

			Escoto
2. Announcements a. Proposed Requisites b. Rachel Baker visit	Information Information	#1/20/15 -2	Escoto Holcroft
3. Career Pathways Trust Grant	Discussion		Girardeli
4. C-ID Information	Information	#1/20/15 -3	Escoto
5. Consent Calendar: a. GE Applications b. Stand Alone Forms	Action	#1/20/15 -4 thru 12	Escoto
6. Reciprocity for ADTs Policy	Discussion	#1/20/15 -13	

			All Reps
10. Adjournment			Escoto

Consent Calendar:

FH General Education: (attachments # 4-6)

¥ Area V, Communication & Analytical Thinking : MATH 12

¥ Area VI, United States Cultures & Communities: PHOT 8 & 8H

Attachment List :

- #1/20/15 -1 Draft Minutes: December 2, 2014
- #1/20/15 -2 CCC Notification of Proposed Requisites
- #1/20/15 -3 December 2014 GID Newsletter
- #1/20/15 -7 Stand Alone form-EMT 309
- #1/20/15 -8 Stand Alone form-EMTP 200
- #1/20/15 -9 Stand Alone form-L A 151
- #1/20/15 -10 Stand Alone form-PSE 151
- #1/20/15 -11 Stand Alone form-SPAN 110
- #1/20/15 -12 Stand Alone form-SPAN 111
- #1/20/15 -13 TMC for FH Anthropology Transfer Degree
- #1/20/15 -14 Draft-Course Currency Policy
- #1/20/15 -15 Draft-Division CC Meeting Report

Fall 2014 Quarter :

~~10/7/14~~
~~10/21/14~~
~~11/4/14~~
~~11/18/14~~
~~12/2/14~~

Winter 2015 Quarter


1/20/15
2/3/15
2/17/15
3/3/15
3/17/15

Spring 2015 Quarter

4/21/15
5/5/15
5/19/15
6/2/15
6/16/15

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

2014-2015 Curriculum Deadlines

- 12/1/14 Deadline to submit courses to CSU for CSU GE approval.
- 12/1/14 Deadline to submit courses to UC/CSU for IGETC approval.
- 12/5/14 COR/Title 5 Updates for Summer 2015.
- 3/2/15 Curriculum Sheet Updates for 2015-16.
- 6/1/15 Deadline to submit new/revised courses to UCOP for UC transferability
- 
- Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

2014-2015 Professional Development Opportunities & Conferences of Interest

- ~~7/10-12/14~~ ASCCC Curriculum Institute, Hayes Mansion, San Jose CA
- 1/15-16/15 CTE Curriculum Academy, Anaheim Marriott Suites, Garden Grove, CA
- 2/20-21/15 Accreditation Institute, San Mateo Marriott 2564.48 cE2/I BT 0.0108 Tc 45 0 0 45 -3 (n) -4 (

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<p>1. Minutes: November 18, 2014</p>	<p>Minutes as written with one correction (capitalize Spanish in section #2) / (Evans, Serna) A . 1 abstention.</p>
<p>2. Announcements a. Plenary Resolutions</p>	<p>: I E Escoto pointed out some of the resolutions that were of particular interest to this committee as discussed at ASCCC Plenary.</p> <ul style="list-style-type: none"> • <u>9.01</u>: Reference to students having an option of a local GE pattern for degrees inputted as "transfer programs" but not necessarily ADTs. • <u>9.06</u>: References the paper adopted in Spring 2008, "The Course Outline of Record: A Curriculum Reference Guide" should be updated for Spring 2016 as the curriculum processes have changed. • <u>9.09</u>: Suggests the development of a statewide curriculum management system be built specifically for the California community colleges. • <u>9.11</u>: Adopting reciprocity policy for ADTs, to assist students who attend multiple community colleges.
<p>3. Consent Calendar: a. Stand Alone Forms</p>	<p>: I E Stand-alone procedural question: if we are "approving" these forms, why do we have them on a consent calendar? We present them in this manner to encourage active conversations about each</p>

Draft Minutes, December 2, 2014

	<p>for the reasons by which we would approve or identify an issue for further discussion. LaManque would like to bring something to the committee regarding guidelines. Our student rep, Chris Ju, reminded us that in the conversations regarding curriculum development, we should take into account the courses students would be interested in having available to them. Ju would like to survey the students and bring back to this committee the results. Escoto ensured him we would be very interested in that information.</p> <p>Form discussion: Escoto introduced form. Gomes suggested that we add lecture and lab hours. Nunez will correct asap and send out to division reps.</p>
5. Course Classifications	<p>: Isaac Escoto</p> <p>Escoto presented a document containing brief explanations of degree-applicable, non-degree-applicable courses, credit and non-credit courses. Escoto will distribute.</p>
6. Cross-listing Courses	<p>: I E</p> <p>The Curriculum Team is working on a draft policy document for discussion purposes for Winter quarter. Hueg informed the committee that there are also issues regarding how Banner does or does not handle cross-listed courses (i.e., Scheduling, Degree Works).</p>
7. Course Deactivation	<p>: A L , I E</p> <p>While some courses are updated on their regular Title 5 schedule, they still may not have been offered in the last 5 years. Transfer students are held responsible for courses that have been articulated. It was suggested that the guidelines include an appeal process by which a division could substantiate keeping a course. Any appeal would be presented to this body. The team will come up with some wording and bring it back in January for discussion.</p>
8. Good of the Order	<p>Coming up Winter quarter: Review of our AP and CLEP policy.</p>
9. Adjournment	<p>3:31 p.m.</p>

A : Kathy Armstrong (PSME), Escoto (Faculty Co-Chair), Brian Evans (BSS), Marnie Francisco (PSME), Hilary Gomes

V T 92: Clinical Internship III	L. Eshman, K. Terry	Prereq: V T 91
V T 93: Clinical Internship IV	L. Eshman, K. Terry	Prereq: V T 84
V T 72: Principles of Veterinary Dentistry	L. Eshman, K. Terry	Prereq: V T 70

Course Identification Numbering System (C-ID)

Happy holidays from the C-ID family to yours!

5-Year Descriptor Review:

The Faculty Discipline Review Groups (FDRGs) for Communication Studies, Psychology, and Sociology finished reviewing 323.16 S1(i) 8 (n) 2 (ig 2 () 7 (f) 7 (ie 2 (e)

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: Math 12: CALCULUS FOR BUSINESS AND ECONOMICS

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

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: Math 12: CALCULUS FOR BUSINESS AND ECONOMICS

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:

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

- 3. Computation of limits algebraically
- 2. Instantaneous rate of change and tangent lines
- 4.E. Demonstrate understanding of elementary ideas of accumulated change and the definite integral.
 - 3. The definite integral
 - 4. The definite integral as area
 - 5. Interpretations of the definite integral
 - 6. The fundamental theorem of calculus
 - 7. Approximate definite integrals using Riemann sums
- 4.I. Discuss mathematical problems and write solutions in accurate mathematical language and notation.
 - 1. Use of proper notation

C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline - appropriate language

Matching course component(s):

4.I. Discuss mathematical problems and write solutions in accurate mathematical language and notation.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

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

Matching course component(s):

4.C Solve applications problems using definite integrals

1. Average value
2. Consumer and producer surplus
3. Present and future value
4. Areas between curves: computation of with definite integrals and in applications (e.g., total profit)

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

Matching course component(s):

4F Apply techniques of differentiation, graphically numerically and symbolically

1. Derivative formulas for powers and polynomials.
2. Exponential and logarithmic functions
3. The chain rule
4. The sum, product, and quotient rules
5. Implicit differentiation
6. Sketching graphs of functions using horizontal/vertical asymptotes, intercepts, and the first and second derivatives to determine intervals where the function is increasing/decreasing, is concave up/down, and has local extrema and points of inflection

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 (ability to teach and assess basic computer concepts and skills)

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Review Committee Members:

Marnie Francisco, Simon Pennington

Comments:

Recommend for approval

Approved: _____ Denied: _____ CCC CoChair Signature: _____ Date: _____

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

Course Number & Title: PHOT 8: Photography of Multicultural America

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 become17.2964 442.08 4 (o) 1 (i) 4 (c) 1 (i) 4 (ent) 2 () 3 (i) 4 (n) 3 (eac) 1 (h 442.08 4 (o) 1 () 3 (t) 2 (he17.296c) 1 (o) 1 (442.0e17.2!

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

Course Number & Title: PHOT 8: Photography of Multicultural America

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):

Describe the historical experience and photographic representation of minority groups in America.

Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

Interplay of class, race, ethnicity, gender, sexuality, legal status in American history

1. Historical and social context of Native American experience
2. Historical and social context of African American experience
3. Historical and social context of Chicano/Latino American experience
4. Historical and social context of European immigrant experience
5. Historical and social context of Asian American experience

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

Photographic image analyses designed to show student mastery of lessons and text.

1000-word essays or photographic projects for each of the three parts of the course.

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):

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AREA VI - UNITED STATES CULTURES & COMMUNITIES

heterosexual, U.S. citizen)

2. Role of the "other" (Class, Race, Ethnicity, Gender, Sexuality, Legal Status, Religion)

Anthropology, ethnology and photography

1. Depicting a world of progress through visualizing differences
2. Representations of the 'native' and the making of European identities

Power relationships of representation (photographer, subject and viewer)

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

Photographic image analyses designed to show student mastery of lessons and text.

1000-word essays or photographic projects for each of the three parts of the course.

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):

Effects of representation

1. Self-image
2. Outsider perception
3. Treatment in life

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

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):

Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

Discussion topic comments designed to show student mastery of lessons and text.

1000-word essays or photographic projects for each of the three parts of the course.

U5. Evaluate and analyze the interaction of at least one

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

1000-word essays or photographic projects for each of the three parts of the course.

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):

Regime of representation

1. Evolution and implications of "whiteness" as the norm in America (rich, white, male, heterosexual, U.S. citizen)
2. Role of the "other" (Class, Race, Ethnicity, Gender, Sexuality, Legal Status, Religion)

The role of the camera in colonization.

1. Historical and social context of colonization
2. Photographic inventions and territorial expansion

Anthropology, ethnology and photography

1. Depicting a world of progress through visualizing differences
2. Representations of the 'native' and the making of European identities
3. Power relationships of representation (photographer, subject and viewer)

General Education Review Request

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AREA VI - UNITED STATES CULTURES & COMMUNITIES

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

Photographic image analyses designed to show student mastery of lessons and text.

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

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):

Critically analyze the factors in photography that have helped shape our perceptions,

General Education Review Request
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REVIEWCOMMITTEEUSEONLY:

Review Committee Members:

Lety Serna, Milissa Carey, Scott Lankford

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

Course Number & Title: PHOT 8H: Honors Photography of Multicultural America

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

heterosexual, U.S. citizen)

2. Role of the "other" (Class, Race, Ethnicity, Gender, Sexuality, Legal Status, Religion)

Anthropology, ethnology and photography

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General Education Review Request
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1000-word essays or photographic projects for each of the three parts of the course.

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):

Regime of representation

1. Evolution and implications of "whiteness" as the norm in America (rich, white, male, heterosexual, U.S. citizen)
2. Role of the "other" (Class, Race, Ethn(,))7.2 (n) -02 (8 Tf () TBT 41 0 0 41 0 0 Tm /F5.0 1

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

2. Outsider perception
3. Treatment in life
 - a) poverty
 - b) harassment
 - c) discrimination (housing, jobs, educational opportunities, etc)
4. Assimilation and isolation

Interplay of class, race, ethnicity, gender, sexuality, legal status in American history

1. Historical and social context of Native American experience
2. Historical and social context of African American experience
3. Historical and social context of Chicano/Latino American experience
4. Historical and social context of European immigrant experience
5. Historical and social context of Asian American experience

Anthropology, ethnology and photography

1. Depicting a world of progress through visualizing differences
2. Representations of the 'native' and the making of European identities

Power relationships of representation (photographer, subject and viewer)

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

society.

3. Identify the major photographers and genres through their photographs and philosophies.
4. Write about the important qualities of a photograph and compare and contrast one photograph to another.
5. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.
6. Discussion topic comments designed to show student mastery of lessons and text.
7. Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like tike gth

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

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):

Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

Photography in Contemporary American Society

1. Widespread preoccupation with issues of cross-cultural adjustment, displacement, and loss within contemporary photography.
2. Effects of the media and the influence of the photography industry on visual culture and society

The role of the camera in colonization.

1. Historical and social context of colonization
2. Photographic inventions and territorial expansion

Anthropology, ethnology and photography

1. Depicting a world of progress through visualizing differences
2. Representations of the 'native' and the making of European identities

Power relationships of representation (photographer, subject and viewer)

Photographs and the construction of an archetype or stereotype

Catalysts for the deconstruction of an archetype or stereotype

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

1000-word essays or photographic projects for each of the three parts of the course.

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)

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

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Lety Serna, Milissa Carey, Scott Lankford

Comments:

Recommend Approval 11/25/14

Approved: _____ Denied: _____ CCC CoChair Signature: _____ Date: _____

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California Employment Development Department
Dataset provided by BACCC extracted from EMSI.
EMSI data provided by Foothill College in preparation for program review
Other labor market information:

Data from the California Employment Development Department, indicates that in the **San Francisco Bay area from 2010-2020 a 22% increase in demand is expected for EMT and Paramedics**. This is projected to result in approximately 130 more jobs coupled with an additional 120 positions open due to retirements and other separations.

Data from EMSI indicates **a growth in demand for EMT and Paramedics of 7.1% from 2014-2017**.

A search on Craigslist (shown below) on Nov 22, 2014 listed 30 line items for which EMTs were specifically listed as qualified applicants from Oct 9-Nov22, some listing multiple positions

Therefore the job outlook for EMT and Paramedics appears strong from two data sets and the one time job search on Craigs list.

A search on Craig's List of SF Bay Area region on Nov 22, 2014 using search terms "jobs_medical/health_emt" revealed significant job openings in the Bay area and surrounding areas. Many job openings have open positions for multiple individuals.

Nov 21 EMT'S WANTED (concord / pleasant hill / martinez)
Nov 19 Direct Support Professional - Caregiver (Alameda)
Nov 19 Direct Support Professional - Caregiver (Union City)
Nov 19 Daytime Health Supervisor (Outdoor Science School)
Nov 12 Exciting EMT Job Opportunities at NORCAL Ambulance! (BAY AREA)
Nov 11 Health Technician (cupertino) map
Nov 7 Flight Communications Specialist (santa rosa) map
Nov 6 Royal Ambulance EMT
Nov 4 ED Screeners needed for Stanford (palo alto)
Nov 3 EMT OR LVN (san jose downtown)
Nov 3 EMT OR LVN (novato)
Nov 3 EMT OR LVN (santa cruz)
Nov 3 FALCON AMBULANCE EMT OPENINGS!!! mapmap
Oct 24 Royal Ambulance EMT
Oct 24 EMT and/or Paramedic (San Francisco)
Oct 23 TOMORROW EMT paramedic FR FA for Halloween events. Oct 31 and Nov 1

Few LOCAL results found. Here are some from NEARBY areas

Nov 14 EMT's Wanted Seasonal Work in Sacramento map
Nov 12 EMT Position Available (Stockton, CA)
Nov 12 NORCAL Ambulance is Hiring EMTs and Paramedics in Sacramento Area (Sacramento)
Nov 2 Full Time MAs, EMTs, XTs, and LVNs (Fair Oaks)
Oct 30 Ski Patrol - Full Time (Truckee, CA)
Oct 30 LVN/LPN/EMT or Paramedic Immediate Job Opportunity @ Medcor! (Atwater, CA)
Oct 30 LVN/LPN/EMT or Paramedic Immediate Job Opportunity @ Medcor! (Atwater, CA)
Oct 29 EMERGENCY MEDICAL

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Practice of spoken Spanish with an emphasis on developing oral and listening communication skills.
Attention will be given to pronunciation, vocabulary and accurate use of basic grammar.

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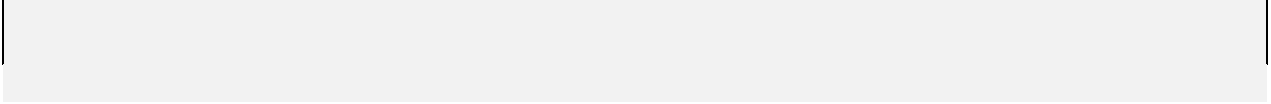
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Transfer Model Curriculum (TMC) Template for Anthropology

CCC Major or Area of Emphasis:

TOP Code:

CSU Major(s):

Total Units:

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GECC

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