College Curriculum Committee
Meeting Minutes
Tuesday, February 21, 2012
2:02 p.m. – 3:31 p.m.
Toyon Room

| Item | Discussion |
|---|---|
| 1. Minutes: February 7, 2012 | Minutes as written (Lankford, Baker) |
| 2. Announcements | Speaker: Carolyn Holcroft |
| a. Draft GE List for 12-13 | a. Presented the draft GE Requirements for the 2012-13 Catalog. This is the first list since the end of the grandfathering under the old GE pattern, and is significantly shorter than previous years. There are still some applications being considered by the GE subcommittees but it seems that some faculty have not yet reapplied for FH GE under then new GE pattern. If anyone wants to get courses approved for the upcoming year, the applications must get in immediately as we must have the final list approved by CCC by April 1$^{st}$. |
| b. Content Review Update | b. Update: Holcroft reminded that last fall CCC agreed that at Foothill, faculty would like to have all permissible options for implementing interdisciplinary prerequisites. Canno  hH7I1aanno  hH7I1aannp pait.-p5a pht441 0 0 TTm /F. |
| c. New Course Proposal Form | |
| d. Disciplines List Review | |
| e. SSTF Proposed Legislation | |
| f. Compass Network Meeting | |
| g. ASCCC Survey | |

| Divisional CC meet after the Division mtg. |
| --- |

4. Consent Calendar:
   a. General Ed Application

# General Education Review Request
## 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 understan ding required to be independent, thinking persons who are able to interact successfully with others as educated and

# General Education Review Request
## AREA I - HUMANITIES

Please map each appropriate component from the                    to the appropriate depth and

## General Education Review Request
## AREA I - HUMANITIES

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.

C.          Critique and analyze graphic writing

B.   Quizzes, journals, midterm, oral reports, and/or final exam.
C.   Participation in classroom discussion.
Method of Instruction - Lecture, Discussion, Small Group activities

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

# General Education Review Request
## AREA I  -  HUMANITIES

Course Number & Title:    MUSIC 7  CONTEMPORARY MUSICAL STYLES

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

Depth Criteria for Area I    ÐHumanities:

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 expres sion 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 multidi sciplinary 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 Humanit ies General Education Requirement must help students:
H1.   A

Course Number & Title:    Music 7 Contemporary Musical Styles

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

## Depth Map: <u>Must</u> include the following:
Course incorporates a multidisciplinary approach  (drawing from two or more of   the following:  history,

H3.

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

General Education Review Request
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Breadth Mapping:   please indicate all that apply (if applicable)
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).

Not applicable

B3.  Clearly and precisely express their ideas in a logical and organized manner using the discipline  - appropriate language
 Matching course component(s):
 Writing
1.  A choice between a song comparison essay, a lyric analysis essay, or an instrumental a essay
2.  Weekly written responses to essays, historical narratives, interviews, and autobiographie respond to important developments in music history, for example: Bob Dylan going electric, pro or con? Journalistic criticism that provides insight within the world of musicians, the r industry, and the audience.
 Research Projects
1.  Oral and lyric presentation on an artist of the student'0 0 50 0 0 Tm /F2.2 (nt) 0l 0.2 ( m) 0.2

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B4.  Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global leve  l in the context of cultural constructs and historical and contemporary events and issues).
Matching course component(s):
Contemporary Musical Styles is a research and listening based survey course that begins with th
in blues and continues with jazz popular songs, and rock music of today. It is a social history of roc
and roll that examines music before and after World War II, from the migration of the blues in the
United States, to the social changes of the civil rights era of the 60s, to current. The course will
compare the historical and cultural context of popular lyrics in reference to contemporary, traditic
and folk styles by studying prominent musicians, genres, and songs associated with current mus
idioms and social media.

Examine music in terms of historical and cultural context, studying the Civil Rights movement, ar
other topics, through song lyrics Examine music in terms of historical and cultural context, studyi
Civil Rights movement, among other topics, through song lyrics

!ntegrate the significant role that music plays in breaking down racial barriers through politics, cu
diversity, and the creative arts

Trace the rise of popularity of the American blues in Great Britain and Europe to culminate with t
blues revival of the 1960's and the British Invasion

Identify the unsung heroes like the Funk Brothers, the Wreck9609 482.64e  Q q 0.24 8 cm BT 5(

Course Number & Title  :   Music 7D: The Beatles in the Culture of Popular Music

Breadth Criteria:

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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 compete ncies 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 l ocal, 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 ne  ed 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,

General Education Review Request
AREA I  -  HUMANITIES


Course Number & Title:   Music 7D: The Beatles in the Culture of Popular Music


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 w    ere created and interpreted;

Matching course objective(s):
Students will be able to recognize the significant effects that politics, social and cultural diversity,
and the creative arts had on the BeatlesÕ music.
Identifies the significant effects that Hindu religious beliefs, social and cultural diversity, and the
language arts had on their music.
Analyzes the sociological impact the Beatles' statements had on musical matters, such as politics,
drugs, religion, etc.


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

Matching course objective(s):

Analyze and describe the sociological impact the Beatles' statements had on musical matters, such
as politics, drugs, religion, etc.
Identifies the significant effects that Hindu religious beliefs, social and cultural diversity, and the
language arts had on their music.
Students will be able to understand the diverse musical stages the Beatles went through from 1970
to enrich his or her musical enjoyment.


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

Matching course objective(s):
Students will be able to describe the sociological impact the BeatlesÕ statements had on musical
matters such as politics, drugs, religion, etc.


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

Matching course objective(s):
Students will be able to describe and analyze the kinetic quality of the BeatlesÕ live performance its
effect on audiences.


H5.

General Education Review Request
AREA I - HUMANITIES

Matching course objective(s):
Students will be able to recognize the significant effects that politics, social and cultural diversity, and the creative arts had on their music, and how this led to the forging of a highly artistic musical language that pushed the boundaries of popular music expression.

H7. Appreciation of nonverbal communication to tgS8 5 (c) (ba) ( ) 4 (c) 0 3preon to40.0123 Tc 45 0 05 0 05 0 05 (o) 3 (5 (

musical tradition as well as to other styles.

B4.

Course Number & Title:   PHOT 11H: Honors Contemporary Issues in Photography

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 sco pe and at an introductory depth, and all require critical thinking.

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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 andanalysis 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 obor n2kt.24 72 212.-1 (o) 1 (a) - 202.32 cm 2.16 cm BT 224 72 182. -3 (si) 1 nma og 3 (r)1f4 ( n2kt.24 72 212.-1 (o) 1 ((i)

Course Number & Title:   PHOT 11H: Honors Contemporary Issues in Photography

Please map each appropriate Course Outcome/Objective   from the  Course Outline of Reco rd 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 cre    ated and interpreted;

Matching course objective(s):

A. Compare and contrast various contemporary trends in photography and their affect upon aesthetics and techniques in the visual arts.

B. Trace 24 0 0 0.24 54r < 3 (a< 3 (aec 1 (t)  2 2 (g) 4 ( ) 7 0.2ts) (( ) 2 (th nt) 2 ( ) 4 (a) 1 (r) 3 (t) 2 (i) 5o9u 3u [ (hi)

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

Matching course objective(s):

A.Compare and contrast various contemporary trends in photography and their affect upon aes   thetics and techniques in the visual arts.

B. Trace the effects of other visual media upon photography, and the effect of photography upon other visual media.

C. Recognize the major photographic artists and gain insight into how contemporary photography ha   s been influenced by their vision.

D. Understand better one's own abilities and potential in relation to current photographic styles and techniques.

Three 1000 word essays.

Depth Map: 4 (1000 ) 4 (w) -3 (o) 1 (r) e5 ri588 7682w (Ad1 (d) 1 ( )ition 1 (l) ly) TJ ET Q q 0.24 0 0 0.24

General Education Review Request
AREA I   -

# General Education Review Request
## AREA I - HUMANITIES

Review Committee Members:

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|---|
| Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus |

Comments:

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|---|
| The GE Area I SubCommittee recommends approval. |

Approved:_____ Denied:_____ CCC CoChair Signature:_____Date:_____

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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

General Education R eview Request
AREA IV   Ð SOCIAL & BEHAVIORAL SCIENCES

Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

12.
Weekly reading assignments of required texts (200 pp) that are linked to class modules.
Accessing the New York Times, The Economist (online versions) to keep abreast of worldwide

Analyze the relationship of business and economic activities to the functioning

method in research and analysis
C. Active participation in class discussions demonstrating critical analytical understanding and synthesis of the issues

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

6B. Analytical research paper (15pp) demonstrating substantial knowledge of the use of the scientific method in research and analysis

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

  B. Analytical research paper (15pp) demonstrating substantial knowledge of the use of the scientific method in research and analysis
C. Active participation in class discussions demonstrating critical analytical understanding and synthesis of the issues

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).

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).

12. Weekly reading assignments of required texts (200 pp) that are linked to class modules.
Accessing the New York Times, The Economist (online versions) to keep abreast of worldwide economic and political issues and informing class of findings
Accessing online versions of the Foreign Affairs, Foreign Policy and other relevant journals that will assist students in their knowledge of relevant issues.
Development of Fifteen Page Research Paper topic, thesis and outline in conjunction with instructor
Fifteen Page Critical analytical research paper utilizing the investigative research methods and analysis

Requesting Faculty: Dr. Joseph A. Woolcock                    Date: October 21, 2011
Division Curr Rep:  Bill Ziegenhorn                                   Date:  10-25-11

Review Committee Members:

# General Education R eview Request
## AREA IV Ð SOCIAL & BEHAVIORAL SCIENCES

Bill Ziegenhorn

Andy Lee

Comments:

Subcommittee recommends approval  2-17-12

Approved:          Denied:          CCC Co-

General Education Review Request
AREA VII – LIFELONG LEARNING

# General Education Review Request
## AREA VII – LIFELONG LEARNING

Course Number & Title:     Biology 9. Environmental Biology

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

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

L1.  Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;

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     5. Contributing factors such as illiteracy, infant mortality, GNP, and attitudes regarding family, birth control, religion.

E. Implications of human population growth
1. Urbanization: definition, associated problems, possible solutions.
2. Environmental justice: definition, impacts on different ethnic groups.
3. Waste management: landfills, recycling, incineration, hazardous wastes, sewage.
4. Sustainability: definition, approaches to achieving sustainability such as sustainable harvests and protection of resources.

F. Natural resources
1. Characteristics of the air (atmosphere) and threats
    a. Air pollution (smog, acid rain, etc.)
    b. Ozone loss
    c.

General Education Review Request

# General Education Review Request
## AREA VII – LIFELONG LEARNING

# General Education Review Request
## AREA VII – LIFELONG LEARNING

Course Number & Title: CNSL 1 College Success

## Breadth Criteria:

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

## Depth Criteria for Area VII – Lifelong Learning:

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

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

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

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

General Education Review Request

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

Matching course objective(s):

**L9.** Use technology to analyze problems and create solutions.

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 objective(s):
      A. discuss concepts and significance of factors that contribute to college success:
      D. select and apply interventions to improve college success.
      E. identify and use resources to improve college success.

# General Education Review Request
## AREA VII – LIFELONG LEARNING

# General Education Review Request
## AREA VII – LIFELONG LEARNING

Course Number & Title: CNSL 2 College & Life Management

### Breadth Criteria:

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B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area VII – Lifelong Learning:

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

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

General Education Review Request

B. compare and contrast the theories of self-esteem
D. create short-term and long-term college and life goals
H. identify and evaluate preferred learning style and apply to the process of life long learning
L. describe the culture of higher education

B4.

# General Education Review Request
## AREA VII – LIFELONG LEARNING

Course Number & Title:  CNSL 90 Intro. to Online Learning

Please map each appropriate Course Outcome/Objective from the Cour

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

Matching course objective(s):

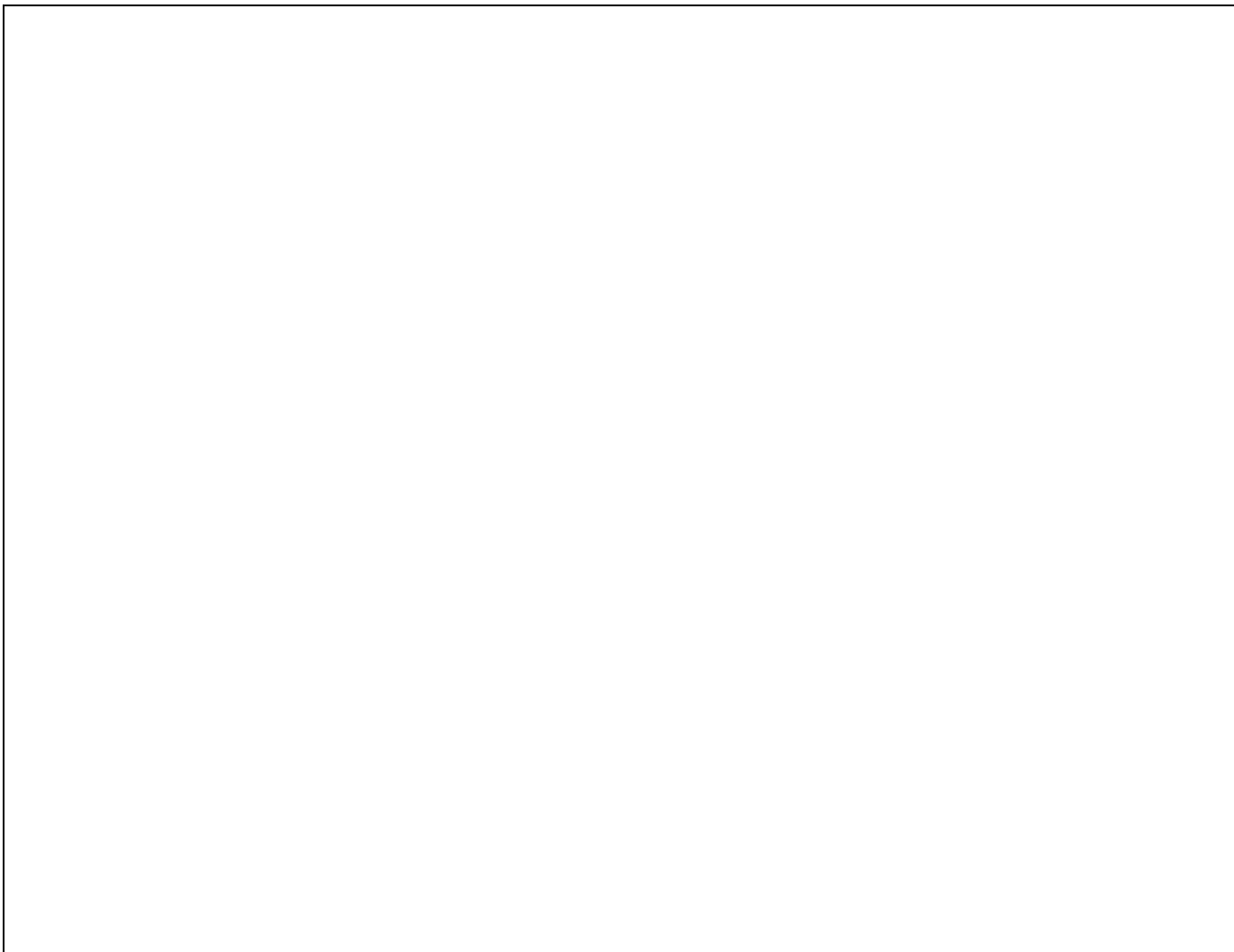L9. Use technology to analyze problems and create solutions.
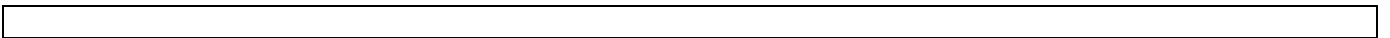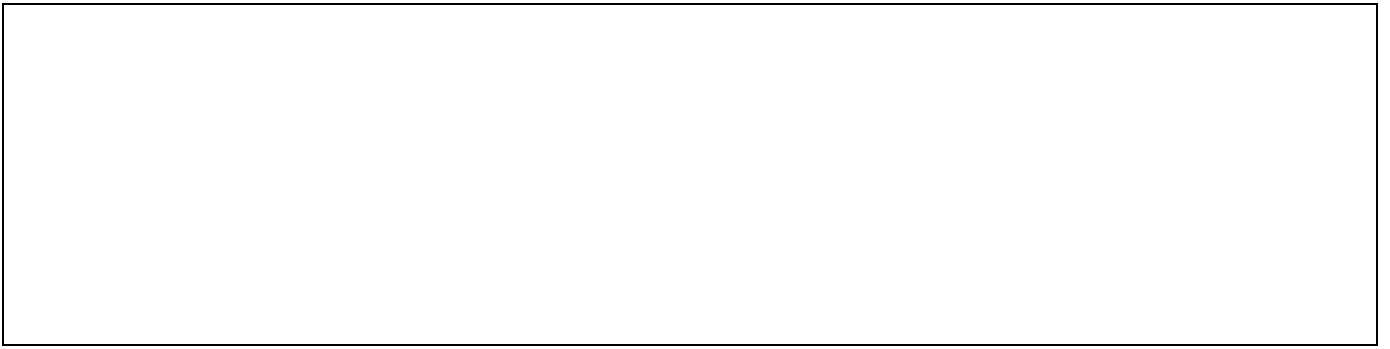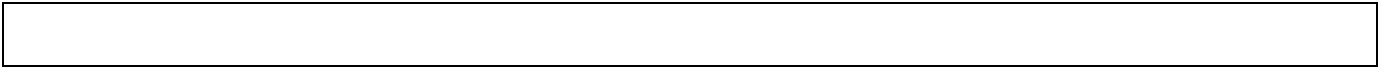Matching course objective(s):
   C. use internet terminology and tools related to on-

General Education Review Request
AREA VII – LIFELONG LEARNING

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Course Number & Title: Comm 2 Interpersonal Communication

Course Outline of Record

Depth Map: <u>Must</u> include the following:
L1.

| Matching course component(s): |
| --- |
|  |

L2.

# General Education Review Request

General Education Review Request
AREA VII – LIFELONG LEARNING

| C. | Perception and communication |
| 1. | The process of human perception |
| 2. | Influences on perception |
| 3. | Increasing accuracy of perception |
| E. | Verbal communication |
| 3. | Culture, gender and language |
| I. | Interpersonal communication and culture |
| 1. | Obstacles to intercultural communication |
| 2. | High and low context communication |
| 3. | Individualism and collectivism |
| 4. | Improving intercultural communication |

L8.

Matching course component(s):

L9.
Matching course component(s):
9. Method of Instruction –

10. Lab Content -

B2.

Matching course component(s):

B3.

Matching course component(s):

10. Lab Content -

Course Number & Title:   COMM10 Gender, Communication, & Culture

<u>Breadth Criteria:</u>

Course Number & Title:     COMM10 Gender, Communication, & Culture

Course Outcome/Objective

Matching course objective(s):

L7.

on

Matching course objective(s):

Expected Outcomes (Section 2)

meanings, and patterns of behavior across cultural/racial lines (Native Americans, Latino Americans, European Americans, Afri

Course Number & Title:     COMM 12  Intercultural  Communication

<u>Breadth Criteria:</u>

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

A general education enables students to clarify and
present their personal views as well as respect, evaluate,
and be informed by the views of others. This academic

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AREA VII  Ð LIFELONG LEARNING

Course Number & Title:   COMM 12  Intercultural  Communication _____

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

Depth Map: <u>Must</u> include the following:
L1.  Acquire and demonstrate knowledge, skills, and attitudes that support the application of information
across two or more disciplines of study;

| Matching course objective(s):<br><br>From: Expected Outcomes  (Section 2)<br>Examine cultural, sociological, and psychological influences on intercultural communication. |
|---|

L2.  Develop practical tools that can be integrated   into problem solving and decision making with current day  -
to-day issues and which can be adapted to future situations;

| Matching course objective(s):<br><br>From: Expected Outcomes  (Section 2)<br>Analyze verbal and nonverbal dimensions of intercultural communication        . |
|---|

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

| Matching course objective(s):<br><br>From: Description  (Section 1)<br>A comparative and integrative study of intercultural communication in American Society.        Examine<br>messages through nonverbal communication signals in appropriate cultural code. |
|---|

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

| Matching course objective(s):<br><br>From: Description  (Section 1)<br>Analysis of cultural histor   ies, cultural concepts, language, ethnic perspectives, perceptions, symbols and<br>roles as they facilitate or hinder effective verbal and nonverbal interaction across cultural lines. |
|---|

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

| Matching course objective(s):<br><br>Examples of Required Reading and Writing Assignments (Section 12)<br>Research project/papers   and oral speech presentations   examining  cul tural, sociological, and psychological<br>influences on intercultural communication. |
|---|

Depth Map: Additionally  , must  include

# General Education Review Request
## AREA VII Ð LIFELONG LEARNING

From: Description  (Section 1)
Examination of cultural identities which influence thinking and behavior, such as race, class, gender, ethnicity, sexual orientation, nationality, age, appear        ance, and physical ability.

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

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

# General Education Review Request
## AREA VII  Ð LIFELONG LEARNING

Course Number & Title:  CRLP 55 Lifelong Learning Strategies

<u>Breadth Criteria:</u>

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to 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.

G. communicate and teach the above skills to others.

L7.  Analyze beliefs, attitude s, biases, stereotypes, and behaviors in individuals and communities regarding

# General Education Review Request
## AREA VII – LIFELONG LEARNING

> A. identify and clarify personal, academic and career goals.
> F. analyze and apply new techniques for academic and career success.
> G. communicate and teach the above skills to others.

Requesting Faculty:  Andy Lee                                      Date:  10-31-11

Division Curr Rep: Andy Lee                                        Date:  10-31-11

## REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Mary Thomas, Gillian Schultz, Bernie Day

Comments:

Recommend inclusion in GE 2/28/12

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

General Education Review Request
AREA VII   Ð LIFELONG LEARNING

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

   B. Idertify personal skills, interests, values, and personality style.
   D. Identify psychological, sociological, and cultural barriers to career progress.

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Matching course objective(s):

    D. Identify psychological, sociological, and cultural barriers to career progress.
    E. Review current workplace trends.

B5.

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# COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)
## BACKGROUND DOCUMENTS

## ASCCC CLEP Resolutions
### College Level Examination Program (CLEP) Exam Equivalency List

Spring2011
Resolution 09. 01

Presenter: Estela Narrie, Santa Monica College, Transfer and Articulation Committee
Topic: Curriculum
Status: Assigned

Whereas, Resolution 9.04 F10 ÒCollege Level Examination Program (CLEP) Exam Applicability to Associate Degree

work schedules, and other factors, and CLEP exams have made earning college credits a realistic possibility for these individuals; and

Whereas, CLEP general education subject area applicability exists system-wide for students completing California State University General Education Breadth (CSU GE), but the University of California does not accept CLEP exams for

CSU POLICY ON CREDIT FOR EXTERNAL EXAMINATIONS

Palomar College CLEP Policy

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- English Composition with Essay/English Composition

Depending on the scoring range for the particular exam, only CLEP scores above 500 (or 50) will be accepted. Official CLEP score reports must be included in the application packet. Subject College Level Examination Program will only be accepted by the Primary Care Program and cannot be used to meet General Education requirements to satisfy the Associate Degree requirements at Foothill College.

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