

Recommended for approval by subcommittee 3/16/18

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

Foothill College
Program Application
Associate in Arts in Child and Adolescent Development for Transfer Degree

Item 1. Statement of Program Goals and Objectives

The mission of the Associate in Arts in Child and Adolescent Development for Transfer degree is to prepare students with the knowledge, theory, and practical experience necessary to plan, implement and evaluate developmentally appropriate experiences for young children and their families.

The program offers courses that prepare students for transfer to upper-division status at four-year educational institutions, as well as prepare them to work in the field of child development immediately. This program will prepare to students to transfer and pursue careers as early childhood educators, administrators of early childhood programs, and development specialists and could partially prepare them for careers in elementary education, social work, advocacy, special education, therapy, etc.

Program Learning Outcomes
- Students will demonstrate understanding of the needs and characteristics of children, birth through middle childhood, and the multiple influences on their development as related to the high-quality care and education of young children.
- Students will demonstrate ethical standards and professional behaviors that deepen knowledge and commitment to the field of early care and education as related to NAEYC Code of Ethical Conduct.

Item 2. Catalog Description

The Associate in Arts in Child and Adolescent Development for Transfer degree is designed to prepare students to transfer to certain California State Universities (CSUs). Students who complete the degree will be ensured preferential transfer status to CSUs in majors that may include Child and Adolescent Development, Psychology (some CSUs), Early Childhood Studies, Human Development, Elementary Subject Matter Teacher Preparation (some CSUs), Adolescent Development, Family Studies, Family and Consumer Sciences and Humanities. The degree requirements will fulfill the lower division major requirements at many CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific CSUs and to validate which CSUs are considered local.

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

Transfer Model Curriculum (TMC) Template for Child and Adolescent Development
CCC Major or Area of Emphasis: Child and Adolescent Development
TOP Code: 1305.10
CSU Major(s): Child Development; Child Development (Pre-credential) Child and Adolescent Development; Child, Adolescent and Family Studies; Family and Consumer Sciences (Child Development and Family Studies); Human Development (Adolescent Option, Childhood Option, Children's Services); Liberal Studies (Child Development)
Total Units: 18 *(all units are minimum semester units)*

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

or the ASSIST website:
http://web1.assist.org/web-assist/help/help-csu_ge.html.

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

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:
http://www.c-id.net/degreereview.html

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

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

Associate in Arts in Child and Adolescent Development for Transfer Degree College Name: Foothill College						
TRANSFER MODEL CURRICULUM (TMC)		**COLLEGE PROGRAM REQUIREMENTS**				
Course Title (units)	**C-ID Descriptor**	**Course ID**	**Course Title**	**Units**	**GE Area**	
					CSU	**IGETC**
REQUIRED CORE: (9 units)						
Child Growth and Development (3)	CDEV 100	CHLD 1 and CHLD 2	Child Growth & Development: Prenatal Through Early Childhood Child Growth & Development II: Middle Childhood Through Adolescence	4 4	D7 D7	4G 4G
Introductory Psychology (3)	PSY 110	PSYC 1 or PSYC 1H	General Psychology Honors General Psychology	5 5	D9 D9	4I 4I
Introduction to Statistics (3) **OR** Introduction to Statistics in Sociology (3) **OR** Any CSU-transferrable statistics course articulated as fulfilling CSU GE Area B4	MATH 110 **OR** SOCI 125 **OR** *AAM*	MATH 10 or MATH 17 or	Elementary Statistics Integrated Statistics II	5 5	B4 B4	2A 2A

		Course	Title	Units	CSU GE	IGETC
or IGETC Area 2A and articulated as lower division preparation in the Child Development major at a CSU.		SOC 7 or PSYC 7	Statistics for the Behavioral Sciences Statistics for the Behavioral Sciences	5 5	B4 B4	2A 2A
LIST A: Select three (9 units)						
Introduction to Cultural Anthropology (3) **OR** Introduction to Sociology (3) **OR** Introduction to Race and Ethnicity (3) **OR** Child, Family, and Community (3) **OR** Introduction to Marriage and Family (3)	ANTH 120 **OR** SOCI 110 **OR** SOCI 150 **OR** CDEV 110 **OR** SOCI 130	ANTH 2A or ANTH 2AH or SOC 1 or SOC 1H or SOC 23 or CHLD 88 or SOC 40	Cultural Anthropology Honors Cultural Anthropology Introduction to Sociology Honors Introduction to Sociology Race & Ethnic Relations Child, Family & Community Aspects of Marriage & Family	4 4 5 5 4 4 4	D1 D1 D0 D0 D0, D0, E	4A 4A 4J 4J 4J 4J
Introduction to Lifespan Psychology (3)	PSY 180	PSYC 40	Human Development	5	D9	4I
Introduction to Biology (3) **OR** Any Biology course articulated as fulfilling CSU GE Area B2 or IGETC Area 5B.	*AAM* **OR** *GECC*	BIOL 10 or BIOL 45	General Biology: Basic Principles Introduction to Human Nutrition	5 4	B2& B3 B2	5B & 5C 5B
Select two maximum (3-6 units) Any course not listed above, and articulated as lower division preparation in the Child Development; Child Development (Pre-Credential) Child and Adolescent Development; Child, Adolescent and Family Studies; Family and Consumer Sciences (Child Development and Family Studies); Human Development (Adolescent Option, Childhood Option, Children's Services); Liberal Studies (Child Development) major at a CSU.	*AAM*	PSYC 14 CHLD 56 BIOL 8 SOC 11 GEOG 1 or GEOG 2 or GEOG 10 CHLD 95 CHLD 89	Child & Adolescent Development Observation & Assessment Basic Nutrition Introduction to Social Welfare Physical Geography Human Geography World Regional Geography Health, Safety & Nutrition in Children's Programs Curriculum For Early Care & Education Programs	4 4 5 5 5 4 4 4 4	D9 E D0 B1 & B3 D5 D5	4I 4J 5A& 5C 4E 4E
Total Units for the Major:	**18**	**Total Units for the Major:**		30-33		

Total Units that may be double-counted (*The transfer GE Area limits must <u>not</u> be exceeded*)	18-29	18-29
General Education (CSU-GE or IGETC) Units	**39**	**37**
Elective (CSU Transferable) Units	19-30	19-30
Total Degree Units (maximum)	**60**	

Foothill College
Program Application
Associate in Arts in Elementary Teacher Education for Transfer Degree

Item 1. Statement of Program Goals and Objectives

The Associate in Arts in Elementary Teacher Education for Transfer degree offers courses that prepare students for transfer to upper-division status at four-year educational institutions. This program will prepare to students to transfer and pursue careers in elementary education.

Program Learning Outcomes
- Students will display an understanding of elementary education and teaching, and will be able to demonstrate their knowledge of children's growth and development from utero through adolescence.
- Students will leave with a broad, liberal study background, which will help prepare them to teach in an elementary classroom.

Item 2. Catalog Description

Students who complete the Associate in Arts in Elementary Teacher Education for Transfer degree will be ensured preferential transfer status to CSUs for Elementary Teacher Education/Liberal Studies majors. The degree requirements will fulfill the lower division major requirements at many CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local.

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

Transfer Model Curriculum (TMC) Template for Elementary Teacher Education
CCC Major or Area of Emphasis: Elementary Teacher Education
TOP Code: 490120
CSU Major(s): Liberal Studies; Integrated Teacher Education Programs
Total Units: 48 *(all units are minimum semester units)*

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at**:**
http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx
or the ASSIST website: http://web1.assist.org/web-assist/help/help-csu_ge.html.

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

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

                            http://www.c-id.net/degreereview.html
Attach the appropriate ASSIST documentation as follows:
- *Articulation Agreement by Major* (**AAM**) demonstrating lower division preparation at a CSU,
- *CSU Baccalaureate Level Course List by Department* (**BCT**) for the transfer courses, and/or
- *CSU GE Certification Course List by Area* (**GECC**).
The acronyms *AAM, BCT,* and *GECC* will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to http://www.assist.org.

Associate in Arts in Elementary Teacher Education for Transfer Degree College Name: Foothill College						
TRANSFER MODEL CURRICULUM (TMC)		**COLLEGE PROGRAM REQUIREMENTS**				
Course Title (units)	**C-ID Descriptor**	**Course ID**	**Course Title**	**Units**	**GE Area**	
					CSU	**IGETC**
REQUIRED CORE: (42 units)						
Introduction to Elementary Classroom Teaching (3)	EDUC 200	EDUC 2	Introduction to Elementary Education	4		
Child Growth and Development (3)	CDEV 100	CHLD 1 and CHLD 2	Child Growth & Development: Prenatal Through Early Childhood Child Growth & Development II: Middle Childhood Through Adolescence	4 4	D7 D7	4G 4G
Biology for Educators (4) **OR** General Biology with Lab (4)	*AAM* **OR** *AAM*	BIOL 10 or BIOL 14	General Biology: Basic Principles Human Biology	5 5	B2/3 B2/3	5 B/C 5 B/C
Survey of Chemistry and Physics (4) **OR** Physical Sciences for Educators (4) **OR** Introduction to Chemistry (5) **AND** Introduction to Physics (4)	CHEM 140/ PHYS 140 **OR** *AAM* **OR** *AAM* **AND** *AAM*	PSE 20	Introduction to Physical Science	5		
Earth Science (3) **AND**	GEOL 120 **AND**	GEOG 20	Introduction to Earth Science	4		

Earth Science Laboratory (1) **OR** Earth Science with Lab (4) **OR** Earth Science for Educators (4)	GEOL 120L **OR** GEOL 121 **OR** *AAM*					
Mathematical Concepts for Elementary School Teachers - Number Systems (3)	MATH 120	MATH 42	Math for Elementary School Teachers	5	B4	
Public Speaking (3)	COMM 110	COMM 1A	Public Speaking	5	A1	1C
		or COMM 1AH	Honors Public Speaking	5	A1	1C
College Composition (3)	ENGL 100	ENGL 1A	Composition & Reading	5	A2	1A
		or ENGL 1AH	Honors Composition & Reading	5	A2	1A
		or ENGL 1S	Integrated Composition & Reading	5	A2	1A
		and ENGL 1T	Integrated Composition & Reading	5		
Introduction to Literature (3)	ENGL 120	ENGL 16	Introduction to Literature	4	C2	3B
World Regional Geography (3)	GEOG 125	GEOG 10	World Regional Geography	4	D5	4E
World History to 1500 (3)	HIST 150	HIST 3A	World History From Prehistory to 750 CE	4		
		and HIST 3B	World History From 750 CE to 1750 CE	4		
United States History to 1877 (3)	HIST 130	HIST 17A	History of the United States to 1815	4	D6	4F
		and HIST 17B	History of the United States From 1812 to 1914	4	D6	4F
Introduction to American Government and Politics (3)	POLS 110	POLI 1	Political Science: Introduction to American Government & Politics	5	D8	4H
LIST A: Select one (3-4 units)						
Any course articulated as fulfilling CSU GE Area A3 with Freshman Composition as a prerequisite.	*GECC*	ENGL 1B	Composition, Critical Reading & Thinking Through Literature	5	A3	1B
		or ENGL 1BH	Honors Composition, Critical Reading & Thinking Through Literature	5	A3	1B
		or ENGL 1C	Argumentative Writing & Critical Thinking	5	A3	1B
		or ENGL 1CH	Honors Argumentative Wrtiting & Critical Thinking	5	A3	1B
		or PHIL 1	Critical Thinking & Writing	5	A3	1B
		or PHIL 7	Introduction to Symbolic Logic	5	A3	
		or PHIL 30	Introduction to Critical Thinking	4	A3	
LIST B: Select one (3 units)						
Art Appreciation (3)	ARTH 100	ART 1	Introduction to Art	4.5	C1	3A
Introduction to Dance (3)	*AAM*					

Music Appreciation (3)	MUS 100	MUS 1	Introduction to Music	4	C1	3A
Introduction to Theatre (3)	THTR 111	THTR 1	Introduction to Theatre	4	C1	3A
Survey of the Arts (3)	*AAM*					
LIST C: (0-12 additional units)						
Any course(s) not already used above and/or any course articulated as lower division preparation in the Liberal Studies, Integrated Teacher Education, or other similar major at a CSU.	*AAM*	GEOG 2	Human Geography	4	D5	4E
		HIST 10	History of California: The Multicultural State	4	D3/6	4F
		HLTH 21	Contemporary Health Concerns	4	E	
		SOC 1 or	Introduction to Sociology	5	D0	4J
		SOC 1H	Honors Introduction to Sociology	5	D0	4J
		PSYC 49	Human Sexuality	4	D9	4I
Total Units for the Major:	**48**		**Total Units for the Major:**	78-84.5		
			Total Units that may be double-counted (*The transfer GE Area limits must not be exceeded*)	54	54	
			General Education (CSU-GE or IGETC) Units	**39**	**37**	
			Elective (CSU Transferable) Units	6.5-8	6.5-8	
			Total Degree Units (maximum)	**60**		

NOTE:

1. Additional requirements for the Elementary Teacher Education major vary at each CSU campus. It is highly recommended that counselors at community colleges discuss other possible courses that are part of the major preparation at a local CSU campus and encourage students to take some of these additional courses prior to transfer.
2. This TMC has been designed to meet the introductory content area subject matter requirements for teaching at the elementary school level. Careful consideration was given to identify a specific match to CSU general education requirements for transfer.

3. Due to considerable overlap between the major requirements and general education (GE), this TMC presumes that all courses in the TMC do fill the indicated CSU-GE requirement. If the courses at a given college do not currently fill all the indicated GE requirements, colleges may want to pursue further CSU-GE approval, or a TMC-aligned degree may not be possible within the SB 1440-mandated 60 unit maximum for the total degree.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College 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 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.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   APPT 195

Course Title: HYDRONICS/STEAM SYSTEMS/PUMPS

Credit Status:
X   Credit course
_____ Noncredit course

Catalog Description:

Basic concepts of various heating and cooling systems. Equipment selection, pipe sizing, proper installation methods are taught. One-pipe steam systems will be compared to two-pipe systems. Pump selection and application as well as service and repair.

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

_____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern

X   The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

Plumbing Technology

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

  April 2018

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

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 (select all that apply):
_____ Transfer
X   Workforce/CTE

_____ Basic Skills

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 attached to this form or provided in the box below.

Most job openings will be created by the need to replace workers who retire or leave the field for other reasons. During economic downturns, the number of job openings may decline. However, with the increased focus on environmentally sustainable building and remodeling practices, there may be additional opportunities for Plumbers, Pipefitters, and Steamfitters.

Projections of Employment

In California, the number of Plumbers, Pipefitters, and Steamfitters is expected to grow much faster than average growth rate for all occupations. Jobs for Plumbers, Pipefitters, and Steamfitters are expected to increase by 28.8 percent, or 11,600 jobs between 2014 and 2024.

Estimated Employment and Projected Growth Plumbers, Pipefitters, and Steamfitters					
Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Additional Openings Due to Net Replacements
California (2014-2024)	40,300	51,900	11,600	28.8	5,300

Source: EDD/LMID Projections of Employment by Occupation

View Projected Growth for All Areas

Annual Job Openings

In California, an average of 1,160 new job openings per year is expected for Plumbers, Pipefitters, and Steamfitters, plus an additional 530 job openings due to net replacement needs, resulting in a total of 1,690 job openings.

Estimated Average Annual Job Openings Plumbers, Pipefitters, and Steamfitters			
Geographic Area (Estimated Year-Projected Year)	Jobs From Growth	Jobs Due to Net Replacements	Total Annual Job Openings
California (2014-2024)	1,160	530	1,690

Source: EDD/LMID Projections of Employment by Occupation

Criteria C. Curriculum Standards (please initial as appropriate)

X_____ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

Faculty Requestor: Stephen Cry   **Date:** 2/1/18

Division Curriculum Representative: Bruce McLeod   **Date:** 3/1/18

Date of Approval by Division Curriculum Committee: 2/28/18

College Curriculum Co-Chairperson: _____   **Date:** _____

Approved 4/30/13; Form Revision 12/5/17

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Apprenticeship

APPT 195   HYDRONICS/STEAM SYSTEMS/PUMPS

Edit Course Outline

APPT 195	**HYDRONICS/STEAM SYSTEMS/PUMPS**	**Summer 2018**
108 hours total: 70 hours lecture, 38 hours laboratory.		**6.5 Units**

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade with P/NP option

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:**

Division Dean Information -

Seat Count: **Load Factor:** .162   **FOAP Code:**

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

There is a need to advance the skills of our workforce through training of basic plumbing techniques. These skills will be applied and mastered through on-the-job training at the employer's work site. The course will assist apprentices in obtaining and retaining jobs in the Pipe Trades.

1. Description -

Basic concepts of various heating and cooling systems. Equipment selection, pipe sizing, proper installation methods are taught. One-pipe steam systems will be compared to two-pipe systems. Pump selection and application as well as service and repair.

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

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

    A. Describe principles of hydronic heating and cooling
    B. Identify types of hydronic systems
    C. Identify appropriate equipment and pipe sizes
    D. Describe the installation of equipment used
    E. Describe the properties of steam
    F. Describe how steam works in a heating system
    G. Compare the operation of the two-pipe system to the one-pipe system
    H. Identify the different types of heat transfer devices

3. Special Facilities and/or Equipment -

Laboratory with hydronics and steam equipment.

4. Course Content (Body of knowledge) -

    A. Describe principles of hydronic heating and cooling
        1. Advantages of hydronic heating and cooling
        2. Gravity circulation
        3. Forced circulation
    B. Identify types of systems
        1. Series loop
        2. One-pipe
        3. Two-pipe
    C. Identify the appropriate equipment and pipe sizing for hydronic systems
        1. Equipment layout
        2. Pipe sizing
        3. Compression tank sizing
        4. Air separator sizing
        5. Triple duty valves
        6. Suction diffusers
    D. Describe the installation of the equipment used
        1. Pump installation techniques
        2. Compression tank
        3. Air separators
        4. Make-up water lines
    E. Describe the properties of steam
        1. Steam and saturated steam
        2. Interpret and use the steam table
    F. Describe how steam works in a heating system
        1. Explain how steam works
        2. Illustrate the use of steam traps
    G. Compare the operation the of two-pipe system to the one-pipe system
        1. Differentiate between the one and two-pipe systems
        2. Describe the operation if the two-pipe system
    H. Identify and compare the different types of heat transfer devices
        1. Identify common types of heat transfer units, controls and steam trapping
        2. Determine the appropriate methods for installing convectors and coils
        3. Identify unit heaters and proper mounting methods

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

    A. Results of written exercises and final examination

B. Satisfactory completion of hand on projects
C. Maintenance of a student workbook with questions drawn from text
D. Group and classroom participation

7. Representative Text(s) -

International Pipe Trades Joint Training Committee, Inc. <u>Hydronics Heating and Cooling for United Association Journeyworkers & Apprentices.</u> Washington, DC: United Association, 2000.
International Pipe Trades Joint Training Committee, Inc. <u>Pumps - for United Association Journeyworkers & Apprentices.</u> Washington, DC: United Association, 2000.
International Pipe Trades Joint Training Committee, Inc. <u>Steam Systems.</u> Washington, DC: United Association, 2001.

Although one or more of these texts are older than the recommended 5 years they conform to national training standards and are considered seminal works in the discipline.

8. Disciplines -

Plumbing

9. Method of Instruction -

A. Lecture
B. Lab Assignment
C. Group Discussion
D. Demonstration

10. Lab Content -

Students will work individually and in teams on term project related to the operation, testing and repair of hydronic and steam systems.

11. Honors Description - No longer used. Integrated into main description section.

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

A. Reading from assigned textbooks
B. Written assignments given in the laboratory
    1. Quizzes from workbook lessons

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

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Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   APPT 196

Course Title: BASIC ELECTRICITY, ELECTRICAL CONTROLS FOR MECHANIC EQUIPMENT

Credit Status:
X_____   Credit course
_____   Noncredit course

Catalog Description:

Students will be taught basic electrical principals relating to mechanical equipment. Ohm's Law, circuitry, Variable Frequency Drives, as well as trouble-shooting techniques will be covered. Students will be able to identify and classify motors and starters.

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

_____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
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Plumbing Technology

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

April 2018

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

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Please indicate how your course supports the Foothill College Mission (select all that apply):
_____   Transfer
X_____   Workforce/CTE

_____ Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> 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 attached to this form or provided in the box below.

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Projections of Employment

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Source: EDD/LMID Projections of Employment by Occupation

Criteria C. Curriculum Standards (please initial as appropriate)

<u>X</u>_____ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

Faculty Requestor: <u>Stephen Cry</u>   **Date:** <u>2/1/18</u>

Division Curriculum Representative: <u>Bruce McLeod</u>   **Date:** <u>3/1/18</u>

Date of Approval by Division Curriculum Committee: <u>2/28/18</u>

College Curriculum Co-Chairperson: _____   **Date:** _____

Submissions Course Outline Editor

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Apprenticeship

APPT 196   BASIC ELECTRICITY, ELECTRICAL CONTROLS FOR MECHANIC EQUIPMENT

Edit Course Outline

APPT 196	BASIC ELECTRICITY, ELECTRICAL CONTROLS FOR MECHANIC EQUIPMENT	Summer 2018
108 hours total: 70 hours lecture, 38 hours laboratory.		**6.5 Units**

Repeatability -

Statement:　　　　Not Repeatable.

Status -

Course Status: Active　　　　**Grading:** Letter Grade with P/NP option

Degree Status: Applicable　　　　**Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:　　　　　　　　**Validation:** 4/12/17

Division Dean Information -

Seat Count:　　　　**Load Factor:** .162　　　　**FOAP Code:**

Instruction Office Information -

FSA Code:

Distance Learning:　　　no

Stand Alone Designation:　　　no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

There is a need to advance the skills of our workforce through training at the Pipe Trades Training Center in Monterey and Santa Cruz counties in the area of basic plumbing techniques. These skills will be applied and mastered through on-the-job training at the employer's work site.

1. Description -

Students will be taught basic electrical principals relating to mechanical equipment. Ohm's Law, circuitry, Variable Frequency Drives, as well as trouble-shooting techniques will be covered. Students will be able to identify and classify motors and starters.

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

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

A. Describe basic electrical fundamentals, including Ohm's Law and basic circuit types
B. List and explain the function of various electrical devices and components
C. Demonstrate the proper use of meters and simple components
D. Recognize, classify, and explain motors and starters
E. Recognize, classify, and explain circuitry
F. Recognize variable frequency drives

3. Special Facilities and/or Equipment -

A. Laboratory with electrical tools/testers
B. Personal protective equipment

4. Course Content (Body of knowledge) -

A. Fundamentals of Electricity
    1. Atomic theory
    2. Ohm's Law
    3. Power distribution
B. Electrical Safety
    1. Effects of human contact with electricity
    2. Lock-out/tag-out procedures
C. Measuring Instruments
    1. Digital and analog types
    2. Voltmeter
    3. Ammeter
    4. Ohmmeter
D. Motors and Starters
    1. Electrical motor types
    2. Motor starters
    3. Overload protection
    4. Troubleshooting
E. Electrical Circuits
    1. Capacitive, inductive, and resistive loads
    2. Series, parallel, and compound circuits
    3. Fuses, breakers, and conductors
F. Variable Frequency Drives
    1. Frequency controlled circuits
    2. Advanced circuitry

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Written examinations
B. Hands-on demonstrations
C. Chapter quizzes
D. Group and classroom participation
E. Maintenance of a student workbook with questions drawn from text

7. Representative Text(s) -

International Pipetrades Joint Training Committee, Inc. <u>Basic Electricity.</u> Washington, DC: International Pipe Trades Joint Training Committee, Inc., 2015.
International Pipetrades Joint Training Committee, Inc. <u>Electrical Controls for Mechanical Equipment Service.</u> Washington, DC: International Pipe Trades Joint Training Committee, Inc., 2006. (Latest edition available)

While one or more of the required texts may be more than five years old, they are standard texts in the industry and are the most current available.

8. Disciplines -

Plumbing

9. Method of Instruction -

      A. Lecture
      B. Lab Assignment
      C. Group Discussion
      D. Demonstration

10. Lab Content -

Students will work individually and in teams to create, test and troubleshoot simple electrical circuits using devices and tools typically found in the plumbing and pipefitting industry.

11. Honors Description - No longer used. Integrated into main description section.

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

      A. Reading from textbooks:
            1. Application of Variable Frequency Devices (VFDs) and Direct Digital Control Devices (DDCs)
            2. Creating advanced schematics
      B. Writing assignments given in the laboratory
            1. Students write about the classification of motors, starters, electronic devices, and variable frequency drives

FOOTHILL COLLEGE
College Curriculum Committee
College Level Examination Program (CLEP) Proposal

New catalog language reflecting pass-along for CLEP toward CSU GE Certification – effective 2018-19:

College Level Examination Program (CLEP)
The College Level Examination Program (CLEP) is a credit-by-examination program that measures a student's level of comprehension of introductory college-level material for which students may earn college credit by receiving a satisfactory test score. Foothill students who are planning to satisfy graduation or transfer requirements by completing the CSU General Education-Breadth certification pattern may apply credit obtained through CLEP per the California State University approved policy AS-2492-10/AA which requires a passing score of at least 50 on the CLEP exams as outlined at https://www2.calstate.edu/apply/transfer/Pages/college-level-examination-program.aspx. Students should be aware of the fact that CLEP credit is currently not awarded for satisfaction of particular major course equivalency at Foothill College; moreover, for transfers, each campus in the CSU system determines how it will apply external examinations toward credit in the major.

Proposal for Awarding Credit by Examination for CLEP
Foothill College students may earn a degree by satisfying the general education requirements through completion of the CSU General Education-Breadth certification pattern, which permits the use of satisfactory CLEP scores toward satisfying some GE requirements. Completion of the CSU General Education-Breadth pattern requires approximately 28 more units than the local Foothill GE pattern, which does not permit the use of CLEP credit. Consequently, students who wish to apply CLEP credit to satisfy the GE requirements must complete 28 additional units, which presents an equity issue, especially since CLEP test-takers tend to be non-traditional students and Veterans. So as to avoid penalizing students, this proposal requests that Foothill College award CLEP credit toward satisfaction of the local GE requirements in a manner compatible with the California State University system. At this time, the proposal is for satisfaction of specific GE areas only, not for specific course-to-course equivalency. Faculty who wish to review CLEP exams with the intent of offering specific course credit may elect to do. It is proposed that courses be aligned with the CSU GE pattern as follows:

CSU GE Area	Foothill GE Area
B1	Area 3
B2	Area 3
B3	Area 3
B4	Area V
C1	Area I
C2	Area I
D	Area IV
E	Area VII