College Curriculum Committee
MeetiMeee

2. Announcements a. CCC Charges b. Task Force Recs/Resolutions Fdbk due 11/4	
3. Report out from Divisions (LA)	Speaker: Scott Lankford • Division Curriculum Process: LA working to tighten process and help faculty be more familiar with curriculum flow. Lankford introduced a sign-off sheet that R. Arca created that they are using in their division. • New curriculum: Recently wrote a series of courses that will teach reading and writing simultaneously, "Integrated Reading and Writing," to bring students up to college level in 2 courses rather than 3. It has a portfolio course associated with it. In the old series, of the students that were successful in the first course, 40% did not go on to the 2nd course. This series has the potential to get more students thru the entire series with more success. FA will speak next meeting.
4. Consent Calendar: a. General Ed Applications b. Non-Credit Course	Speaker: Carolyn Holcroft • Motion to approve consent calendar (*Area I, Humanities:* ART 2A, 2AH, 2B, 2BH, 2C, 2CH; ENGL 12, 17, 22, 31; PHOT 10H; THTR 2A, 2B; VART 2C; *Area IV, Social & Behavioral Sciences:* BUSI 22, 53; HIST 20; PHED 2; POLI 1, 3, 3H, 15, 15H; PSYC 30; *Stand Alone:* NCBS 405) minus the courses pulled for individual discussion noted below M/S/C (Lankford, Murray) <u>Pulled for discussion:</u> • ASTR 1

	Ziegenhorn agreed and will take the applications back to the subcommittee for full review. Other discussion: The committee agreed that if a course is cross-listed, both courses should be included in the approval (ie. PSYC 30 and SOC 30).
5. GE Review –BUSI 18 for FH Area IV (Social & Behavioral Sciences)	Speaker: Glenn Violett Holcroft reminded that at last CCC meeting the committee requested the author come to CCC to provide more information regarding the GE application. Violett explained that BUSI 18 has depth due the contract portion of the course. This discussion is very familiar in that we have had multiple conversations about our philosophy of general ed at Foothill. One rep opined that it seems our view has changed in the last year since we agreed to accept IGETC pattern to satisfy the GE requirements for an AA or AT degree. Move to approve (Lankford, Ragey) 6 against, 4 in favor,1 abstain. Motion failed, BUS 18 not approved for GE.
6. Interdisciplinary Prerequisite Implementation Options	Speaker: Carolyn Holcroft Options are on the table: 1) implementation via rigorous content review alone, 2) implementation via statistical validation and content review, or 3) faculty option to chose between options 1 and 2. Feedback: FA wanted #3. Motion to adopt option #3 M/S/C (Lankford, Knobel). Holcroft to bring to academic senate.
7. New Course Process Resolution	Speaker: Carolyn Holcroft Holcroft explained that CCC is responsible for all curriculum regardless of how our approval system functions. We are charged with preventing overlapping curriculum and with ensuring appropriateness of curriculum within the context of the overall college offerings. Current process makes this impossible as courses may be developed without any faculty outside division

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ENGL 14 INTRODUCTION TO CONTEMPORARY 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: 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):
Selected fiction written between l950 and the present, with emphasis on English, Canadian, and international works in translation. Students are introduced to various thematic and stylistic trends in contemporary fiction; use of current scientific discoveries, historical theories, religious and cultural developments.

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

Matching course component(s):
use of current scientific discoveries, historical theories, religious and cultural developments.

H3. Develop appreciation for what is significant about human life and its creations;
Matching course component(s):
A. Distinguish features and aspects of various contemporary works, recognizing categories, motifs,

2. Feminist writing;
3. "Pop" literature;
4. Post-modernists, e.g. magical realism, metafiction, flash fiction, etc.
5. Multicultural and international fiction.

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):
A. Introduction to various contemporary works:
1. "New journalism" and the non-fiction novel;

General Education Review Request
AREA I - HUMANITIES

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): Students are introduced to various thematic and stylistic trends in contemporary fiction; use of current scientific discoveries, historical theories, religious and cultural developments.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ENGL 46AÐSurvey of English Literature

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 t o 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 a n 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 b elow.

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.

General Education Review Request
AREA I

period.
5. investigating the portrayal of gender roles in literature of this period.
6. tracing the development of literary styles, genres, and forms in this period.
7. applying theories of literary criticism to literature of this period.
8. demonstrating via discussion and writing an awareness of the ways in which Britain's past has shaped its linguistic and literary present.

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
Supporting element(s) from the CoR:
2. Expected Outcomes The student will be able to:
A. Develop critical thinking skills by:

General Education Review Request
AREA I - HUMANITIES

4. analyzing ethical, philosophical, political, religious, and social perspectives in literature of t period.
5. investigating the portrayal of gender roles in literature of this period.
6. tracing the development of literary styles, genres, and forms in this period.
7. applying theories of literary criticism to literature of this period.
8. demonstrating via discussion and writing an awareness of the way Britain's past has shaped its linguistic and literary present.

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

Supporting element(s) from the CoR:
4. Expanded Description of Course Content
B. Approaches to the literature of the period
1. Historical analysis showing growth of principal literary genres and forms
2. Sociological analysis showing contributions of different cultural groups
3. Aesthetic analysis
4. Psychological analysis (Freudian or Jungian)
C. Class activities
1. Lectures about historical and biographical contexts of works studied
2. Large and small group discussions of ideas and emotions conveyed in each 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.

Supporting element(s) from the CoR:
4. Expanded Description of Course Content
C. Class activities
2. Large and small group discussions of ideas and emotions conveyed in each work
4. Written response to works under study
6. Methods of Evaluation
B. Participation in class discussion
C. Midterm and final examination
D. Journals and Portfolios (at instructor's discretion)
E. Critical essays (at least one formal paper)
F. Class presentations (at instructor's discretion).

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

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

Supporting element(s) from the CoR:

General Education Review Request

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AREA I - HUMANITIES

2. Large and small group discussions of ideas and emotions conveyed in each work
4. Written response to works under stu

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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).

Supporting element(s) from the CoR:
N/A

Requesting Faculty: Kella Svetich Date: 2/22/10

Division Curr Rep: Kella Svetich Date: 2/22/10

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

Despite items included on the application not found in the COR, the GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ENGL 46CÐSurvey of English Literature

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 t o 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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ENGL 46CÐSurvey of English Literature

Please map each appropriate component from the Course Outline of Record to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

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 art s) as it addresses and explores central questions about the meaning and experience of human life;

6. tracing the development of literary styles, genres, and forms in this period
7. applying theories of literary criticism to literature of this period.
8. demonstrating via discussion and writing an awareness of the way Britain's past has shape linguistic and literary present.

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

Supporting element(s) from the CoR:
2. Expected Outcomes The student will be able to:
A. Develop critical thinking skills by:
1. evaluating, understanding, and interpreting major literary texts (fiction, poetry, drama, biography, autobiography, essays as appropriate).
2. applying a variety of critical and theoretical criteria to evaluation of the literature.
3. identifying the historical, literary, and multi-cultural issues in the literature.
B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the late Romantic Period to the present day by:
1. studying at least six major authors.
2. analyzing the influence of British culture and nationalism on writers from this period and their texts.
3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on literature of this period.
4. analyzing ethical, philosophical, political, religious, and social perspectives in literature of this period.
5. investigating the portrayal of gender roles in literature of this period.
6. tracing the development of literary styles, genres, and forms in this period.
7. applying theories of literary criticism to literature of this period.
8. demonstrating via discussion and writing an awareness of the way BritainÕs past has shaped linguistic and literary present.

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

5. investigating the portrayal of gender roles in literature of this period.
6. tracing the development of literary styles, genres, and forms for this period.
7. applying theories of literary criticism to literature of this period.
8. demonstrating via discussion and writing an awareness of the way Britain's past has shape linguistic and literary present.

H4. Make reasoned judgments that reflect ethical and aesthetic human values;
Supporting element(s) from the CoR:

4. Expanded Description of Course Content

B. Approaches to the literature of the period

1. Historical analysis showing growth of p(t) 0.2 (9 (1. H) -0.2 (i) 0.2 2r (i) 0.2A) -0.72 (i) 0.2 (

texts.
3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on lit
of this period.
4. analyzing ethical, philosophical, political, religious, and social perspectives in literature of t
period.
5. investigating the portrayal of gender roles in literature of this period.
6. tracing the development of literary style, genres, and forms in this period.
7. applying theories of literary criticism to literature of this period.
8. demonstrating via discussion and writing an awareness of the way BritainÕs past has shap
linguistic and literary present.

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

Supporting element(s) from the CoR:
N/A

H8. Recognition of the variety of valid interpretations of artistic expression;
Supporting element(s) from the CoR:
2. Expected Outcomes- The student will be able to:
A. Develop critical thinking skills by:
1. evaluating, understanding, and interpreting major literary texts (fiction, poetry, drama, biog
autobiography, essays as appropriate).
2. applying a variety of critical and theoretical criteria to evaluation of the literature.
3. identifying the historical, literary, and multicultural issues in2 (c) 0.2 (ri) 0.2 (t) 0.2 (e) 0.2 () 0

2. analyzing ethical, philosophical, political, religious, and social perspectives in literature of t period.
3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on lite of this period.

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.

Supporting element(s) from the CoR:
2. Expected Outcomes - The student will be able to:
A. Develop critical thinking skills by:
1. evaluating, understanding, and interpreting major literary texts (fiction, poetry, drama, biog autobiography, essays as appropriate).
2. applying a variety of critical and theoretical criteria to evaluation of the literature.
3. identifying the historical, literary, and multicultural issues in the literature.
4. analyzing the literature through interpretations and arguments in written and oral forms
5. collaborating in clarifying, explaining, and resolving interpretive issues or problems.
B. Acquire knowledge of the historical and cultural period, major writers, and key texts and docu of British literature from the late Romantic Period to the present day by:
1. studying at least six major authors.
2. analyzing the influence of British culture and nationalism on writers from this period and th texts.
3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on literatu of this period.
4. analyzing ethical, philosophical, political, religious, and social perspectives in literature of t period.
5. investigating the portrayal of gender roles in literature of the period.
6. tracing the development of literary styles, genres, and forms in this period.
7. applying theories of literary criticism to literature of this period.
8. demonstrating via discussion and writing an awareness of the way in which the past has shaped its linguistic and literary present.

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

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

Supporting element(s) from the CoR:
2. Expected Outcomes - The student will be able to:
A. Develop critical thinking skills by:
1. evaluating, understanding, and interpreting major literary texts (fiction, poetry, drama, biog autobiography, essays as appropriate).
2. applying a variety of critical and theoretical criteria to evaluation of the literature.
4. analyzing the literature through interpretations and arguments in written and oral forms
4. Expanded Description of Course Content
C. Class activities
2. Large and small group discussions of ideas and emotions conveyed in each work
4. Written response to works under study
6. Methods of Evaluation

B. Participation in class discussion
C. Midterm and final examination
D. Journals and Portfolios (at instructor's discretion)
E. Critical essays (at least one formal paper)
F. Class presentations (at instructor's discretion).

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

Supporting element(s) from the CoR:
N/A

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

Supporting element(s) from the CoR:
4. Expanded Description of Course Content
C. Class activities
2. Large and small group discussions of ideas and emotions conveyed in each work
4. Written response to works under study
6. Methods of Evaluation
B. Participation in class discussion
C. Midterm and final examination
D. Journals and Portfolios (at instructor's discretion)
E. Critical essays (at least one formal paper)
F. Class presentations (at instructor's discretion).

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).

Supporting element(s) from the CoR:
2. Expected Outcomes The student will be able to:
A. Develop critical thinking skills by:
3. identifying the historical, literary, and multicultural issues in the literature.
B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the late Romantic Period to the present day by:
2. analyzing the influence of British culture and nationalism on writers from this period and the

General Education Review Request
AREA I - HUMANITIES

Supporting element(s) from the CoR:
N/A

Requesting Faculty: Kella Svetich Date: 2/22/10

Division Curr Rep: Kella Svetich Date: 2/22/10

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ENGL 48A SURVEY OF EARLY AMERICAN LITERATURE: 1492-1864

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 understan ding 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 proficienc y 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,

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ENGL 48A - SURVEY OF EARLY AMERICAN LITERATURE: 1492-1864

Please map each appropriate component from the Course Outline of Record to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

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;

Supporting element(s) from the CoR:

2A3. Analyzing and comparing competing cultural representations of America and its peoples by Native American, Spanish, English, African and other writers.

2B3. Analyzing the development of a distinctive national political and aesthetic culture as reflected in the major writers and texts of this period.

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;

Supporting element(s) from the CoR:

2A6. Comparing widely divergent male and female perspectives regarding the function of literature and womenÕs role in society.

2A7. Tracing the development of race and class in the evolution of American literature and society.

2B6. Assessing the origins and impact of slavery on American literature, politics, economics, and society.

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

Supporting element(s) from the CoR:

2A6. Assessing the origins and impact of slavery on American literature, politics, economics, and society.

2B7. Demonstrating via discussion and in writing an awareness of the way America's past has shaped its linguistic and literary present.

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

Supporting element(s) from the CoR:

2B4. Analyzing the variety of ethical, philosophical, political, religious, and social perspectives in the literature of this period.

4A4. Identifying the role of literary representations in creating (and subverting) significant American political ideologies, including slavery and abolition, Manifest Destiny, the concept of inalienable rights, evolving gender roles, and conflicting attitudes toward sexuality.

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

General Education Review Request
AREA I - HUMANITIES

4A2. Recognizing the major features of common genres of the period, including satire, lyric poetry, narrative poetry, drama, novel, narrative histories, Native American oral literature, Puritan spiritual meditations, African American slave narratives, au tobiographies, and essays.

4A3. Studying examples of criticism and rhetoric of the periods to understand what features of literary style were most valued by writers during their own eras.

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

Supporting element(s) from the CoR:

2A3. Analyzing and comparing competing cultural representations of America and its peoples by Native American, Spanish, English, African and other writers.

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

Supporting element(s) from the CoR:

4A1. Employing a variety of contemporary literary cri tical approaches, such as textual, historicist, reader response, structuralist, archetypal, psychological, feminist, postcolonial, and cultural criticism.

4A2. Recognizing the major features of common genres of the period, including satire, lyric poetry, narrative poetry, drama, novel, narrative histories, Native American oral literature, Puritan spiritual meditations, African American slave narratives, autobiographies, and essays.

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

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

Supporting element(s) from the CoR:

2A4. Appraising the literature through interpretations and arguments in written and oral forms.

2A5.

General Education Review Request
AREA I - HUMANITIES

A. Quizzes (comprehension, basic interpretation)
B. Participation in class discussion
C. In-class essays a.2 Fm /F9.0 1 Tf (-) Tj ET Q q 1m 0 Tm /F10.0 1 6 50 0 0 50 0 0 Tm /F9.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: English 48B:

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AREA I - HUMANITIES

H5.

General Education Review Request
AREA I - HUMANITIES

4A3.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: English 48C: Modern American Literature 1914 -

General Education Review Request
AREA I - HUMANITIES

2B4. Analyzing the variety of ethical, philosophical, political, religious, and social perspectives in the

General Education Review Request
AREA I - HUMANITIES

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

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

Supporting element(s) from the CoR:

2A5. Collaborating in c larifying, explaining, and resolving interpretive issues or problems.

2A6. Comparing widely divergent male and female perspectives regarding the form and function of literature in society.

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

4A1. Employing a variety of contemporary literary critical approache s, such as textual, historicist, reader response, structuralist, archetypal, psychological, feminist, postcolonial, and cultural criticism.

4A3. Studying examples of criticism and rhetoric of the periods to understand what features of literary style were most valued by writers during their own eras.

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

Supporting element(s) from the CoR:

2B2. Analyzing the rich and diverse Native American, African American, Asian American, Anglo American and Latino American cultural influences on the development of the uniquely American literary genres and voices of this period.

2B3. Analyzing the development of a distinctive national political and aesthetic culture as reflected in the maj or writers and texts of this period.

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.

Supporting e lement(s) from the CoR:

4A1. Students will develop critical reasoning skills and a broad knowledge of common literary critical theories through these specific activities: Employing a variety of contemporary literary critical approaches, such as textual, historicist, reader response, structuralist, archetypal, psychological, feminist, postcolonial, and cultural criticism.

4A4. Students will develop critical reasoning skills and a broad knowledge of common literary critical theories through these specific activities: Identifying the role of literary representations in fostering significant social movements such as the civil rights movement, the womenÕs rights movement, the gay rights movement, and the sexual revolution.

Breadth Mapping: please indicat e all that apply (if applicable)

General Education Review Request
AREA I - HUMANITIES

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)
Supporting element(s) from the CoR:

2A. Develop critical thinking skills by:
1. Evaluating, understanding, and interpreting major literary texts of this period.
2. Applying a variety of critical and theoretical criteria to evaluation of modern literature.
3. Analyzing and comparing competing cultural representations of America and its peoples by Native American, African American, Asian American, Anglo American, and Latino American authors.

General Education Review Request
AREA I - HUMANITIES

Division Curr Rep: Kella Svetich Date:2/20/10

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: MUS 2A _____

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. 0 37 0 0 Tm /F4.0 1 Tf ( ) Tj ET 8n24 , nati(nat) 2 (i) 4d ET Q q2 q 0.24 04124 0 0 0.24 72 226.32 cm BT 0.0075 In,f ( ) 3o -2 (o) Tm /

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Music 2--A Great Composers and Music Masterpieces of Western Civilization

Please map each appropriate Course Outcome/Objective from the Course Outline of Record to the appropriate depth and breadth criteria.

Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (

General Education Review Request
AREA I - HUMANITIES

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
Matching course objective(s):
Trace and describe the historicalhinq2n9lm(c) 0.2 (e) 0.2n (t) 0.2 of(s) -cscalhist

General Education Review Request
AREA I - HUMANITIES

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 objective(s):
identify various musical styles; use this knowledge to extend and enrich music comprehension ar
enjoyment.

Trace and describe the historical development of musical style in Western culture in relation to th
political,
economic, social, religious developments and values of the time.

Reading and writing assignments will include:
A. Weekly readings from the textbook and other outside sources
B. Taking notes from the in-class lectures
circus 064 q 3 (0.24 54 536.88 cm BT 50 0 0132.7305 456 7250(m) 0Q 0091 Tc041 BT 541 BT

Critique good performance from bad from the perspective of artistic quality and appropriate historical performance practice.

Compare music of Western culture with that of other world cultures.

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), and their parallels in other world cultures.

H9. Appreciation of our common humanity within the context of diverse cultures;
Matching course objective(s):
Describe musical practices in other cultures with particular emphasis on musical form, instrument genres and social/cultural functions of music.

Compare music of Western culture with that of other world cultures.

Identification of major themes of the culture at each period in history (divine authority, redemption,
geh pam m i,8

performance practice.

Laboratory activities are provided for students to practice and apply their theoretical knowledge regarding musical structural characteristics (rhythm, melody, form, instrumentation, and harmony), genre and style. These activities are delivered through online audio clips and on reserve in the Media Center. Additional opportunities are provided through critical analysis of live concerts, films and documentaries. Learning is assessed in weekly module quizzes and essays.

Reading and writing assignments will include:
A. Weekly readings from the textbook and other outside sources
B. Taking notes from the in-class lectures
C. Writing film reviews, concert reports, individual research projects, historical/analytical papers
D. Answering synthesis questions based on the readings and lectures

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

General Education Review Request
AREA I - HUMANITIES

2.2.10
GE Humanities Addendum
Elizabeth Barkley and Robert Hartwell

The following outcomes for Music 2A, 2B, 2C, 2D, 8, and 8H meet the following (missing) requirements:

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from two or more of the following Ð history, literature, philosophy, religion, language, and the arts) as it addresses and explores central

contemporary social, political, and religious events. Additionally, students are exposed to these questions as they analyze important primary source materials written by philosophers, theorists and diarists of the period.

Century Romanticism through the present, concentrating on the social, historical, and cultural context that shaped each styleÕs development. It also draws on the arts - specifically music -

General Education Review Request
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Course Number & Title:MUS 2B _____

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

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Course Number & Title: Music 2B Great Composers and Music Masterpieces of Western Civilization

Please map each appropriate Course Outcome/Objective from the Course Outline of Record to the appropriate de pth and breadth criteria.

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 c entral questions about the meaning and experience of human life;
Supporting element(s) from the CoR:

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

Comprehend the historical development of musical style in Western culture in relation to the poli economic, social, re ligious de deecg2 (c) 0.2 (a) 0.-0.2 (de)(e) 0.2 46:.2 (6:(,) -1 (.i) ouF8.0 1 Tf 3

freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), their definition in other periods in Western culture and their parallels in other world cultures.

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as th rough othwe wri3 (g) 2 (hl a) 1 (f)ET Q .23ET Qit (f)ET Q .23ET Qiw10.4800415 re f 48.24 668.88 0.479

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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 di gital 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 obje ctive(s):

General Education Review Request
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Course Number & Title: Music 2C _____

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 pers ons 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 relation ships 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 r equire 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 student s 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, critic al, 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 ethicist

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AREA I - HUMANITIES

Course Number & Title: Music 2--A Great Composers and Music Masterpieces of Western Civilization

Please map each appropriate Course Outcome/Objective from the Course Outline of Record to the appropriate depth and breadth criteria.

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;
Supporting element(s) from the CoR:

Introduction to the great composers and music masterpieces of Western culture. Includes composer biographies with emphasis on how composers synthesize and transform the aesthetic ideals of their time. Examines how their music reflects their own lives as well as mirrors contemporary social, political, religious events. Historical period is mid-19th Century Romanticism through the present.

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), their

General Education Review Request
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H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
Matching course objective(s):

C

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Matching course objective(s):

Identify various musical styles; use this knowledge to extend and enrich music comprehension a enjoyment.

Apply knowledge of musical style from Western culture to identify various pieces of music by hist p

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H10.

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Style characteristics and function of music from the mid-19th century through the present.

Laboratory activities are provided for students to practice and apply their theoretical knowledge regarding music structural characteristics (rhythm, melody, form, instrumentation, and harmony), ge and style. Additional opportunities are provided through critical analysis of live concerts, films an documentaries. Learning is assessed in weekly module quizzes and essays.

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 ob jective(s):

Identification of major themes of the culture at each period in history (divine authority, redemptio freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), thei definition in other periods in Western culture and their parallels in other world cultures.

Comprehend the historical development of musical style in Western culture in relation to the poli

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

General Education Review Req uest
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Course Number & Title: _____

Please map each appropriate Course Outcome/Objective from the Course Outline of Record to the appropriate depth and breadth criteria.

Depth Map: Must include the fol60.24 (f) 0.4 (w) 0.2 (1 Tf [(i) -0.3 (ng (e) 1 (:)] TJ ET Q q 0.24 0273.89

of a rtistic expression, and to culture generally.
C. compare and contrast this repertoire.

Depth Map: Additionally

General Education Review Req uest

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

Matching course objective(s):

D. examine and discuss the relationship of musical expression to other forms of artistic expression, and to culture generally.

From ÒExamples of Required Reading and Writing Assignments:Ó

1. Reading Assignments: Reading of 1 textbook chapter for each of the 17 module topics (e.g., Chapter 1: Context; Chapter 2: Music Traditions of Nat ive

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One theme that underlies most of the music in Part 2 is the political importance of music. In this context, political means music's role supporting or defining an ethnic, racial, or cultural identity (sometimes in opposition t o the mainstream). For example, jazz went through several stages of evolution often as an attempt by African Americans to re - claim a tradition that they felt had been appropriated by whites. The early struggles in Gospel music were because the African Amer ican community was divided on whether or not it was preferable to assimilate into the mainstream (using European - based music in Church) or celebrate uniqueness (by emphasizing African traditions).

Using the broad definition of "political" above, write a 1 000 - word essay that describes the use of music for political purposes in the contemporary United States. Areas to include are

1. music's role in defining ethnic/racial communities,
2. music that supports or opposes military efforts,
3. music used for patriotic purposes,
4. the ways in which music separates or unites socio - economic class, and
5. the ways in which music has affected you personally on a political basis.

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 objective(s):

From ÒExamples of Required Reading and Writing Assignments :Ó

1. Reading Assignments: Reading of 1 textbook chapter for each of the 17 module topics (e.g., Chapter 1: Context; Chapter 2: Music Traditions of Native Americans) plus online summary. Additional reading and research required for Comprehensive Project.

2. Writing Assignments: Three 1000 - word essays responding to a prompt such as:

One theme that underlies most of the music in Part 2 is the political importance of music. In this context, political means music's role supporting or defining an ethnic, raci al, or cultural identity (sometimes in opposition to the mainstream). For example, jazz went through several stages of evolution often as an attempt by African Americans to re - claim a tradition that they felt had been appropriated by whites. The early stru ggles in Gospel music were because the African American community was divided on whether or not it was preferable to assimilate into the mainstream (using European - based music in Church) or celebrate uniqueness (by emphasizing African traditions).

General Education Review Req uest
AREA I - HUMANITIES

Using t he broad definition of "political" above, write a 1000 - word essay that describes the use of music for political purposes in the contemporary United States. Areas to include are

1. music's role in defining ethnic/racial communities,
2. music that sup ports or opposes military efforts,
3. music used for patriotic purposes,
4. the ways in which music separates or unites socio - economic class, and
5. the ways in which music has affected you personally on a political basis.

B5. Information comp etency (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)

General Education Review Request
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Course Number & Title: Music 8H: Honors Music 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 a nd 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 fac ilitate 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 mat h (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 l isted 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 s

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Music 8H: Honors Music Of Multicultural America

Please map each appropriate Course Outcome/Objective from the Course Outline of Record to the appropriate depth and breadth criteria.

Depth Map: Must include the following:

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

Matching course objective(s):

A. describe the historical experience and musical traditions of fivwlions hic tic 5i7 BTPu33

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One theme that underlies most of the music in Part 2 is the political importance of music. In this context, political means music's role supporting or defining an ethnic, racial, or cultural identity (sometimes in opposition to the mainstream). For example, jazz went through several stages of evolution often as an attempt by African Americans to re - claim a tradition that they felt had been appropriated by whites. The early struggles in Gospel music were because the African American community was divided on whether or not it was preferable to assimilate into the mainstream (using European - based music in Church) or celebrate uniqueness (by em phasizing African traditions).

Using the broad definition of "political" above, write a 1000 - word essay that describes the use of music for political purposes in the contemporary United States. Areas to include are

Using the broad definition of "political" above, write a 1000 - word essay that

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Course Number & Title: Philosophy 2: Political Philosophy

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 b e 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 i ntroductory 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 10 5) 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 belo w.

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, n ational, and global level in the context of culturalsi2(o) -1 (n) -2 si(r) 1 tu2tsf ndshciocisi2(a) lsaond

con - 1 (t)-1 (e) -1 (m) 53 () 1 (2(r-3 (sao) 1 (r) 2 (( ) 3 (e) -1 v(e) -1 (n - 1 (t)-1 es) 2 ( ) 3 ae) -1 (n) -1 dn) -1 ( ) 3 (i) 3 (s) 2 (s) 2 (u) -1

General Education Review Request
AREA I - HUMANITIES

Course Number & Title:

b. De Tocqueville.

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

Supporting element(s) from the CoR:
Students will be able to understand varying conceptions and justifications of political states.

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

Supporting element(s) from the CoR:
¥ Economic Justice.
1. Private property.
a. Locke and Labor based property theory.
b. Rousseau.
c. Hegel.
d. Marx.
e. Nozick.
The Market.
. Smith and the free market.
a. Marxist response to capitalist free market.
b. Friedman.
Distributive justice.
. Aristotle.
a. Hume.
b. Marx.
c. Rawls.
d. Nozick.

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.

Supporting element(s) from the CoR:
6. Methods of Evaluation-
A. Examinations.
B. Quizzes.
C. Essays.
D. Term papers.
E. reading responses.

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

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

¥ Nationalism.

a. Berlin.

b. Macintyre.

¥ Minority rights.

a. Affirmative action.

b. secessionist movements.

¥ International justice.

a. Famine.

1. Singer.
2. O'neill.

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

Supporting element(s) from the CoR:

1. Essays.
2. Term papers.
3. reading responses.

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

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthes08 cm B(.)] TJ

General Education Review Request
AREA I - HUMANITIES

Supporting element(s) from the CoR:

Requesting Faculty: Brian Tapia Date: 8-9-10

Division Curr Rep: Bill Ziegenhorn Date: 8-12-10

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Philosophy 20a: History of Western Philosophy from Socrates to through St. Thomas ____

Please map each appropriate component from the Course Outline of Record to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

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;

Supporting element(s) from the CoR:
formulate and summarize the philosophical views of important Western Philosophers in the periods Greek antiquity, with an emphasis on metaphysical, epistemological, moral and political theories philosophers studied.

H1. Acquire knowledge and understanding of signifi (no)cant quiant nt quiant

General Education Review Request
AREA I - HUMANITIES

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Philosophy 20b: History of Western Philosophy from the Renaissance through Kant

Please map each appropriate component from the Course Outline of Record to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

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;
Supporting element(s) from the CoR:
formulate and summarize the philosophical views of important Western Philosophers in the early modern period with an emphasis on metaphysical, epistemological, moral and political theories of philosophers studied.

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Supporti ng element(s) from the CoR:

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

Supporting element(s) from the CoR:

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

Supporting element(s) fr om the CoR:

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas,

General Education Review Request
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Division Curr Rep: Bill Ziegenhorn _____ Date: 8-12-10 _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: PHIL 20C CONTEMPORARY PHILOSOPHY: 19TH & 20TH CENTURY THOUGHT

Please map each appropriate component from the Course Outline of Record to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

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;

Supporting element(s) from the CoR:
Recognize the importance and influence of 19th and 20th century philosophy upon contemporary Western culture.

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;

Supporting element(s) from the CoR:
Compare and contrast the positions of the major philosophers of the period, as well as trace the dialectical progression and advancement of the major 19th and 20th century theories.

H2. Deepen their knowledge of the human condition through systemat

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

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

Supporting element(s) from the CoR:

¥ Ordinary Language Philosophy
1. Later Wittgenstein
2. Gilbert Ryle

¥ Analytic Philosophy
1. W.V.O Quine
2. Thomas Kuhn
3. Hilary Putnam

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

Supporting element(s) from the CoR:

H8. Recognition of the vari

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

Supporting element(s) from the CoR:

Recognize the importance and influence of 19th and 20th century philosophy on contemporary Western culture.

Special attention to the influence of 19th and 20th century thought on our contemporary world vi

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 t heir communities).

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General Education Review Request

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Philosophy 24: Comparative World Religions

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

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

Supporting element(s) from the CoR:
¥ Non-reliance on words.
a. Flower Sermon.

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

Supporting element(s) from the CoR:
¥ practical dimensions of religious study.
a. What are the religious practices and how do they influence culture and art.

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b.

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AREA I - HUMANITIES

Course Number & Title: PHIL 25 COMPARATIVE WORLD RELIGIONS: WEST

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:
- better appreciate one's own religion and how it might be viewed from the perspective of others.
- understand the thought and culture of other peoples and the role of religion in human history.

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.

Supporting element(s) from the CoR:
comprehend the history of the world's major religious systems as significant expressions of diversity and similarity as seen through the American perspective.

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

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

Supporting element(s) from the CoR:
Written reports.

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

Supporting element(s) from the CoR:

B3. Clearly and precisely express their ideas in a logical and organiz24 54 34(g) 2 (ihs) 1 ()) 1 (.)]TJ ET Q q 0f488hdd and/

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AREA I - HUMANITIES

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.

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:_____

Please map each appropriate from the to the appropriate depth and breadth criteria.

_____

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;

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

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

General Education Review Request
AREA I - HUMANITIES

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

General Education Review Request
AREA I - HUMANITIES

General Education Review Request
AREA I - HUMANITIES

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General Education Review Request
AREA I - HUMANITIES

General Education Review Request

AREA I - HUMANITIES

General Education Review Request
AREA I - HUMANITIES

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

Approved: Denied: CCC Co-Chair Sig(i)0.24 239.3789 564.24 7-0.24 0 0 0.24 CC Co

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: PHOT 10: History of Photography

Course Outcome/Objective Course Outline of Record

C. Assess how photography influenced historic and modern painting and graphics and how those media, in turn, affect photography.
G. Examine own photographic work in relation to the photographers and styles presented during the course.

H8.
Matching course objective(s):
E. Compare and contrast the major photographic practitioners and photographic movements
F. Analyze how contributions of photographers from different cultures and backgrounds contributed to the

General Education Review Request
AREA I - HUMANITIES

Matching course objective(s): H. Investigate how the technical evolution of the medium occurred and how techniques and technology affect reportage and vision.

REVIEW COMMITTEE USE ONLY:

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General Education Review Request
AREA I - HUMANITIES

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Span 4: Intermediate Spanish I

Please map each appropriate component from the Course Outline of Record to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literangcm (e) -3 (r) -1 op-0.5 (p-0.ilo (a) -s)dap-0.5 (p-0.y (a) -, (e)- (p) -1 (r) -1) .f [g (w) -3o (a) -n oaweawrarep-0.1 r

General Education Review Request
AREA I - HUMANITIES

H4. Make reasoned judgmens 0 0Tm /F3.0 1 5 3 ( ) 7 (5 3 ( ) 7 (5 3 ( ) 7 (5 3 ( ) 10 3 (snt,-u 3 (g) 4n2 3 (8 708.24 cm BT

General Education Review Request
AREA I - HUMANITIES

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

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

Supporting element(s) from the CoR:

A. demonstrate communicative skills in Spanish at the intermediate level in reading, writing, listening and speaking.

B. discuss, analyze and appraise, orally and in writing, selected readings dealing with the Hispanic world past and present: geography, history, socio-cultural features, and the arts.

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

General Education Review Request
AREA I - HUMANITIES

Requesting Faculty: Elvira Coffin Date: 2-25-10

Division Curr Rep: Kella Svetich Date: 2/25/10

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert H ( )]4 54 612.r88cm BT 0.007 Tc457M Tf 6 Me -2 (e) 2 ( )9minMe -2 (e) 2 ( )9minUSE

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Span 5: Intermediate Spanish II

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

General Education Review Request
AREA I - HUMANITIES

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

A. Supporting element(s) from the CoR:

2. Discuss issues such as gender roles, stereotypes, social structures and behaviors, and lifestyles, through the language, literature and arts of Spanish- speaking peoples and cultures.

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.

B.

1. Reading assignments with follow-up questions from textbook, and additional authentic reading materials such as: news reports, magazine articles, essays, brief literary pieces/samples

E. Grammatical Structures.
1. The past participle
2. Relative pronouns
3. Uses of indicative and subjunctive mood
4. Conditional tense: Regular and Irregular Verbs
5. Imperfect Subjunctive: Forms and si- Clauses
6. Future: Regular and Irregular Verbs

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

1. Recognize and appreciate the similarities and differences of the cultural and geographical areas of the Spanish-speaking world, with emphasis on Central America

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.

Supporting element(s) from the CoR:

1. Recognize language as an essential aspect of cultural expression, with attention to the cultural and historical origins of the Spanish language, and its evolution and transformations in response to interaction with other languages in Spain and in Central America

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

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

Supporting element(s) from the CoR:

A. demonstrate communicative skills in Spanish at the intermediate level in

reading, writing, listening and speaking.

B. discuss, analyze and appraise, orally and in writing, selected readings dealing with the Hispanic world past and present: geography, history, socio-

General Education Review Request

General Education Review Request

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Span 6: Intermediate Spanish III

Please map each appropriate component from the Course Outline of Record to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

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;

Supporting element(s) from the CoR:
Reading and discussion of texts dealing with the literature, arts, geography, history and culture of Spanish-speaking world. Review and further development of the grammatical structures of first-year Spanish with emphasis on building communicative competence and expanding abstract vocabulary and idiomatic usage.

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;
Supporting element(s) from the CoR:

E. Grammatical Structures.
1. Uses of indicative and subjunctive mood
2. Imperfect Subjunctive: Noun and Adjective Clauses
3. Imperfect Subjunctive: Adverbial Clauses
4. Present Perfect: Indicative and Subjunctive
5. Sequence of Tenses: Indicative and Subjunctive
6. Imperfect Subjunctive in Main Clauses

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

E. compare aspects of the diversity of cultures throughout the Spanish-speaking world with emphasis in South America, from reading selections and thorough discussions and analo orally and in writing.

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.

Supporting element(s) from the CoR:

7. Recognize and appreciate the similarities and differences of the cultur and geographica areas of the Spanish-speaking world, with emphasis on South America
8. Recognize language as an essential aspect of cultural expression, with attention to cultural and historical origins of the Spanish language, and its evolution and transformations in response to interaction with other languages in Spain and in the Americas, with emphasis on South America and Indigenous groups in South Ameri

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

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

Supporting element(s) from the CoR:

F. demonstrate communicative skills in Spanish at the intermediate level in reading, writing, listening and speaking.

General Education Review Request

AREA I - HUMANITIES

G. discuss, analyze and appraise, orally and in writing, selected readings dealing with the His
world past and present: geography, history, socio

General Education Review Request
AREA I - HUMANITIES

REVIEW COMMITTEE USE ONLY:

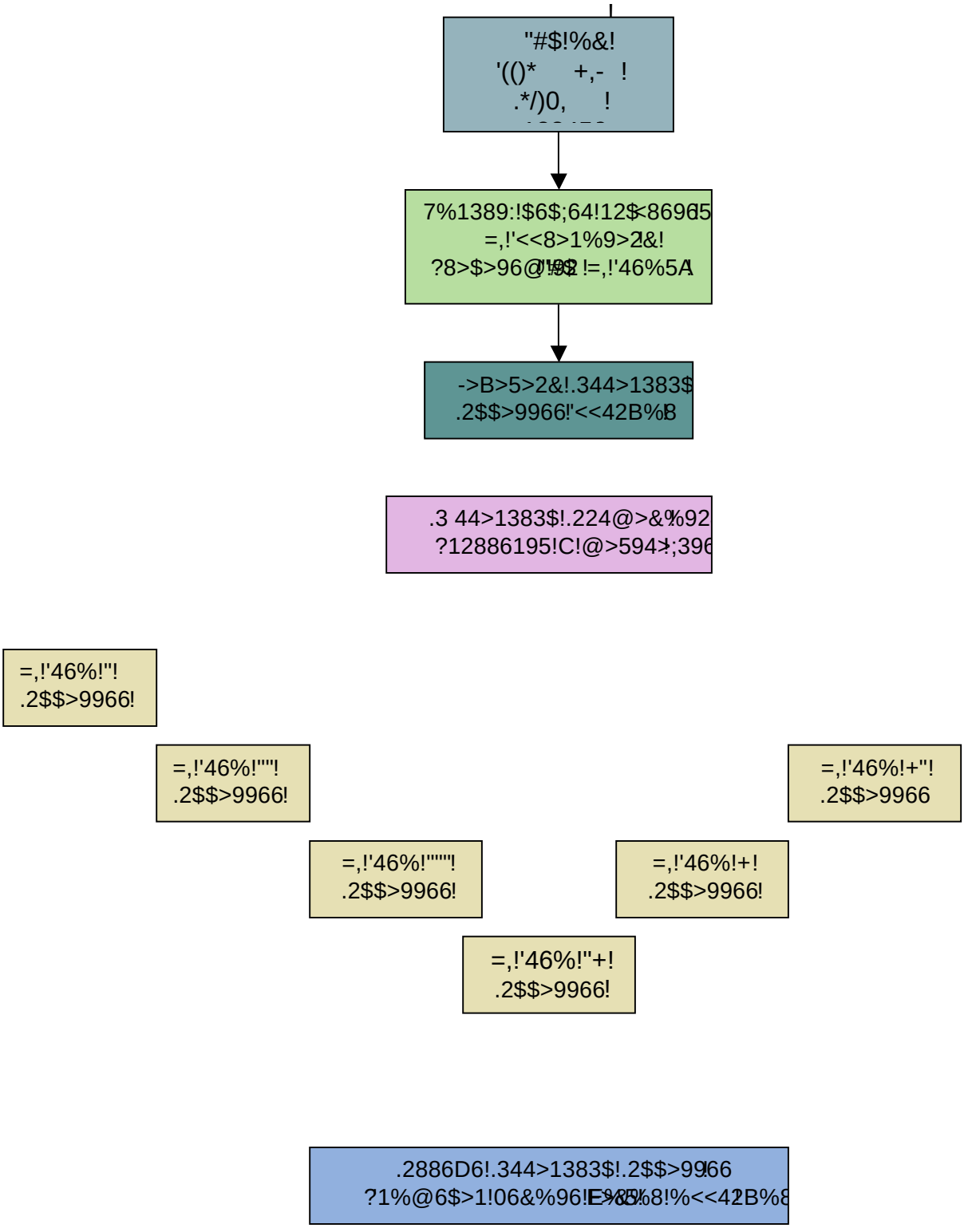
Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

FOOTHILL COLLEGE
GENERAL EDUCATION AND GRADUATION REQUIREMENTS

The requirements for the Associate in Art or Associate in Science Degree include completion of (1) a minimum o f 90 units in prescribed courses; (2) a minimum of 24 units taken at Foothill College; (3) a grade -point average of 2.0 or better in all college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GENERAL EDUCATION BREADTH REQUIREMENTS

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 b e

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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 studentsÕ 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 Ðhistory, 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 conditi on 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 t he abilET Q 0 0 Tm /F1.0 1 Tf ( ) Tj ET Ð0.5l2r.2 cm .5 (s 0 0 0lues, id0.5l2r.2 arp t)m4

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AREA II- ENGLISH

English composition courses address the literacy needs of the student in both academic and

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AREA II - NATURAL SCIENCES

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Natural science courses deal with the p hysical universe, the testable principles that govern its operations, its life forms, and its natural, measurable phenomena. One primary purpose

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 studentsÕ problem-solving activity would not constitute a laboratory experience in the committeeÕs definition.Ó

*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 .

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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 kno wledge of and sensitivity to at least one U.S. group

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AREA VI - 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 the y 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.

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GENERAL EDUCATION
Application Forms

General Education Review Request
AREA I - HUMANITIES

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Course Number & Title: THTR 1 Theatre Arts Appreciation

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 acad emic 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.

General Education Review Request
AREA I

General Education Review Request
AREA I- HUMANITIES

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

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Course Number & Title: _____

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 ÐEnglish:

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 studentÕs 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

General Education Review Request
AREA II- ENGLISH
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E6. Use the sequential process of multiple drafts and revision in producing articulate and grammatically correct written expres sion;

Matching course objective(s):

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

Matching course objective(s):

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

Matching course objective(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 ob jective(s):

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

Matching course objective(s):

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

Matching course objective(s):

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

Matching course objective(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 ob jective(s):

Requesting Faculty: _____ Date: _____

Division Curr Rep: _____ Date: _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

activities. A General Education natural science course

General Education Review Request
AREA III- NATURAL SCIENCES

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N12. An understanding of the interdependence of humans and their e nvironment;

Matching course objective(s):

N13.

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N24. Perform quantitative and qualitative measurements;

Matching course objective(s):

N25. Interpret experimental results and draw reasonable conclusions;

Matching course objective(s):

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

Matching course objective(s):

N27.

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General Education Review Request
AREA III- NATURAL SCIENCES

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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 objective(s):

Requesting Faculty: _____ Date: _____

Division Curr Rep: _____ Date: _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Comments:

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

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General Education Review Request

AREA IV Ð SOCIAL & BEHAVIORAL SCIE NCES!

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Course Number & Title: _____

Breadth Criteria:

At Foothill College, the pri mary 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, a nd 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 educa tion 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,

General Education Review Request

AREA IV Ð SOCIAL & BEHAVIORAL SCIE NCES!

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Course Number & Title: _____

Please map each appropriate Course Outcome/Objective from the Course Outline of Record to the appropriate depth and breadth criteria.

Depth Map: Must include the following:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course objective(s):

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course objecti ve(s):

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General Education Review Request

AREA IV ÐSOCIAL & BEHAVIORAL SCIE NCES!

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

Matching course objective(s):

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

Matchin

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General Education Review Request

AREA IV Ð SOCIAL & BEHAVIORAL SCIE NCES!

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REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Comments:

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

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General Education Review Request

AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: _____

Breadth Criteria:

General Education Review Request
AREA VÐCOMMUNICATION & ANALYTICAL THINKING

Course Number & Title: _____

Please map each appropriate Course Outcome/Objective from the Course Outline of Record to the appropriate depth and breadth criteria.

Depth Map: Must include the following:

C1. Apply the analytical skills learned in the course to other disciplines

Matching course objective(s):

C2. Develop competencies in communica

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General Edu

General Education Review Request

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

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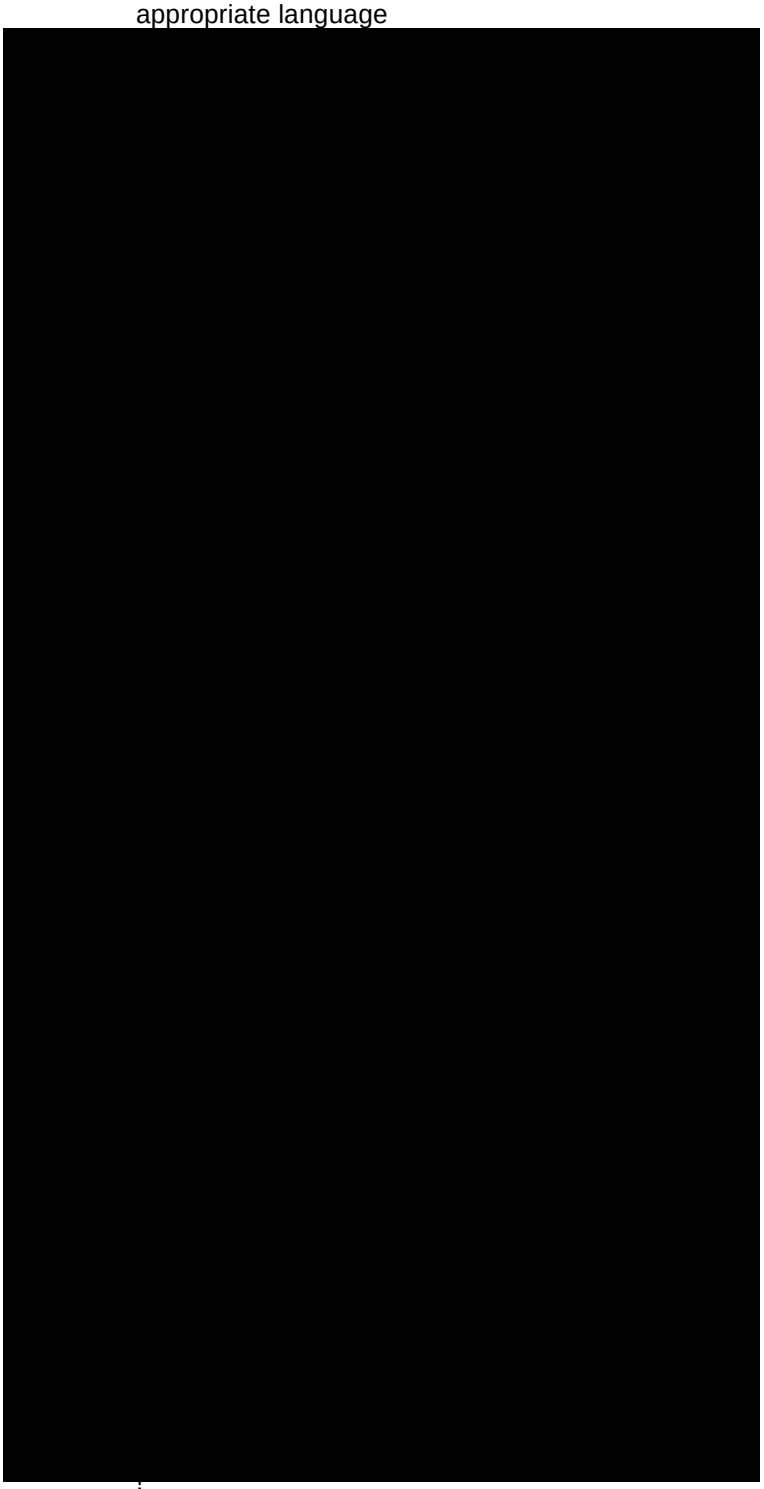
Matching course objective(s):

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

Matching course objective(s):

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



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B3.ching course obictiv(s):

General Education Review Request

General Education Review Request

AREA VII – LIFELONG LEARNING

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

Matching course objective(s):

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

Matching course objective(s):

B3.

2/05/10
GE Humanities Addendum
Bruce McLeod

Bernie, Sam, and Joe

The following outcomes for THTR 1 and THTR 8 meet the following (missing) requirements:

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

Unless otherwise stated, all the following outcomes are taken from Section 2 (Expected Outcomes) on the Course Outlines of Record.

THTR 1
THEATRE ARTS APPRECIATION

From: Expected Outcomes (Section 2)

A. relate theatre to the various historical, cultural, ethnic and spiritual contexts from which it has sprung.
B. measure and value the role of drama in relationship to culture and society, emphasizing theatre in a multicultural context.
C. compare the role of theatre and its significance to the arts of sculpture and painting as they developed through history
D. construct, analyze and integrate his/her own artistic standards as they relate to theatrical performance.
E. recognize and differentiate a variety of theatre performance spaces as their effect on the audience-actor relationship.
F. recognize and appraise the present status of theatre as a result of the historical development of theatre forms in a variety of cultures
G. analyze the relationship of theatre to current entertainment media: radio, television, motion pictures, etc.

THTR 8
MULTICULTURAL PERFORMING ARTS IN MODERN AMER ICA

A. identify the roots of performance and speak the language of global theatre
B.

General Education Review Request

AREA IV

General Education Review Request
AREA IV Ð SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: CHLD 1 CHILD GROWTH & DEVELOPMENT: PRENATAL TO EARLY CHILDHOOD

Please map each appropriate Course Outcome/Objective from the Course Outline of Record to the appropriate depth and breadth criteria.

Depth Map: Must include the following:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course objective(s): Identify and describe major developmental milestones of early development.

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

Matching course objective(s): Examine the discipline of childhood through examination of the historical and cultural foundations.

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

Matching course objective(s): Identify a nd describe major developmental milestones of early development. Examine the discipline of childhood through examination of the historical and cultural foundations.

S14. Explain the association between psychological well -being, mental processes, emotion s & societal functioning.

Matching course objective(s):

5 24 Analyze (and) 3 (c) 1 (e) 3 (s) (i) 1 (d) 3 (e) 3 (s) (i) 1 (d) 3 (e) 3 (s) (i) 1 (d) 3

General Education Review Request

AREA IV Ð SOCIAL & BEHAVIORAL SCIENCES

Division Curr Rep: Patricia Gibbs Date: 2/17/11

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bill Ziegenhorn

Dave Bush

Andy Lee

Comments:

Subcommittee recommends approval 10-18-11

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

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: CHLD 2 Child Growth and Development: Middle Childhood to Adolescence

Breadth Criteria:

General Education Review Request
AREA IV Ð SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: CHLD 2 CHILD GROWTH & DEVELOPMENT MIDDLE CHILDHOOD TO ADOLESCENCE

Please map each appropriate Course Outcome/Objective from the Course Outline of Record to D4 ET Q q 0.24 0 0 049.4

General Education Review Request
AREA IV Ð SOCIAL & BEHAVIORAL SCIENCES

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course objective(s):
Identify and describe major developmental milestones of middle childhood and adolescent development.

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

Matching course objective(s):
Examine the discipline of middle childhood development and adolescent development through examination of the historical and cultural foundations.

S13. Describe how indi

General Education Review Request
AREA IV Ð SOCIAL & BEHAVIORAL SCIENCES

B5.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #:	ENGL 209		Division:	Language Arts

Course Title:

College Curriculum Co-Chairman: _____ Date: _____

Foothill College Mission Statement:

Our Vision

Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that by necessity this search must be informed by a multiplicity of disciplinary modes

course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

> 66010.4. Missions and function of public and independent institutions of higher education
> The missions and functions of California's public and independent segments, and their

objectives and the goals and objectives of the programs for which they are required.

Feasibility

The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.
The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.
In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:
¥ Open course regulations
- ¥ Course repeatability regulations
- ¥ Regulations requiring immediate supervision by a qualified instructor.
- ¥ Statutes and regulations on student fees.
- ¥ Prerequisite and enrollment limitation regulations.
- ¥ Particular provisions of the practice act for a health occupation.
- ¥ Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

11/2/09

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ESLL 249 Division: Language Arts

Course Title: Advanced Reading

Catalog Description:

An advanced-level reading course designed to instruct ESLL students in techniques of critical analysis for reading college-level prose, focusing primarily on authentic expository/argumentative essays and text materials written for a native speaker audience. Students learn to comprehend text holistically, identify and expressing critical elements of comprehension. Practice and testing to be done on authentic, multi-page texts with written responses. Lecture, discussion, and group work.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

   Addresses the following provision in Education Code 66010.4 as it pertains to the missions and function of public and independent institutions of higher education:

   (A) É provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the com(u) -1 (mgri (f) 1 ( ) yan) -1 (d)-1 (e) ( )(r) 2 (t) 3 v (l)

_____ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Keith Pratt _____ Date: 10/20/11

Division Curriculum Representative: Falk Cammin _____ Date: 10/25/11

College Curriculum Co-Chairman: _____ Date: _____

11/2/09

Foothill College Mission Statement:

Our Vision

Foothill College envisions itself as a community of scholars where a diverse population of students,

These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as

- ¥ Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development DepartmentÕs Labor Market Information system. ¥ Employer surveys.
- ¥ Industry studies.
- ¥ Regional economic studies.
- ¥ Letters from employers.
- ¥ Minutes of industry advisory committee meetings.
- ¥ Job advertisements, from newspapers or the World Wide Web.
- ¥ Newspaper or magazine articles on industry or employment trends.
- ¥ Studies or data from licensing agencies or professional associations.

Further specifics on occupational need are found in the Instructions for completing the application form for approval of a new occupational program

Quality

Outlines of Record for each course meet all the requirements of Title 5, as described in Sections 55002 and 55805.5. (See "Standards for All Courses, " p. 29.)
The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.
Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

Feasibility

The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.
The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.
In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:

- ¥ Open course regulations
- ¥ Course repeatability regulations
- ¥ Regulations requiring immediate supervision by a qualified instructor.
- ¥ Statutes and regulations on student fees.
- ¥ Prerequisite and enrollment limitation regulations.

- ¥ Particular provisions of the practice act for a health occupation.
- ¥ Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: **NCVS403** **Division:** **NON CREDIT**

Course Title: FAMILY CHILDCARE PROVIDER:CHILD DEVELOPMENT

Catalog Description:

Introduces families, caregivers and child care providers to stages of development, best practices in supporting healthy growth and development of children birth to pre-adolescence and family, community and educational resources. Emphasis will be placed on ages and stages of development and effective communication and guidance. This is a first course in a sequence of three that leads to a Certificate of Completion in Family Child Care and prepares students for credit classes in child development.

Foothill College Mission Statement:

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11/2/09

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: NCVS404 Division: NON CREDIT

Course Title: FAMILY CHILDCARE PROVIDER:CHILD DEVELOPMENT

Catalog Description:

Introduces families, caregivers and child care providers to developmentally appropriate curriculum. Emphasis will be placed on an overview of educational philosophies, develo age appropriate activities and creating effective learning environments for children birth pre-adolescence. This is a second course in a sequence of three that leads to a certificate of completion in Family Child Care and prepares students for credit classes in child development.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

Readies the student in the area of career preparation for Child Development.

2. ÒA well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.Ó
Adopted June 24, 2009

This course is congruent with the Foothill College mission statement in that it:

Readies the student in the area of career preparation for Child Development.

Criteria B. -- Need (Explain)

Students are often unprepared to be successful in college level Child Development classes. This, the of three classes, gives the student basic information and concepts.

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.

X This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. (5 CCR 55805.5. Types of Courses Appropriate to the Associthe tasn m BT 45 eeparatir8 (s

Division Curriculum Representative: Donald MacNeil Date: 10/25/11

College Curriculum Co-Chairman: _____ Date: _____

Foothill College Mission Statement:

Our Vision

Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that necessity this s

These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

> 66010.4. Missions and function of public and independent institutions of higher education
> The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:
>
> (a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocatio

- ¥ A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed either at at a level beyond the associate degree or the first two years of college, or at the primary or secondary school level.
- ¥ A program or course must address a valid transfer, occupational, or basic skills purpose. It must not be primarily a vocational or recreational.
- ¥ A course must provide distinct instructional content and specific instructional objectives. It must not provide only an activity or service, without instructional content, (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Programs and courses should also be congruent with the mission statement and comprehensive or master plan of the college and district.

Need

There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program. The proposed new program would not cause harmful competition with any existing program at another college.

11/2/09

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: NCVS405 Division: NON CREDIT

Course Title: FAMILY CHILDCARE PROVIDER:CHILD DEVELOPMENT

Catalog Description:

Introduces families, caregivers and child care providers to best practices in becoming a Family Child Care Provider. Emphasis will be placed on professionalism, health and safety and licensing regulations. This is a third course in a sequence of three that leads to a Certificate of Completion in Family Child Care and prepares students for credit classes in child development.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

Readies the student in the area of career preparation for Child Development.

2. ÒA well-educated population being essential to sustaining ac741 00 004 -

Foothill College Mission Statement:

Our Vision

Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that necessity this search must be informed by a multiplicity of disciplinary modes of inquiry. In order to ensure that every student has the opportunity to share in this vision, Foothill College commits itself to providing students with the necessary student support services, outstanding instruction, and opportunities for leadership both within and outside the classroom. By enacting this vision, the college ensures that it remains the distinctive and innovative institution it has been since its inception.

Our Values

HONESTY ¥ INTEGRITY ¥ TRUST ¥ OPENNESS ¥ TRANSPARENCY ¥ FORGIVENESS ¥ SUSTAINABILITY

Our Purpose

To provide access to educational opportunity for y fat 0.24 84 524.88 cm BT 45 0 0 45 0 0 Tm /F3T 45 03

These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards and good practice established in the field of curriculum design.

Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

> 66010.4. Missions and function of public and independent institutions of higher education
> The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development DepartmentÕs Labor Market Information System

- ¥ Particular provisions of the practice act for each health occupation.
- ¥ Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

FOOTHILL COLLEGE

Division Curriculum Representative: Patricia Gibbs Date: 10/25/11

11/2/09

Foothill College Mission Statement:

Our Vision

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Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

> 66010.4. Missions and function of public and independent institutions of higher education
> The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:
>
> (a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.
>
> (2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:
>
> (A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.
>
> (B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.
>
> (C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.
>
> (3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
>
> (4) The community colleges may conduct research concerning student learning and achievement to the extent that state funding is provided, institutional research is needed to facilitate their educational missions

- Statistical projections of growth in specific jobs by county (or labor market area) from

- ¥ Particular provisions of the practice act for a health occupation.
- ¥ Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added sections to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

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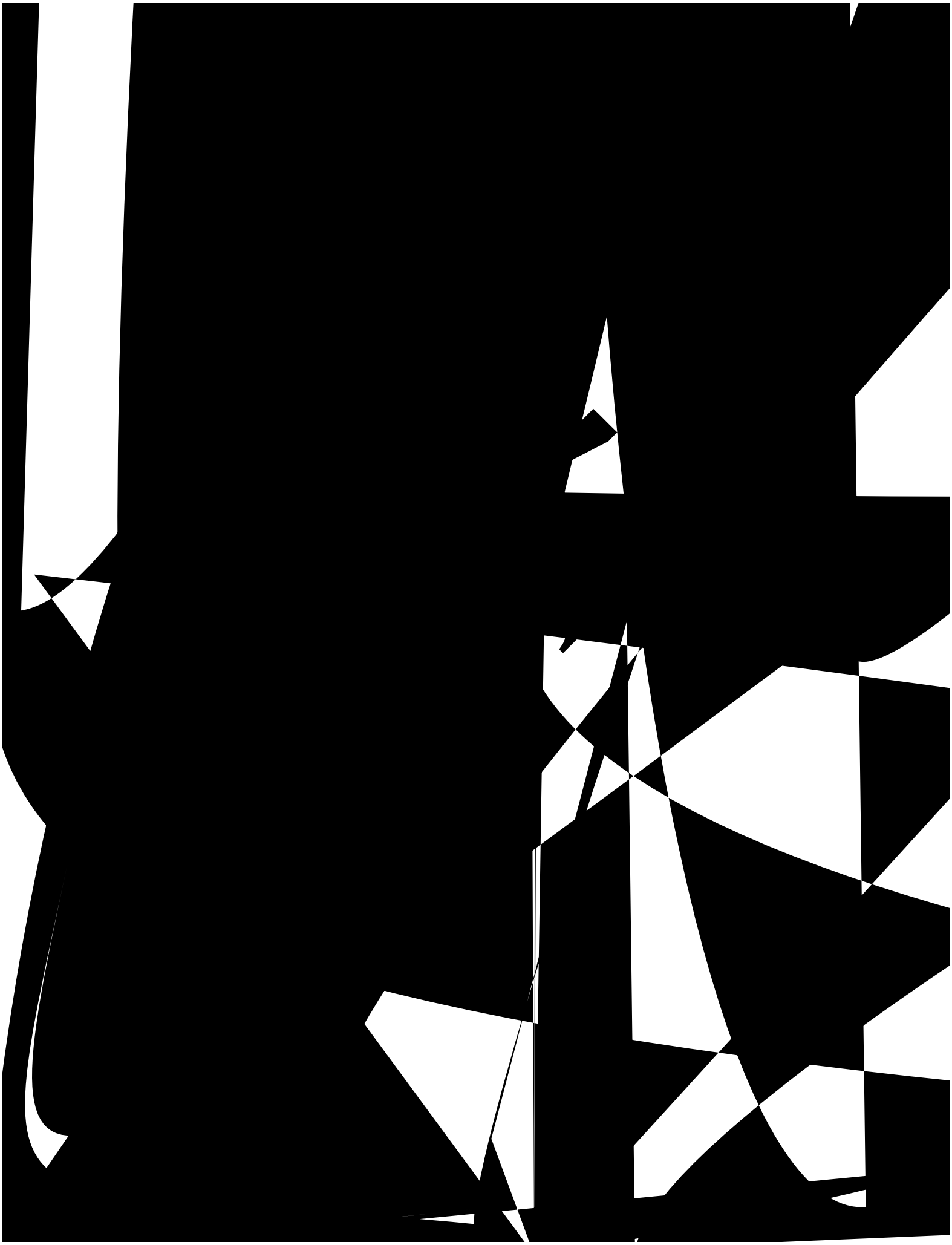

Curriculum Roles & Responsibilities at Foothill College

Per Title 5, ¤55002, Curriculum is one of the 10+1 areas of primary reliance given to the Academic Senate:

> ÒThe college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually a