College Curriculum Committee   Meeting Agenda
Tuesday, March 1, 2016
2:00 p.m.   Ð3:30 p.m.
PresidentÕs Conference Room

Item	Action	Attachment	Presenter
1. Minutes: February 16, 2016	Action	#3/ 1/16 -1	Escoto

2. Announcements
    a. New Course Proposal
    b. CSU GE Social Sciences
    c. Stand Alone Course Procedure
	Information	#3/ 1/16 -2
		
		#3/1/16 -3
			Escoto

3. Consent Calendar a. GE Applications	Action	#3/1/16 -4Ñ8	Escoto
4. AP Credit for ADT	Discussion	#3/1/16 -9Ñ12	Day/Escoto
5. Process for Determining Lower Division Course Credit	2nd Read	#3/1/16 -13	Escoto
6. Local General Education - Area I	Discussion	Adjournment	

COLLEGE CURRICULUM COMMITTEE

Meeting Date:

Co-Chairs (2)

779   Associate Vice President, Instruction   Andrew LeMana

Voting Membership—12 total; 1 vote per division

Non-Voting Members (3)

7231   Evaluations

Visitors:

that courses get hung up in the process, for various reasons, which causes frustration. Suggestion that, as a group, we read through all of our current local GE categories and determine whether those courses on CSU-

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General Education Review Request
AREA I - HUMANITIES

Course Number & Title: CRWR 6 Introduction to Creative Writing_____

<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.24 269.9863 462.96tA1 0 4 432280 0.24 q 0.24 0 0 0.24 283.6484 432.n 1 (r) 2(y.)]TJET Db(o) 1 (

C. Ten analytical responses of at least one page each to assigned published writings

H3. Develop appreciation for what is significant about human life and its creations;
Matching course component(s):
b. Analyze published poetry.
f. Analyze published short fiction
l. Compare and contrast voices which reflect a diversity of cultural and social milieus.

Representative Texts
An anthology that contains poetry and short fiction or two anthologies, each focusing on one of the genres. Suggested anthologies are:
Knorr, Jeff and Tim Schell. A Writer's Country: A Collection of Fiction and Poetry. Upper Saddle River: Prentice Hall, 2000
Oates, Joyce Carol. Telling Stories: An Anthol

Knorr, Jeff and Tim Schell. A Writer's Country: A Collection of Fiction and Poetry. Upper Saddle River: Prentice Hall, 2000
Oates, Joyce Carol. Telling Stories: An Anthology for Writers. New York: Norton, 1997.
Poulin, A. Jr. and Michael Waters. Contemporary American Poetry. 8th Rev. Ed. Boston: Houghton Mifflin, 2005

Methods of Evaluation
C. Ten analytical responses of at least one page each to assigned published writings

Examples of Required Reading and Writing and Outside of Class Assignments

C.   Written analysis of published poetry and short fiction.
    D. Composition of original poetry and short fiction.

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):
   a. Demonstrate understanding of the basic elements of poetry.
   b. Analyze published poetry.
   c. Critique student poetry.
   d. Create original poetry, demonstrating basic elements.
   e. Demonstrate understanding of the basic elements of short fiction.
   f. Analyze published short fiction.
   g. Critique student short fiction.
   h. Create original short fiction, demonstrating basic elements.
   i. Participate effectively in a workshop setting.
   j. Revise original poetry and short fiction based on workshop critiques.
   k. Produce self-analyses of poetry and short fiction.
   l. Compare and contrast voices which reflect a diversity of cultural and social milieus.

Methods of Evaluation
C. Ten analytical responses of at least one page each to assigned published writings

Examples of Required Reading and Writing and Outside of Class Assignments

A. Written analysis of published poetry and short fiction.

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):
A. Demonstrate understanding of the basic elements of poetry
   2. Content
      a. Sound: Meter and rhythm, consonance and assonance, repetition and rhyme
      b. Figures of speech: simile and metaphor
      c. Imagery

d. Tone

B. Analyze published poetry
C. Critique student poetry
F. Analyze published short fiction.
G. Critique student short fiction.
I. Participate effectively in a workshop setting.
K. Produce self-analyses of poetry and short fiction.
L. Compare and contrast voices which reflect a diversity of cultural and social milieus.

B2. Computation (application of mathematical concepts, and/or using principles of data collection andanalysis 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):
B. Analyze published poetry
   1. Identify significant elements
   2. Determine how these elements contribute to the poet's purpose.
C. Critique student poetry
   1. Identify significant elements
   2. Determine how these elements contribute to poet's intended purpose
   3. Offer critical suggestions about how poet can accomplish purpose via revision
F. Analyze published short fiction
   1. identify significant elements
   2. determine how these elements contribute to writer's purpose
G. Critique student short fiction
   1. identify significant elements
   2. determine how elements contribute to writer's intended purpose
   3. offer critical suggestions about how writer can accomplish intended purpose via revision

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):
B. Analyze published poetry
F. Analyze published short fiction
L. Compare and contrast voices which reflect a diversity of cultural and social milieus.

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 Number & Title: CRWR 39A Introduction to Short Fiction

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):
B. Analyze published short fiction.
H. Compare and contrast voices which reflect a diversity of cultural and social milieus.

Representative Texts
Burroughway, Janet and Elizabeth Stucky-French. <u>Writing Fiction</u>. Boston: Pearson, 2007.
Hills, Rust. <u>Writing in General and the Short Story on Particular</u>. Boston: Houghton Mifflin, 2000.
Mills, Mark. <u>Crafting the Very Short Story: An Anthology of 100 Masterpieces</u>. Boston: Pearson, 2003.
Shepard and Thomas. <u>Sudden Fiction</u>. Utah: Gibbs-Smith, 1986.

Methods of Evaluation
Five analytical responses of at least one page each to assigned published writings

Examples of Required Reading and Writing and Outside of Class Assignments
   A. Read a text of short fiction, which includes instruction on craft
   B. Written analysis of published short fiction

G. Revision of original work
H. Portfolio Review of at least two pages
I. Quality of original work

Examples of Required Reading and Writing and Outside of Class Assignments
A. Read a text of short fiction, which includes instruction on craft
B. Written analysis of published short fiction
C. Composition of original short fiction

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):
A. Demonstrate an understanding of elements of short fiction.
B. Analyze published short fiction.
C. Critique short fiction by students.
D. Create original short fiction, demonstrating elements.
F. Revise original short fiction based on workshop critiques, lecture, and conference.
G. Produce self-analyses of short fiction.
H. Compare and contrast voices which reflect a diversity of cultural and social milieus.

Methods of Evaluation
J. Participation in workshop discussions
K. Production of written critiques of student work
L. Five analytical responses of at least one page each to assigned published writings
M. In class writing exercises
N. A minimum of fifteen pages of short fiction
O.

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

Comments:

Recommended for approval by subcommittee on 2/22/16

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

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

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

A course meeting the Humanities General Education Requirement **must** help students:
H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

General Education Review Request
AREA I - HUMANITIES
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Please map each appropriate component from the   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.

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;

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;

analyze Master Poets
compare and contrast voices, which reflect a diversity of cultural and social milieus
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General Education Review Request
AREA I - HUMANITIES
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Make reasoned judgments that reflect ethical and aesthetic human values;

demonstrate understanding of the elements of poetry
analyze Master Poets
    1. Distinguish between traditional and modern use of figurative language
      Determine how these elements contribute to poet's purpose
      Evaluate and contrast contemporary standards for publication
critique student poetry
create original poetry, demonstrating elements
G. compose critical thinking analysis explications demonstrating appropriate academic
language

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demonstrate understanding of the elements of poetry
analyze Master Poets
critique student poetry
D. create original poetry, demonstrating elements
E. revise original poetry based on workshop critiques
compose critical thinking analysis explications demonstrating appropriate academic language

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

critique student poetry
f. compare and contrast voices, which reflect a diversity of cultural and social milieus
g. compose critical thinking analysis explications demonstrating appropriate academic language

Computation (application of mathematical concepts, and/or using principles of data collection andanalysis

Requesting Faculty: Lesley Dauer   Date: 2-11-16

Division Curr Rep:

Course Number & Title: MUS 11E - History of Electronic Music 1970 to 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,

Matching course component(s):

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

Matching course component(s):

10. Lab Content:

1. Additional opportunities are provided through critical analysis of live concerts, films and documentaries.

2. Course Objectives

A. Describe and discuss the history of electronic music from 1970 to the present.

1. Course Description:

    Explore the emergence of electronic music styles, instruments and recording techniques as dominant

Matching course component(s):
2. Course Objectives:
    A. Analyze electronic music instruments and synthesis techniques and their effect on musical
        content and aesthetics from 1970 to the present.

6. Methods of Evaluation

Matching course component(s):

2. Course Objectives
   A.   Analyze electronic music instruments and synthesis techniques and their effect on musical content and aesthetics from 1970 to the present.

   B.   Identify electronic music styles, instruments and synthesis techniques utilized in music production from 1970 to the present.

6. Methods of Evaluation

   C.   Essays in response to prompts that ask for critical exploration of a topic related to the parts of the course or concert reviews.

   D.   Final Examination or Comprehensive Project: in-depth analysis of an electronic musician

General Education Review Request
AREA I – HUMANITIES

Review Committee Members:

Hilary Gomes, Robert Hartwell, Kay Jones, Kay Thornton

Comments:

Approved after changes made to COR

Approved:_____**X**__ Denied:_____ CCC Co-Chair Signature:_____Date:_____

Course Number & Title: Psyc 49 Human Sexuality

Please map each appropriate component from the Course Outline of Record to the appropriate dep th 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

c.   Legality of prostitution

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of eve   nts and ideas from multiple perspectives;
Matching course component(s):

Course Learning Objectives
D. challenge myths and fallacies from a research base.
E. evaluate theories of sexual gender, identity, function and dysfunction.

Course Content
¥ Introduction

   1. Crosscultural comparisons of sexual behavior
   2. Historical comparisons of sexual attitudes and behavior
   3. Research method
   .   Survey
a.   Correlation
b.   Case study
c.   Direction observation
   d. Experimental

Methods of Evaluation-

   May include, but not limited to

   A.   Multiple choice quizzes
   B.   Essay exams

Course Content

1. Research methods

.

K.   Personal reaction papers

S5. Explain world development and global relationships;
Matching course component(s):

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
Matching course component(s):

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
Matching course objective(s):

S8. Assess the distribution of power and influence;
Matching course component(s):

a.   How to deal with sexual harassment

¥ Legal Issues

   1. Pornography
a.   Effects of pornography
b.   Effects of vin2b/1 (f) -22-0.5 (pnd.2 (t) 0.) -0 tfb.b.ffl wsl wphy

b.   Effect of abuse on the children

¥ Legal Issues

   1. Pornography
a.   Effects of pornography
b.   Effects of violent and degrading sexually explicit material
   2. Prostitution and Other Sex Work
 .   Definition and types of prostitution
a.   Characteristics of prostitutes
b.   Characteristics of the customers of prostitut$us
c.   Legality of prostitution

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course component(s):

Course Content
¥ Biological aspects of human sexuality

   1. Male and female sexual and reproductive anatomy
a.   Internal and external structures
   2. Hormones and the endocrine system
 .   Men and women
   3. Four stages and descriptions of the menstrual cycle
 .   Experiences and hormonal activity
   4. Variations in women's menstrual cycles
 .   physiological
a.   psychologically
   5. Menstrual problems
   6. Cultural beliefs about menstruation
   7. Male and female sexual response cycles
 .   Master's and Johnson's model
   8. Definitions of orgasms and the differences between men's and women's orgams
   9. Sexually Transmitted Infections
 .   Causes, symptoms, treatmes, testing options

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course component(s):

S14. Explain the association between psychological well -being, mental pr ocesses, emotions & societal functioning.

Matching course component(s):
¥ Sexual Problems, Therapy, and Communication

1. Relationship conflicts
2. Male sexual problems
3. Female sexual problems
4. Therapy techniques
5. Elements of ineffective and effective communication

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-
   May include, but not limited to:

Course Learning Objectives
A. Approach sexual relations in an informed, understanding, sensitive manner.
B. Understand the historical attitudinal development of sexuality, the cultural and comparative differences, gender identity and early socialization.

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

B. Research papers

Requesting Faculty: Ben Stefonik _____ Date: _____

Division Curr Rep: _____ Date: _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Roseann Berg, Kimberly Lane, Kay Thornton

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reimbursement for those costs shall be made pursuant to these statutory provisions.

Vote: majority Appropriation: no.Fiscal committee: yes. State-mandated local program: yes.

The people of the State of California do enact as follows:

TMCs fall somewhere between these extremes, allowing flexibility in some areas but not in all. While the ASCCC encourages course reciprocity and substitution where possible and reasonable, substitutions should only be made in instances where the TMC allows flexibility, as the local TAor AS-T degree awarded must remain consistent with parameters of the TMC for the specific discipline.

Local policies and practices may need to be revisited in light of the TMC system. Senates and curriculum committees should lead such discussions, ensuring that discipline faculty are responsible for making decisions regarding course substitutions within the TMC-aligned degree requirements. While existing practices may permit colleges to substitute (or not) in any way they choose, for the sake of the TMC system and in the spirit of SB 1440, the ASCCC urges colleges to allow all reasonable course substitutions that are consistent with the parameters of the TMCs.

Once all the specifically
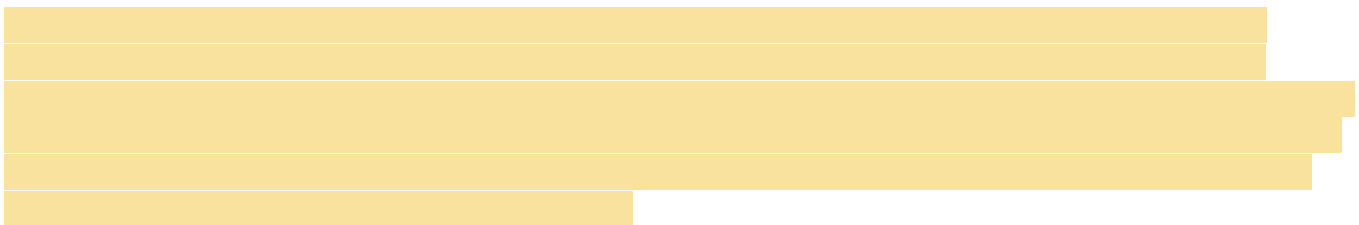
REFERENCES

<u>What SB 1440 said</u>:

CEC section 66746 Community colleges are encouraged to facilitate the acceptance of credits earned at other community colleges toward the associate degree for transfer pursuant to this section.

<u>ASCCC Resolution</u>

approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.

(c) The nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose.

(d) A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for prior experience or prior learning only in terms of individually ideng512.16 cm BT

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General Education Review Request
AREA I - HUMANITIES

Course Number & Title: _____

<u>Breadth Criteria:</u>

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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 rea ding, 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 an alytical 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 conte xt 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 I   ÐHumanities:</u>

The humanities include courses in Arts and Letters that

H10. Thinking critically, including the abil ity 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):