

**College Curriculum Committee Meeting Agenda**

**Tuesday, March 19, 2013**

**2:00 p.m. - 3:30 p.m.**

**President's Conference Room**

Item	Action	Attachment	Presenter/Time
1. Minutes: February 5, 2013	Action	#3/19/13-1	Holcroft - 3 min
2. Defining Families for Physical Education Across District	Discussion/Action	#3/19/13-2 thru 4	Holcroft, MacNeil, Shewfelt - 20 min
3. Announcements a. New Course Proposals b. Report out from Divisions c. Upcoming events	Information	#3/19/13-5 & 6	Curr Reps - 5 min Holcroft - 3 min
4. Consent Calendar: a. General Education Applications  b. Stand Alone Applications	Approval	#3/19/13-7 thru 11  #3/19/13-12 thru 18	Holcroft - 5 min
5. Prerequisites & Content Review Plan	Discussion	#3/19/13-19	Holcroft, Kuo - 10 min
6. Minimum Proficiencies for Certificates	Discussion	#3/19/13-20	Holcroft, Kuo - 5 min
7. Legislative update	Info/Discussion	#3/19/13-21 & 22	Day - 10 minutes
8. COR/Articulation Update	Info/discussion	#3/19/13-23	Day - 5 minutes
9. New Curriculum Proposal Process	Discussion	No attachment	Holcroft - 10 min
10. CCC 101: Need/Justification	Info/Discussion	#3/19/13-24	Holcroft - 10 min

**Consent Calendar**

**FH General Education:**

- *Area I, Humanities* (attachments #7 & 8): PHOT 5 & THTR 12A
- *Area VI, United States Cultures & Communities* (attachments #9-11): MUS 8, SOC 23, SPAN 10A

**Stand Alone:** (attachments #12-18)

- APPR 159, NCEL 411, 412, 413, 421, 422, 423

**Attachment List:**

- #3/19/13-1 Draft Minutes: March 5, 2013
- #3/19/13-2 Principles for Developing Families of Courses
- #3/19/13-3 FHDA PE Family Considerations
- #3/19/13-4 FH Proposed Families & Course Pairings
- #3/19/13-5 New Course Proposal - ENGL 15A
- #3/19/13-6 New Course Proposal - ENGL 15B
- #3/19/13-19 New Prerequisite Implementation Plan
- #3/19/13-20 Min Quals for Certificates Memo
- #3/19/13-21 2013 Curriculum Legislation
- #3/19/13-22 AB 51 Bill 20130226 Amended\_asm\_v96
- #3/19/13-23 Challenges with Course Outline Review 2013
- #3/19/13-24 Need/Justification Guide

## **2012 -2013 Curriculum Committee Meetings**

<u>Fall 2012 Quarter:</u>	<u>Winter 2013 Quarter</u>	<u>Spring 2013 Quarter</u>
10/2/12	1/15/13	4/16/13
10/16/12	1/29/13	4/30/13
11/6/12	2/5/13	5/7/13
11/20/12	2/19/13	5/21/13
12/4/12	3/5/13	6/4/13
	3/19/13	6/18/13

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

## **2012-2013 Curriculum Deadlines**

<u>12/1/12</u>	<u>Deadline to submit courses to CSU for CSU GE approval.</u>
<u>12/1/12</u>	<u>Deadline to submit courses to UC/CSU for IGETC approval.</u>
<u>12/7/12</u>	<u>COR/Title 5 Updates for Fall 2013.</u>
<u>3/1/13</u>	<u>Curriculum Sheet Updates for 2013-14.</u>
<u>6/1/13</u>	<u>Deadline to submit new/revised courses to UCOP for UC transferability</u>
<u>Ongoing</u>	<u>Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.</u>

## **2012-2013 Professional Development Opportunities & Conferences of Interest**

<u>11/8-10/12</u>	<u><a href="#">Next Generation STEM Learning: Investigate, Innovate, Inspire</a></u> , Kansas, MO.
<u>11/8-10/12</u>	<u><a href="#">ASCCC Fall Plenary Session</a></u> , Irvine Marriott Hotel.
<u>2/8/12**</u>	<u>Global Citizenship Pathway</u> – SJSU/WVC curriculum collaboration model. President's Conference Room, 12-1 p.m. (Compass II Networking Grant)
<u>2/28-3/2/13</u>	<u><a href="#">General Education &amp; Assessment: A Sea Change in Student Learning</a></u> , Boston Park Plaza, Boston, MA.
<u>4/4-6/13</u>	<u><a href="#">Student Success &amp; the Quality Agenda</a></u> , Miami, FL.
<u>4/11/13</u>	<u>CCC Course Outline Workshop</u> , KCI Rm 4008, 12:00 p.m. - 1:30 p.m.
<u>4/18-20/13</u>	<u><a href="#">ASCCC Spring Plenary</a></u> , Westin San Francisco Airport.
<u>4/22/13</u>	<u>CCC Course Outline Workshop</u> , KCI Rm 4008, 1:00 p.m. - 2:30 p.m.
<u>5/1/13</u>	<u>CCC Course Outline Workshop</u> , KCI Rm 4008, 12:00 p.m. - 1:30 p.m.
<u>5/17/13</u>	<u>CCC Course Outline Workshop</u> , KCI Rm 4008, 11:00 a.m. - 12:30 p.m.
<u>6/13-15/13</u>	<u><a href="#">ASCCC Faculty Leadership Institute</a></u> , Sheraton Grand, Sacramento.
<u>7/11-13/13</u>	<u><a href="#">ASCCC Curriculum Institute</a></u> , Sheraton Park Hotel, Anaheim.

### **Distribution:**

Kathy Armstrong (PSME), Judy Baker (Dean), Rachelle Campbell (BH), Bea Cashmore (ALD), Jerry Celillo (CNSL), Dolores Davison (AS President), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (CNSL), John Fox (BSS), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Patricia Gibbs (BSS), Brenda Hanning (BHS), Robert Hartwell (F A), Carolyn Holcroft (Faculty co-chair), Kay Jones (LIBR), Marc Knobel (PSME), Don MacNeil (P E), Jean McCarron (Instr), Kimberlee Messina (VP, Instruction, Administrator co-chair), Peter Murray (Dean, PSME), Simon Pennington (FA), Barbara Shewfelt (P E), Paul Starer (Dean, L A), Kella Svetich (L A)

## COLLEGE CURRICULUM COMMITTEE

Committee Members - Winter 12-13

Meeting Date: 3/19/13Co-Chairs (2)

<input checked="" type="checkbox"/>	Carolyn Holcroft	7429	Vice President, Academic Senate (tiebreaker vote only) holcroftburnscarolyn@foothill.edu
<input checked="" type="checkbox"/>	Kimberlee Messina	7209	Vice President, Instruction messinakimberlee@foothill.edu

Voting Membership-12 total; 1 vote per division

<input checked="" type="checkbox"/>	Kathy Armstrong	7487	PSME	<a href="mailto:armstrongkathy@foothill.edu">armstrongkathy@foothill.edu</a>
<input checked="" type="checkbox"/>	Falk Cammin (F)	7442	L A	<a href="mailto:camminfalk@foothill.edu">camminfalk@foothill.edu</a>
<input checked="" type="checkbox"/>	Rachelle Campbell (S)	7469	BH	<a href="mailto:campbellrachelle@foothill.edu">campbellrachelle@foothill.edu</a>
<input checked="" type="checkbox"/>	Bea Cashmore	7094	ALD	<a href="mailto:cashmorebeatrix@foothill.edu">cashmorebeatrix@foothill.edu</a>
<input checked="" type="checkbox"/>	Jerry Cellilo	7224	CNSL	<a href="mailto:cellilojerry@fhda.edu">cellilojerry@fhda.edu</a>
<input checked="" type="checkbox"/>	Bernie Day	7225	Articulation	<a href="mailto:daybernie@foothill.edu">daybernie@foothill.edu</a>
<input checked="" type="checkbox"/>	Isaac Escoto	7350	CNSL	<a href="mailto:escotoisaac@foothill.edu">escotoisaac@foothill.edu</a>
<input checked="" type="checkbox"/>	John Fox	7419	BSS	<a href="mailto:foxjohn@fhda.edu">foxjohn@fhda.edu</a>
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	<a href="mailto:franciscomarnie@foothill.edu">franciscomarnie@foothill.edu</a>
	Patricia Gibbs	7474	BSS	<a href="mailto:gibbspatricia@foothill.edu">gibbspatricia@foothill.edu</a>
<input checked="" type="checkbox"/>	Brenda Hanning	7466	BH	<a href="mailto:hanningbrenda@foothill.edu">hanningbrenda@foothill.edu</a>
<input checked="" type="checkbox"/>	Robert Hartwell	7016	FA	<a href="mailto:hartwellrobert@fhda.edu">hartwellrobert@fhda.edu</a>
<input checked="" type="checkbox"/>	Kay Jones	7602	LIBR	<a href="mailto:joneskay@foothill.edu">joneskay@foothill.edu</a>
<input checked="" type="checkbox"/>	Marc Knobel	7049	PSME	<a href="mailto:knobelmarc@foothill.edu">knobelmarc@foothill.edu</a>
<input checked="" type="checkbox"/>	Don MacNeil	6967	P E	<a href="mailto:macneildan@foothill.edu">macneildan@foothill.edu</a>
<input checked="" type="checkbox"/>	Simon Pennington	7015	F A	<a href="mailto:penningtonsimon@fhda.edu">penningtonsimon@fhda.edu</a>
<input checked="" type="checkbox"/>	Barbara Shewfelt	7658	P E	<a href="mailto:shewfeltbarbara@foothill.edu">shewfeltbarbara@foothill.edu</a>
<input checked="" type="checkbox"/>	Kella Svetich	7924	L A	<a href="mailto:svetichkella@foothill.edu">svetichkella@foothill.edu</a>
<input checked="" type="checkbox"/>	Judy Baker	7388	Dean	<a href="mailto:bakerjudy@foothill.edu">bakerjudy@foothill.edu</a>
<input checked="" type="checkbox"/>	Peter Murray	7472	Dean	<a href="mailto:murraypeter@foothill.edu">murraypeter@foothill.edu</a>
<input checked="" type="checkbox"/>	Paul Starer	7227	Dean	<a href="mailto:starerpaul@foothill.edu">starerpaul@foothill.edu</a>

Non-Voting Members (4)

<input checked="" type="checkbox"/>	Teresa de la Cruz	7638	Articulation Assistant	<a href="mailto:delacruzteresa@foothill.edu">delacruzteresa@foothill.edu</a>
<input checked="" type="checkbox"/>	Stephanie Franco	7231	Evaluations	<a href="mailto:francostephanie@foothill.edu">francostephanie@foothill.edu</a>
<input checked="" type="checkbox"/>	Jean McCarron	7371	Curr/Schedule Asst.	<a href="mailto:mccarronjean@fhda.edu">mccarronjean@fhda.edu</a>
<input checked="" type="checkbox"/>	Cori Nuñez	7439	Curr Coordinator ASFC	<a href="mailto:nunezcori@foothill.edu">nunezcori@foothill.edu</a>

Visitors:

Dolores Dawson (AS), Clarie Kuo (research),  
Susan Gutkin (Dean, K&L), Kathy Ripp (K&A)

**College Curriculum Committee**  
**Meeting Minutes**  
**Tuesday, March 5, 2013**  
**2:03 p.m. - 3:41 p.m.**  
**President's Conference Room**

<u>Item</u>	<u>Discussion</u>
1. Minutes: February 5, 2013	Correction to item 2a: LA is keeping ENGL 5H, 7H and 40H active and deactivating ENGL 22 & 41. Minutes approved with the correction. M/S (Armstrong/Baker) <b>Approved</b> .
2. Announcements <ul style="list-style-type: none"> <li>a. Report out from Divisions</li> <li>b. Upcoming events</li> <li>c. Pending Programs</li> <li>d. COR Updates for '14-'15</li> </ul>	<b>Speaker: Carolyn Holcroft</b> <ul style="list-style-type: none"> <li>a. No reports from the members.</li> <li>b. Upcoming events:               <ul style="list-style-type: none"> <li>• Our researcher, Elaine Kuo, has gathered data for us re: minimum proficiencies for certificates and will present it at the next meeting.</li> <li>• Four Course Outline workshops scheduled in Spring quarter, room TBA, please alert faculty constituents.</li> </ul> </li> <li>c. Nunez presented list of currently pending program applications as requested at last CCC meeting.</li> <li>d. Presented list of existing courses scheduled for compliance review/update for next cycle, due December 6, 2013. Reps should contact the faculty authors ASAP to alert them and to do a brief review of the current CORs to advise them about areas that need special attention/revision.               <ul style="list-style-type: none"> <li>• Curriculum team announced change in deadline for submitting a <b>NEW</b> course outline of record. Beginning immediately, faculty developing a new course (COR) will need to have the course in "review" in C3MS by the end of Spring quarter for inclusion in the next catalog. E.g. must be in review by end of Spring '13 in order to be in the '14-'15 catalog. This is to ensure enough time to get the course through the additional steps necessary for new course approval (FHDA board, Chancellor's Office, articulation, etc.)</li> </ul> </li> </ul>
3. Consent Calendar: <ul style="list-style-type: none"> <li>a. General Education Applications</li> <li>b. Stand Alone Applications</li> </ul>	<b>Speaker: Carolyn Holcroft</b> <ul style="list-style-type: none"> <li>a. GE apps (HUMN 3H &amp; 4H)- motion to approve M/S (Francisco/Hartwell) <b>Approved</b>.</li> <li>b. SA- Pull MDIA 20 needs more specific backup; pull MDIA 9- how can a course be basic skills and transferable; MDIA 2C needs clarification; MDIA 32 if it is part of a degree/cert then no need for this form.</li> </ul>
4. New Program Applications: <ul style="list-style-type: none"> <li>a. CPA Examination Preparation</li> <li>b. Music History &amp; Literature</li> </ul>	<b>Speaker: Carolyn Holcroft</b> <ul style="list-style-type: none"> <li>a. Counseling has students asking for this certification. The committee would like to invite the faculty authors, Sara Seyedin and Jose Nava, to next meeting to respond to questions. Will be an action item at next CCC meeting.</li> <li>b. Members identified some spelling errors in the narrative. Question about "Literature" in title, Hartwell clarified that in Music, "literature" refers to a body of written music rather than a collection of books, etc. Svetich suggested that the title might also include something about the multicultural nature of certificate. Hartwell will confer with Elizabeth Barkley, (co-author), to see if they might want to rethink the title. Certificate will come back for action at next meeting.</li> </ul>
5. Leadership Succession	<b>Speaker: Carolyn Holcroft</b> Holcroft was asked to describe the duties of the

	<p>Curriculum Co-chair. Past practice has been that CCC co-chair receives 50% reassigned time. Term of office is 2 years. Many great resources for new chairs: the ASCCC Curriculum Institute during the summer has a special track for new curriculum chairs, there's a statewide listserv with extremely helpful and knowledgeable participants, and Holcroft also willing to be a resource if desired. Extremely important that someone steps up. Discussed possibly splitting roles of VP/CCC co-chair, discussed pros/cons, overall CCC thinks it best to leave them connected unless there is a candidate for CCC Co-Chair who won't step up without splitting them.</p>
6. GE Minimum Unit Resolution	<p><b>Speaker: Carolyn Holcroft</b>          Second read. Comment from BHS division: one faculty member opined that this change is merely intended to bump up our apportionment. Motion to approve as written. M/S (Armstrong/Hartwell) <b>Approved</b>. Courses that are currently part of the GE sections I thru VI but are not at least 4 units will be given until next year's cycle to revise the course or remove them from the GE list.</p>
7. GE Form Revision Suggestion	<p><b>Speaker: Kathy Armstrong</b>          Armstrong introduced a possible revision to GE application forms: include a short narrative section to allow authors to comment to substantiate the criteria/section of the forms. Proposed addition intended to make reviewing applications easier especially when a reviewer is from outside discipline area. Fox commented that this is a great addition and might actually be where the reviewer might go first. This would be very helpful for the author to also clarify their thoughts. Move to add an <u>optional</u> narrative text box after each section on GE applications. M/S (Hartwell/Fox) <b>Approved</b>.</p>
8. CCC 101 - Need/Justification Statements	<p><b>Deferred to the 3/19/13 meeting.</b></p>
9. C-ID Update	<p><b>Speaker: Bernie Day</b>          Day provided a handout containing statewide and FH-specific C-ID information. Included list of C-ID courses in various stages of approval, the approved TMCs, our TMC progress and a list of FH courses that have C-ID approval. Day noted that list is a moving target as it is updated almost daily. In Nov 2012, the State Chancellor's Office notified CCCs that if a TMC includes a course with a C-ID designator then all the courses the local AA-T have to have C-ID approval or at least be able to show that we have applied. I.e. cannot include a course in our transfer degree if it has been denied C-ID approval. There is no appeal process so Day must resubmit if course is denied. Approval is not permanent, 5-year limit on approval after which must reapply. Must also be resubmitted if course is substantially changed. Day will send link that faculty can access to see what other schools are working on.</p>

**Atendees:** Kathy Armstrong (PSME), Judy Baker (Dean), Rachelle Campbell (BH), Bea Cashmore (ALD), Jerry Cellilo (CNSL), Bernie Day (Articulation Officer), Isaac Escoto (CNSL), John Fox (BSS), Marnie Francisco (PSME), Brenda Hanning (BH), Robert Hartwell (FA), Carolyn Holcroft (Faculty co-chair), Kay Jones (LIBR), Marc Knobel (PSME), Don MacNeil (P E), Jean McCarron (Instr), Barbara Shewfelt (P E), Kella Svetich (L A)

**Minutes Recorded by:** C. Nuñez



## Principles for Developing Families of Courses

Proposed changes to title 5 regulations significantly limit what courses may be deemed repeatable by establishing that all classes are not repeatable except in three specified categories.

In addition, proposed changes limit, with a few exceptions, a student to one enrollment in active participatory courses (formerly referred to as activity courses) in physical education and in visual and performing arts (§ 55040(c)).

What has not changed is the number of active participatory courses that students can take if the courses are related in content (commonly referred to as a family of courses). While students will not in most cases be allowed to repeat a specific active participatory course, they can still enroll in a series of active participatory courses that are related in content a maximum of four times.

Activity courses in physical education and in visual and performing arts were previously deemed repeatable as a means for allowing students to “gain an expanded educational experience each time the course is repeated” and to demonstrate that “skills or proficiencies are enhanced by supervised repetition and practice within class periods or that active participation in individual or group assignments is the primary learning activity” (title 5 §55041, existing language). According to the existing language of title 5 §55041, repetitions were limited to three (for a total of four enrollments) for levels in the same activity (e.g. “Beginning Aerobics, Intermediate Aerobics, Advanced Aerobics”) or in variations of the activity (e.g., “Masters Swimming, Distance Swimming, and Swimming for the Triathlete”). These courses were considered “sets” or “families” because they were comprised of a similar activity.

Recently proposed changes to title 5 have altered some of the previous definitions, focusing attention on the curricular need for the course repetition rather than on a broader framework. The term “activity courses” has been deleted from §55041, and courses that were previously designated as repeatable under this definition may no longer be repeatable. However, title 5 §55000 will now define “active participatory courses” as “those courses where individual study or group assignments are the basic means by which learning objectives are obtained.” The same section of title 5 defines “courses that are related in content,” or families, as “those courses with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each variation.”

Finally, title 5 §55040 will now state that “The policies and procedures adopted by the governing board of each community college district pursuant . . . may not permit student enrollment in active participatory courses, as defined in §55000, in physical education, visual arts or performing arts that are related in content, as defined in §55000, more than four times for semester courses or six times for quarter courses.” Taken together, these definitions and changes make the designation of families a very important issue for local curriculum committees. The current interpretation of title 5 allows for no more than four levels or experiences within a family such that each course may only be taken one time unless

the course meets the new criteria for repeatability under title 5 §55041.

Because, with few exceptions, under the proposed regulations students can only take each of the specified active participatory courses once, many colleges may need to create levels of some of those courses that were previously designated as repeatable and establish those courses as families. While the regulations regarding repeatability and active participatory courses have changed, the instructional justification for creating such courses remains. The spirit of leveling or dividing courses for repetitions has been and should continue to be to provide students with an opportunity to build their knowledge, skills, abilities, and fitness levels in physical activity courses within a set or family of discreet individual courses. The need to develop leveled or distinct courses should be founded on these principles and should be done to ensure programmatic needs are met, where appropriate.

The primary drawback to creating leveled courses or to separating out distinct materials or technologies is that scheduling these more specialized courses and meeting local minimum enrollment requirements may pose difficulties. When local colleges create multiple courses or course levels, the courses may be offered simultaneously rather than scheduled separately, with the enrollment across all sections being counted together for minimum or maximum enrollment considerations, FTES computation, and teaching load. For example, a local college may create a Beginning, Intermediate, and Advanced Ceramics course sequence (CERM 100, 101, 102 for this example). CERM 100, 101, and 102 can then all be scheduled for Tuesdays and Thursdays from 9 to 12 with the same instructor.

A variation on leveling is to create courses with a more specific focus within an area of emphasis. For example, some colleges may split painting up into oil, acrylic, and watercolor courses or separate out relief printmaking from intaglio, lithography, or screen-printing. There are both curricular and pedagogical justifications for this approach. The primary concern with this approach is that receiving institutions (UC and CSU in particular) typically do not break up the curriculum in this way. Most schools in the CSU or UC systems only require one or two courses in any given medium for major transfer preparation. Local faculty should work closely with their articulation officers to assess the potential impact of this approach on students preparing to transfer.

At this time, individual colleges or districts may define specific families of courses as they choose. However, local curriculum committees are encouraged to be conservative in making such decisions. If colleges begin to define families of courses in unreasonably narrow ways, they can expect more changes to title 5 that might take away the right to make such decisions locally. The definition of “courses that are related in content” is not intended to be so narrow that it becomes inhibiting or useless, but neither is it intended to allow colleges to proliferate levels and active participatory courses by turning every course in the curriculum into a family.

Below are some examples of level development within a family and groupings where variations of an activity could comprise a family. These family divisions are not intended to be authoritative or absolute; again, the determination of family groups remains a local decision. Rather, the chart below is simply intended to demonstrate how families of courses might be organized.

Family Group	Possible Level Names or Distinct but Related Courses			
Tennis	Beginning	Intermediate	Advanced Intermediate	Advanced
	OR			
Golf	Tennis 1	Tennis 2	Tennis 3	Tennis 4
Swimming	Beginning	Intermediate	Advanced	Proficient
	Swimming 1	Swimming 2	Swimming 3	Swimming 4
	OR			
	Beginning Swimming	Masters Swimming	Distance Swimming	Swimming for the Triathlete
Jazz Dance	Beginning	Intermediate	Advanced Intermediate	Advanced
Modern Dance	Beginning	Intermediate	Advanced Intermediate	Advanced
Ballet	Beginning	Intermediate	Advanced Intermediate	Advanced
Resistance Training	Weight Training	Circuit Weight Training	Power Sculpting	
Yoga	Beginning	Basic	Advanced	
Theater Performance	Comedy Ensemble	Comedy Supporting Role	Comedy Starring Role	Tragedy Ensemble
	Tragedy Supporting Role	Tragedy Starring Role	Classical Ensemble	Classical Supporting Role
	Classical Starring Role	Modern Ensemble Role	Modern Supporting Role	Modern Starring Role
Musical Theater	Ensemble	Supporting	Starring	
Visual Art Fundamentals	2-D Design	3-D Design	Color Theory	
Painting	Introduction to Painting	Intermediate Painting	Figure Painting	Watercolor Painting
Sculpture	Introduction to Sculpture	Intermediate Sculpture	Ceramic Sculpture	Figure Sculpture

*The Chancellor's Office would like to recognize Kim Harrell (Folsom Lake College) and Erik Shearer (Napa Valley College) for their work in the early development of this document.*

# Relevant Information to Help Us Define Families for Physical Education Activity Courses in FHDA CC District

## Objectives: Create families that

- allow students to meet their educational objectives
- support the mission of the college
- comply with new repeatability regulations
- comply with Chancellor's Office directive to be conservative in designating families\*

## Considerations ("ground rules"):

- Students may not repeat classes successfully completed with a "C" or better, period
- Students may enroll in up to six courses (in the quarter system) in any family (i.e. two years of PE classes at a rate of one PE activity course per quarter)
- Families must be consistent across the district
- **Foothill College** (native) Associate of Arts Degree in Physical Education requires six units of any physical education activity courses or dance courses
- **De Anza College** (native) Associate of Arts Degree in Kinesiology requires a minimum of four units of PE activity from at least four different activity areas (only one unit from intercollegiate athletics may apply).
  - De Anza catalog defines "different" activity areas: "aquatics, combatives, dance, fitness, individual and dual sports, and team sports"
- The **Transfer Model Curriculum** for the Associate in Arts in Kinesiology for Transfer requires at least one unit from each of three different movement activity areas for a total of three movement activity units.
  - TMC defines "different" movement activity areas: "aquatics, combatives, dance, fitness, individual and dual sports, and team sports"

## What does this mean, from a practical perspective?

- Students intending to earn an **AA-T in Kinesiology** need to have *at least three* families from which to select their movement courses
- Students intending to earn **Foothill's native AA in Physical Education** need to have *at least one family* from which to choose their movement courses
- Students intending to earn **De Anza's native AA in Kinesiology** need to have *at least four families* from which to choose their movement courses
- Students intending to **transfer without an associate's degree, or earn an associate's degree in a major other than PE/Kinesiology...**
  - can take two PE classes each quarter for a year for every family we create, or one PE course per quarter for two years for each family.
  - can transfer a very limited number of PE activity classes/units (2?) to most UC/CSUs
  - CSU Breadth GE Area E (Lifelong Learning/Self Development) counts at most 2 units of PE activity courses

## OK, but what about students who just want lifelong learning (not a degree)?

If the number of PE families in the District is...	Students can take one PE class every quarter for...	Students can take two PE Classes every quarter for...
1	2 years	1 year
2	4 years	2 years
3	6 years	3 years
4	8 years	4 years
5	10 years	5 years
6	12 years	6 years
7	14 years	7 years
8	16 years	8 years
9	18 years	9 years
10	20 years	10 years

## \*Do we REALLY need to take this “be conservative” directive seriously?

Recall that this entire discussion began with LAO recommending elimination of any apportionment at all for PE activity courses.

### From Julie Bruno (ASCCC leadership)

*We do not want to make the families so restrictive that we can't serve our students, but we are urging folks to be conservative in their decisions. So this is really a call for your curriculum committee, and we hope that curriculum committees will look at such things carefully rather than just rubber-stamping them...How you construct your “families” is very much a local decision made by discipline faculty with approval by the Curriculum Committee. Faculty and committee members should be conservative when determining what constitutes a family. For example, given the situation you describe, if you set up a system where students can take ten or twelve different swimming classes, then you can probably expect that new regulations will be developed defining the families for you, and then every PE department in the state will be unhappy. We would strongly suggest that you organize families according to what students really need in order to achieve their educational goals and not as an attempt to allow students to take as many classes as possible.*

<http://www.ccccurriculum.net/repeatability-discussion-board/>

### From David Morse

From: [CaCurricChairs@yahoogroups.com](mailto:CaCurricChairs@yahoogroups.com)<mailto:[CaCurricChairs%40yahoogroups.com](mailto:CaCurricChairs%40yahoogroups.com)>]  
 On Behalf Of David Morse  
 Sent: Monday, August 06, 2012 2:14 PM  
 To: <[CaCurricChairs@yahoogroups.com](mailto:CaCurricChairs@yahoogroups.com)<mailto:[CaCurricChairs%40yahoogroups.com](mailto:CaCurricChairs%40yahoogroups.com)>>  
 Subject: Re: [CaCurricChairs] ART/PE course families limits

Hi Mark. There is no formal limit regarding the number of families you can create, nor (in response to Sarah's question from earlier today in another thread) is there a maximum or minimum number of classes that can be in the family. The only limitation is the one already discussed: students can only have a total of four enrollments within the family.

I would just say to use caution in defining your families. I don't think any of us would argue that ballet and jazz dance, for example, are not separate families. I think what you

described there makes sense. The same might apply to the other major styles. But when you start getting into flamenco dancing and things like that, you might be pushing the envelope a bit much. I think basing your decisions off of your agreements with your local CSU or UC makes sense.

Again, I would urge everyone to think not about how to protect what you have now, but *rather about what students really need and how to achieve it within the new regulations. In that sense, considering your local transfer requirements is logical.* We never intended for this to interfere with our ability to serve our students--but on the other hand, and I hope this does not offend anyone in dance, how many students really need four levels of flamenco dance training for a degree or transfer?

In short, no, there are no established limits to the number of families. It is a local decision at this point. *I would just urge everyone to be conservative in creating the families; if we are not, those limits that do not exist now may appear rather suddenly.*

David

#### **Movement Activity Areas Designated in Kinesiology Transfer Model Curriculum (SIX)**

1. aquatics
2. combatives
3. dance
4. fitness
5. individual and dual sports
6. team sports

#### **Families Proposed by Foothill's PE Faculty, Vetted by CCC (SEVEN)**

1. Combatives
2. Cardiovascular Fitness
3. Aquatics
4. Team Sports
5. Individual Sports
6. Flexibility Training
7. Strength Development

#### **Families Proposed by De Anza's PE Faculty, (ELEVEN)**

1. Combatives (Karate, Aikido, Self-Defense, Cardio Kick)
2. Cardiovascular Fitness (indoor Cycling, Aerobic Power Walking, Aqua Exercise, Hi/Lo Aerobics, Lo Impact Aerobics, Step Aerobics)
3. Cross Training (Spin/Swim, Cross Training, Fit Camp, Cardiovascular & Strength Training, Total Fitness)
4. Aquatics (Swimming, Aerobic Swimming, Deep Water Running)
5. Team Sports (Softball, Basketball, Lacrosse, Soccer, Indoor Soccer, Volleyball)
6. Individual sports (Fencing, Archery, Golf, Multi-Sport Training)
7. Dual team sports (Badminton, Tennis)
8. Physical Meditation (Yoga, Tai Chi)
9. Flex/Stability (Stretching/Pilates Mat Exercise)
10. Motor Skills Development (Motor Skills)
11. Strength Development (Strength Development, Body Sculpting, Core Conditioning)



# Foothill College Phys Ed Proposed Families and Activity Courses

## 1. Combatives

- a. PHED 18A Beginning Tai Chi
- b. PHED 18B Intermediate Tai Chi
- c. PHED 18C Advanced Tai Chi
- d. PHED 19B Kickboxing for Fitness
- e. PHED 19C Intermediate Kickboxing for Fitness
- f. PHED 19D Advanced Kickboxing for Fitness

## 2. Cardiovascular Fitness

- a. PHED 23A Trail Hiking
- b. PHED 23B Day Hiking
- c. PHED 23C Multi Day Hiking
- d. PHED 26F Aerobic Tennis
- e. PHED 27 Walk for Health
- f. PHED 27A Run for Fitness
- g. PHED 27B Intermediate Run for Fitness
- h. PHED 27C Intermediate Walk for Health
- i. PHED 41 Indoor Cycling – Spin
- j. PHED 41A Cardio Intervals – Hills and Sprints
- k. PHED 41B Intermediate Indoor Cycling
- l. PHED 41C Intermediate Cardio Intervals – Hills & Sprints
- m. PHED 42 Bowling for Fitness
- n. PHED 47C High Intensity Interval Training (HIIT)

## 3. Aquatics

- a. PHED 10A Aquatics: Level I Beginning Swimming
- b. PHED 10B Aquatics: Level II Intermediate Swimming
- c. PHED 10C Aquatics: Level III Masters Swimming
- d. PHED 11A Water Exercise
- e. PHED 11B Aquatic Fitness
- f. PHED 11C Water Awareness

## 4. Team Sports

- a. PHED 13 Beginning Water Polo
- b. PHED 13A Intermediate/Advanced Water Polo
- c. PHED 13B Advanced Water Polo
- d. PHED 13C Water Polo – Game Skills
- e. PHED 28 Slow Pitch Softball
- f. PHED 31 Futsal-Indoor Soccer Beginning
- g. PHED 31A Futsal-Indoor Soccer Intermediate
- h. PHED 31B Futsal-Indoor Soccer Advanced
- i. PHED 31C Tournament Futsal-Indoor Soccer
- j. PHED 32C Soccer – Game Skills
- k. PHED 38A Basketball Fundamentals
- l. PHED 38B Basketball Game Skills
- m. PHED 38C Beginning Basketball
- n. PHED 38D Intermediate Basketball

- o. PHED 38E Advanced Basketball
- p. PHED 40 Beginning Volleyball
- q. PHED 40A Intermediate Volleyball
- r. PHED 40B Advanced Volleyball
- s. PHED 40C Volleyball: Game Skills

## **5. Individual Sports**

- a. PHED 24 Introduction to Golf
- b. PHED 24A Skill Development for the Experienced Golfer
- c. PHED 24B Beginning Skills of Golf Course Play
- d. PHED 24C Intermediate Skills of Golf Course Play
- e. PHED 24D Advanced Skills of Golf Course Play
- f. PHED 25A Swing Analysis
- g. PHED 25B Golf Course Play
- h. PHED 26 Beginning Tennis Skills
- i. PHED 26A Intermediate/Advanced Tennis Skills
- j. PHED 26C Beginning Doubles Tennis
- k. PHED 26D Intermediate Doubles Tennis
- l. PHED 26E Advanced Doubles
- m. PHED 33 Beginning Table Tennis
- n. PHED 33A Intermediate Table Tennis
- o. PHED 33B Advanced Table Tennis
- p. PHED 36A Beginning Archery
- q. PHED 36B Intermediate Archery
- r. PHED 36C Advanced Archery
- s. PHED 37 Beginning Badminton: Singles and Doubles
- t. PHED 37A Intermediate Badminton: Singles and Doubles
- u. PHED 37B Advanced Badminton: Singles and Doubles

## **6. Flexibility Training**

- a. PHED 20A Beginning Mat Pilates
- b. PHED 20B Intermediate Mat Pilates
- c. PHED 20C Advanced Pilates
- d. PHED 21 Foundations of Yoga
- e. PHED 21A Beginning Hatha Yoga
- f. PHED 21B Intermediate Hatha Yoga
- g. PHED 21C Advanced Hatha Yoga
- h. PHED 21D Vinyasa Flow Yoga
- i. PHED 21E Restorative Yoga
- j. PHED 22 Beginning Full-Body Flexibility
- k. PHED 22A Intermediate Full-Body Flexibility
- l. PHED 22B Pilates & Yoga
- m. PHED 22C Core Flow Strength

## **7. Strength Development**

- a. PHED 45 Fitness for Life
- b. PHED 45A Foundations of Strength & Conditioning
- c. PHED 45C Circuit Training
- d. PHED 46 Weight Lifting for Health & Fitness

- e. PHED 46B Advanced Weight Lifting for Health & Fitness
- f. PHED 47B Thighs, Abs & Glutes (TAG)
- g. PHED 49A Survivor Training
- h. PHED 49B Boot Camp Training

8. *Dance Technique*

9. *Dance Performance*

10. *Recreational Dance*

**Foothill College**  
**College Curriculum Committee**  
**New Course Proposal**

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

**Date Proposal Given to Division CCC Rep:** 3/11/13

**Faculty Author:** Kella Svetich

**Proposed Number:** ENGL 15A

**Proposed Title:** Survey of World Literature I

**Proposed Catalog Description:**

A comparative study of selected works, in translation and in English, of literature from around the world, including Europe, the Middle East, Africa, Asia, and other areas, from antiquity through the sixteenth century. A cross-cultural examination of global literatures within broader historical, cultural, political, and social frameworks, including the contexts of class, race and ethnicity, gender, religion, and aesthetics.

**Proposed Discipline:** English

**Proposed Need/Justification Statement:** This course would fulfill a core requirement of the English AA as well as the proposed English AA-T; this course will also be submitted for Foothill GE Area I Humanities.

**To which Degree(s) or Certificate(s) would this course potentially be added?**

English AA, English AA-T

**Comments & Other Relevant Information for Discussion:**

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**Instruction Office:**

Date presented at CCC:

Number assigned:

Date number assigned/notification:

**Foothill College**  
**College Curriculum Committee**  
**New Course Proposal**

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

**Date Proposal Given to Division CCC Rep:** 3/11/13

**Faculty Author:** Kella Svetich

**Proposed Number:** ENGL 15B

**Proposed Title:** Survey of World Literature II

**Proposed Catalog Description:**

A comparative study of selected works, in translation and in English, of literature from around the world, including Europe, the Middle East, Africa, Asia, and other areas, from the beginning of the seventeenth century to the present. A cross-cultural examination of global literatures within broader historical, cultural, political, and social frameworks, including the contexts of class, race and ethnicity, gender, religion, and aesthetics.

**Proposed Discipline:** English

**Proposed Need/Justification Statement:** This course would fulfill a core requirement of the English AA as well as the proposed English AA-T; this course will also be submitted for Foothill GE Area I Humanities.

**To which Degree(s) or Certificate(s) would this course potentially be added?**

English AA, English AA-T

**Comments & Other Relevant Information for Discussion:**

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**Instruction Office:**

Date presented at CCC:

Number assigned:

Date number assigned/notification:

## General Education Review Request

### AREA I - HUMANITIES

Course Number & Title: Phot 5: Introduction to Photography

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#### **Breadth Criteria:**

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

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

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

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

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

#### **Depth Criteria for Area I - Humanities:**

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

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

A course meeting the Humanities General Education Requirement ***must*** help students:

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

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

## **General Education Review Request**

### **AREA I - HUMANITIES**

**Course Number & Title:** Phot 5: Introduction to Photography

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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):**

1. Description: A survey of the historical and practical aspects of photography as an art form.
1. Description: Significant photographers from a diversity of backgrounds will inspire students in the practice of photography and developing an appreciation of the varied uses of the photographic image in our culture.
2. Course Objectives - A. - Compare and contrast different photographic styles and genre.
2. Course Objectives - E. - Explain images and exhibit visual awareness.
2. Course Objectives - F. - Assess the contributions made in this field by people from diverse cultures and backgrounds.
4. Course Content - A. Introduction to Photographic History
4. Course Content - A.2. - Significant photographers from diverse backgrounds and their contribution to the medium
4. Course Content - A.3. - Historic use of images to communicate and persuade
4. Course Content - B. 2. - a. Historic perspectives on camera technology
4. Course Content - B. 2. - e. Impact of changes in technology on the authenticity of the photograph as a document
4. Course Content - B. 2. - f. Use of these tools in journalist, commercial and personal situations
4. Course Content - C. 4. - Commercial and business use of photographic imagery
4. Course Content - C. 5. - Photograph as a fine art
4. Course Content - C. 6. - Exploration of personal history and cultural history as recorded in the photographic image.
10. Lab Content - visit and review photography exhibitions in museums and galleries
12. Examples of Required Reading and Writing and Outside of Class Assignments - Photographer paper: 1-3 page paper (900-2700 words) about a photographer or topic in photography that inspires you. Biographical information and significance in history or techniques of photography should be discussed. Use the worksheet from the handouts page to help you gather information and know what questions to ask. You should use a minimum of three sources of which one must be book to research this photographer. Your paper will be posted in the Discussion Area. Each student read all the other presentations and will make thoughtful comments on a minimum of two other student's papers.

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

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

1. Description: A survey of the historical and practical aspects of photography as an art form.
1. Description: Significant photographers from a diversity of backgrounds will inspire students in the practice of photography and developing an appreciation of the varied uses of the photographic image in our culture.

## General Education Review Request

### AREA I - HUMANITIES

- 2. Course Objectives - E. - Explain images and exhibit visual awareness.
- 2. Course Objectives - F. - Assess the contributions made in this field by people from diverse cultures and backgrounds.
- 4. Course Content - A.3. - Historic use of images to communicate and persuade
- 4. Course Content - B. 2. - a. Historic perspectives on camera technology
- 4. Course Content - B. 2. - e. Impact of changes in technology on the authenticity of the photograph as a document
- 4. Course Content - B. 2. - f. Use of these tools in journalist, commercial and personal situations
- 4. Course Content - C. 1. - Photographic communication In the media/journalism
- 4. Course Content - C. 2. - Photographic communication Documentary photography
- 4. Course Content - C. 3. - Photographic communication On the Internet
- 4. Course Content - C. 6. - Exploration of personal history and cultural history as recorded in the photographic image.
- 4. Course Content - C. 7. - Editing for effective communication

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

##### Matching course component(s):

- 1. Description: A survey of the historical and practical aspects of photography as an art form.
- 1. Description: Significant photographers from a diversity of backgrounds will inspire students in the practice of photography and developing an appreciation of the varied uses of the photographic image in our culture.
- 2. Course Objectives - E. - Explain images and exhibit visual awareness.
- 2. Course Objectives - F. - Assess the contributions made in this field by people from diverse cultures and backgrounds.
- 4. Course Content - A.3. - Historic use of images to communicate and persuade
- 4. Course Content - B. 2. - a. Historic perspectives on camera technology
- 4. Course Content - B. 2. - e. Impact of changes in technology on the authenticity of the photograph as a document
- 4. Course Content - C. 6. - Exploration of personal history and cultural history as recorded in the photographic image.

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

##### Matching course component(s):

- 1. Description: Significant photographers from a diversity of backgrounds will inspire students in the practice of photography and developing an appreciation of the varied uses of the photographic image in our culture.
- 2. Course Objectives - A. - Compare and contrast different photographic styles and genre.
- 2. Course Objectives - C. - Demonstrate knowledge of current photographic technology.
- 2. Course Objectives - D. - Create photographs that demonstrate an understanding of light, color, and composition and communicate complex ideas.
- 2. Course Objectives - E. Explain images and exhibit visual awareness.
- 2. Course Objectives - F. Assess the contributions made in this field by people from diverse cultures and backgrounds.
- 4. Course Content - B.1. e. Using composition to communicate a message
- 4. Course Content - B. 4. Seeing and controlling light
- 4. Course Content - C. 7. Editing for effective communication
- 4. Course Content - C. 8. Photographic communication Use of words with photographs to tell a story
- 12. Examples of Required Reading and Writing and Outside of Class Assignments - Photographer paper: 1-3 page paper (900-2700 words) about a photographer or topic in photography that inspires you. Biographical

## **General Education Review Request**

### **AREA I - HUMANITIES**

information and significance in history or techniques of photography should be discussed. Use the worksheet from the handouts page to help you gather information and know what questions to ask. You should use a minimum of three sources of which one must be book to research this photographer. Your paper will be posted in the Discussion Area. Each student read all the other presentations and will make thoughtful comments on a minimum of two other student's papers.

#### **12. Examples of Required Reading and Writing and Outside of Class Assignments - Photography Exhibition Review Assignment:**

Visit Photography Exhibition or Gallery from Instructor's Approved List. Write a paper that analyzes presentation and artistic intent of the work and relates it to a historic context.

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

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

1. Description: A survey of the historical and practical aspects of photography as an art form.
1. Description: Significant photographers from a diversity of backgrounds will inspire students in the practice of photography and developing an appreciation of the varied uses of the photographic image in our culture.
2. Course Objectives - A. Compare and contrast different photographic styles and genre.
2. Course Objectives - B. Evaluate selected articles on photography-related topics.
2. Course Objectives - D. Create photographs that demonstrate an understanding of light, color, and composition and communicate complex ideas.
  
2. Course Objectives - E. Explain images and exhibit visual awareness.
2. Course Objectives - F. Assess the contributions made in this field by people from diverse cultures and backgrounds.
  
4. Course Content - C. 8. Photographic communication Use of words with photographs to tell a story
  
6. Methods of Evaluation - A. Written paper(s) on selected topics in photography.
6. Methods of Evaluation - B. Discussion in class and online
6. Methods of Evaluation - C. Photographic submissions and commentary
6. Methods of Evaluation - E. Assignments integrating photographs, writing and analysis

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

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

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

2. Course Objectives - D. Create photographs that demonstrate an understanding of light, color, and composition and communicate complex ideas.
2. Course Objectives - E. Explain images and exhibit visual awareness.

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

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

1. Description: A survey of the historical and practical aspects of photography as an art form.
1. Description: Students will be introduced to the use of light, composition and communication through images.
2. Course Objectives - D. Create photographs that demonstrate an understanding of light, color, and composition and communicate complex ideas.
4. Course Content - A.3. Historic use of images to communicate and persuade
4. Course Content - C. Photographic communication

## General Education Review Request

### AREA I - HUMANITIES

- 4. Course Content - C. 1. Photographic communication In the media/journalism
- 4. Course Content - C. 2. Photographic communication Documentary photography
- 4. Course Content - C. 3. Photographic communication On the Internet
- 4. Course Content - C. 4. Commercial and business use of photographic imagery
- 4. Course Content - C. 5. Photograph as a fine art
- 4. Course Content - C. 7. Editing for effective communication
- 4. Course Content - C. 8. Photographic communication Use of words with photographs to tell a story

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

##### Matching course component(s):

- 1. Description: A survey of the historical and practical aspects of photography as an art form. 1.
- Description: Significant photographers from a diversity of backgrounds will inspire students in the practice of photography and developing an appreciation of the varied uses of the photographic image in our culture.
- 4. Course Content - C. 1. Photographic communication In the media/journalism
- 4. Course Content - C. 2. Photographic communication Documentary photography
- 4. Course Content - C. 3. Photographic communication On the Internet
- 4. Course Content - C. 4. Commercial and business use of photographic imagery
- 4. Course Content - C. 5. Photograph as a fine art
- 12. Examples of Required Reading and Writing and Outside of Class Assignments - Photographer paper: 1-3 page paper (900-2700 words) about a photographer or topic in photography that inspires you. Biographical information and significance in history or techniques of photography should be discussed. Use the worksheet from the handouts page to help you gather information and know what questions to ask. You should use a minimum of three sources of which one must be book to research this photographer. Your paper will be posted in the Discussion Area. Each student read all the other presentations and will make thoughtful comments on a minimum of two other student's papers.
- 4. Course Content - B. 1. Elements of composition (Can not talk about this without reference to painting, drawing and sculpture.)
- 2. Course Objectives - E. Explain images and exhibit visual awareness. (includes recognition of differences of the photographic image to other artistic images.)

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

##### Matching course component(s):

- 1. Description: Significant photographers from a diversity of backgrounds will inspire students in the practice of photography and developing an appreciation of the varied uses of the photographic image in our culture.
- 2. Course Objectives - A. Compare and contrast different photographic styles and genre.
- 2. Course Objectives - F. Assess the contributions made in this field by people from diverse cultures and backgrounds.
- 4. Course Content - A. Introduction to Photographic History
- 4. Course Content - A.1. History and development of photographic genre and technology
- 4. Course Content - A.2. Significant photographers from diverse backgrounds and their contribution to the medium
- 4. Course Content - A.3. Historic use of images to communicate and persuade
- 4. Course Content - C. 1. Photographic communication In the media/journalism
- 4. Course Content - C. 2. Photographic communication Documentary photography
- 4. Course Content - C. 6. Exploration of personal history and cultural history as recorded in the photographic image.
- 12. Examples of Required Reading and Writing and Outside of Class Assignments - Photographer paper: 1-3 page paper (900-2700 words) about a photographer or topic in photography that inspires you. Biographical information and significance in history or techniques of photography should be discussed. Use the

## **General Education Review Request**

### **AREA I - HUMANITIES**

worksheet from the handouts page to help you gather information and know what questions to ask. You should use a minimum of three sources of which one must be book to research this photographer. Your paper will be posted in the Discussion Area. Each student read all the other presentations and will make thoughtful comments on a minimum of two other student's papers.

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

**Matching course component(s):**

- 2. Course Objectives - A. Compare and contrast different photographic styles and genre.
- 2. Course Objectives - B. Evaluate selected articles on photography-related topics.
- 2. Course Objectives - E. Explain images and exhibit visual awareness.
- 2. Course Objectives - F. Assess the contributions made in this field by people from diverse cultures and backgrounds.

12. Examples of Required Reading and Writing and Outside of Class Assignments - Photographer paper: 1-3 page paper (900-2700 words) about a photographer or topic in photography that inspires you. Biographical information and significance in history or techniques of photography should be discussed. Use the worksheet from the handouts page to help you gather information and know what questions to ask. You should use a minimum of three sources of which one must be book to research this photographer. Your paper will be posted in the Discussion Area. Each student read all the other presentations and will make thoughtful comments on a minimum of two other student's papers.

12. Examples of Required Reading and Writing and Outside of Class Assignments - Photography Exhibition Review Assignment:  
Visit Photography Exhibition or Gallery from Instructor's Approved List. Write a paper that analyzes presentation and artistic intent of the work and relates it to a historic context.

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

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

**Matching course component(s):**

- 2. Course Objectives - A. Compare and contrast different photographic styles and genre.
- 2. Course Objectives - B. Evaluate selected articles on photography-related topics.
- 2. Course Objectives - E. Explain images and exhibit visual awareness.
- 2. Course Objectives - F. Assess the contributions made in this field by people from diverse cultures and backgrounds.
- 4. Course Content - C. 7. Editing for effective communication
- 4. Course Content - C. 8. Photographic communication Use of words with photographs to tell a story
- 6. Methods of Evaluation - A. Written paper(s) on selected topics in photography.
- 6. Methods of Evaluation - B. Discussion in class and online
- 6. Methods of Evaluation - C. Photographic submissions and commentary
- 6. Methods of Evaluation - E. Assignments integrating photographs, writing and analysis
- 6. Methods of Evaluation - F. Final Project or Final Exam

12. Examples of Required Reading and Writing and Outside of Class Assignments - Photographer paper: 1-3 page paper (900-2700 words) about a photographer or topic in photography that inspires you. Biographical information and significance in history or techniques of photography should be discussed. Use the worksheet from the handouts page to help you gather information and know what questions to ask. You should use a minimum of three sources of which one must be book to research this photographer. Your paper will be posted in the Discussion Area. Each student read all the other presentations and will make thoughtful comments on a minimum of two other student's papers.

## General Education Review Request

### AREA I - HUMANITIES

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

Matching course component(s):

- 4. Course Content - B. Introduction to photographic techniques
- 4. Course Content - B. 1. Elements of composition
- 4. Course Content - B.1. a. Rule of thirds
- 4. Course Content - B.1. b. Repeating shapes
- 4. Course Content - B.1. c. Spatial perspective and foreground, middleground, background
- 4. Course Content - B.1. d. Scale
- 4. Course Content - B. 3. Creative use of camera controls
- 4. Course Content - B. 3. a. Controlling motion (shutter speed)
- 4. Course Content - B. 3. b. Controlling focus (depth of field)
- 4. Course Content - B. 3. c. Controlling exposure (metering, ASA)
- 4. Course Content - B. 3. d. Focal length
- 4. Course Content - B. 4. Seeing and controlling light
- 4. Course Content - B. 4. a. Natural light
- 4. Course Content - B. 4. b. Flash
- 4. Course Content - B. 4. c. Studio light
- 4. Course Content - B. 5. Printing
- 4. Course Content - B. 6. Presentation of photographs

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

Matching course component(s):

- 2. Course Objectives - A. Compare and contrast different photographic styles and genre.
- 2. Course Objectives - B. Evaluate selected articles on photography-related topics.
- 6. Methods of Evaluation - A. Written paper(s) on selected topics in photography.
- 6. Methods of Evaluation - B. Discussion in class and online
- 6. Methods of Evaluation - C. Photographic submissions and commentary
- 6. Methods of Evaluation - E. Assignments integrating photographs, writing and analysis
- 6. Methods of Evaluation - F. Final Project or Final Exam

10. Lab Content - Use of eportfolio to share images and discuss photographic theory

12. Examples of Required Reading and Writing and Outside of Class Assignments - Photographer paper: 1-3 page paper (900-2700 words) about a photographer or topic in photography that inspires you. Biographical information and significance in history or techniques of photography should be discussed. Use the worksheet from the handouts page to help you gather information and know what questions to ask. You should use a minimum of three sources of which one must be book to research this photographer. Your paper will be posted in the Discussion Area. Each student read all the other presentations and will make thoughtful comments on a minimum of two other student's papers.

12. Examples of Required Reading and Writing and Outside of Class Assignments - Photography Exhibition Review Assignment:  
Visit Photography Exhibition or Gallery from Instructor's Approved List. Write a paper that analyzes presentation and artistic intent of the work and relates it to a historic context.

**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):

## **General Education Review Request**

### **AREA I - HUMANITIES**

1. Description: Significant photographers from a diversity of backgrounds will inspire students in the practice of photography and developing an appreciation of the varied uses of the photographic image in our culture.
2. Course Objectives - F. Assess the contributions made in this field by people from diverse cultures and backgrounds.
4. Course Content - C. Photographic communication
4. Course Content - C. 1. Photographic communication In the media/journalism
4. Course Content - C. 2. Photographic communication Documentary photography
4. Course Content - C. 3. Photographic communication On the Internet
4. Course Content - C. 6. Exploration of personal history and cultural history as recorded in the photographic image.
6. Methods of Evaluation - A. Written paper(s) on selected topics in photography.
12. Examples of Required Reading and Writing and Outside of Class Assignments - Photographer paper: 1-3 page paper (900-2700 words) about a photographer or topic in photography that inspires you. Biographical information and significance in history or techniques of photography should be discussed. Use the worksheet from the handouts page to help you gather information and know what questions to ask. You should use a minimum of three sources of which one must be book to research this photographer. Your paper will be posted in the Discussion Area. Each student read all the other presentations and will make thoughtful comments on a minimum of two other student's papers.

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

**Matching course component(s):**

1. Description: Students will be introduced to the use of light, composition and communication through images.
2. Course Objectives - C. Demonstrate knowledge of current photographic technology.
4. Course Content - B. 2. - c. Digital cameras and their uses
4. Course Content - B. 2. - d. Workflow
4. Course Content - B. 2. - e. Impact of changes in technology on the authenticity of the photograph as a document
6. Methods of Evaluation - B. Discussion in class and online
6. Methods of Evaluation - C. Photographic submissions and commentary 10. Lab Content - Use of eportfolio to share images and discuss photographic theory
10. Lab Content - Use of print finishing facilities
10. Lab Content - use of print kiosks
10. Lab Content - online discussions.

Requesting Faculty: Kate Jordahl Date: 2.25.13

Division Curr Rep: Simon Pennington and Robert Hartwell Date: 2.27.13

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#### **REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Approved 3/4/13, Humanities sub-committee Hilary Gomes and Kay Thornton

Comments:

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

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## General Education Review Request

### AREA I - HUMANITIES

Course Number & Title: THTR 12A - STAGE & SCREEN

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#### **Breadth Criteria:**

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

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

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

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

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

#### **Depth Criteria for Area I - Humanities:**

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

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

A course meeting the Humanities General Education Requirement ***must*** help students:

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

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

## General Education Review Request

### AREA I - HUMANITIES

Course Number & Title: TTHR 12A (Stage & Screen) \_\_\_\_\_

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 and interpreted;

**Matching course objective(s):**

*Derived from Course Outline Section 1:*

*An analysis of narrative and plot dissemination through an overview comparison between the popular mediums of live performance and film or video. Ranging from ancient civilizations to the contemporary, source material will be drawn from a broad perspective of culturally diverse works with a specific eye towards comparing the personal and audience impact, the advantages and disadvantages, inherent between the two mediums by analyzing the values and properties of both through shared works of origin.*

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

**Matching course objective(s):**

*Derived from Course Outline Section 2:*

*D. Develop empathetic views of multiple-cultures and historical periods by critically assessing the narratives contained within the assigned works (through the lens of contemporary perspectives). Further interpret the societal conditions and issues of these prescribed cultures and the diversity of human experience they reflect.*

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

**Matching course objective(s):**

*Derived from Course Outline Section 4:*

B) Script study and analysis targeting layers of narrative comprehension (Lec)

3. Social commentary or message
4. Overall circumstances or situation and the contributions these elements make in engendering storyline.
5. Human journey of key figures identified in the assigned work.

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

**Matching course objective(s):**

*Derived from Course Outline Section 4:*

*D. Overview study of how each individual work reflects the culture, society, oppressions, inspirations, complications, emotional identity, humor or other broad human experience the narrative work engenders.*

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):**

*Derived from Course Outline Section 4:*

*Introductory overview of developmental characteristics of mediums. (Lec)*

1. Production elements and requirements of live theatre.
2. Production elements and requirements of film process.

## **General Education Review Request**

### **AREA I - HUMANITIES**

3. *Comparison of delivery methods, fiscal variances, audience experience.*

**Derived from Course Outline Section 6:**

*Discussion evaluation*

*Comparative/Analytical review essays*

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

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

**Matching course objective(s):**

**Derived from Course Outline Section 2:**

*B. Interpret scripts for narrative analysis and various support elements for critical comparison of narrative impact between mediums.*

**Derived from Course Outline Section 4:**

B. Script study and analysis targeting layers of narrative comprehension (Lec)

1. Language clarity
2. Narrative construction
3. Social commentary or message
4. Overall circumstances or situation and the contributions these elements make in engendering storyline.

6. Visualization of elements inspired by the contained narrative elements

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

**Matching course objective(s):**

**Derived from Course Outline Section 4:**

A. Introductory overview of developmental characteristics of mediums. (Lec)

1. Production elements and requirements of live theatre.
2. Production elements and requirements of film process.
3. Comparison of delivery methods, fiscal variances, audience experience.

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

**Matching course objective(s):**

**Derived from Course Outline Section 4:**

*Compare the processes of page to stage and stage to screen (Lec)*

1. *Assess the literal demands of achieving the narrative demands of each work through each medium.*
2. *Identify the characteristics of both experiences and how an audience may perceive each experience and the unique qualities of each studied work.*
3. *Assess how the emotional and personal audience experiences vary between the two medium.*

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

**Course Outline Section 2..**

*D. Develop empathetic views of multiple-cultures and historical periods by critically assessing the narratives contained within the assigned works (through the lens of contemporary perspectives)*

1. *Further interpret the societal conditions and issues of these prescribed cultures and the diversity of human experience they reflect.*

## General Education Review Request

### AREA I - HUMANITIES

#### Derived from Course Outline Section 7:

Playscript and screenplay texts including up to ten of the following base scripts with at least three being from classical cultures both Eastern and Western:

*The Trojan Women by Euripedes  
Medea by Euripedes  
Oedipus Rex by Sophocles  
Doctor Faustus by Christopher Marlowe  
The Ramayana by Valmiki  
Twelfth Night by William Shakespeare  
Othello by William Shakespeare  
King Lear by William Shakespeare (Paired with Japanese film Ran)  
The Miser by Tartuffe  
The Lower Depths by Maxim Gorky (Japanese film pairing)  
The Children's Hour by Lillian Hellman  
Compleat Female Stage Beauty by Jeffrey Hatcher  
A Soldier's Play by James Baldwin  
Bullshot Crummond by Ron House and Diz White  
Who's Afraid of Virginia Wolfe by Edward Albee  
Real Women Have Curves by Josefina Lopez  
Breaking the Code by Hugh Whitmore  
The Madness of King George by Alan Bennett  
Oleanna or Glengarry Glen Ross by David Mamet  
Wit by Margaret Edson  
God of Carnage by Yasmina Reza*

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

#### Matching course objective(s):

#### Derived from Course Outline Section 4:

*Overview study of how each individual work reflects the culture, society, oppressions, inspirations, complications, emotional identity, humor or other broad human experience the narrative work engenders. (Lec)*

1. *Background of each work*
2. *Placement or role of each work as a mirror to the conditions from which the work was spawned.*

#### 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):

#### Derived from Course Outline Section 6:

2. *Discussion evaluation*
3. *Comparative/Analytical review essays*

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

#### Matching course objective(s):

n/a

## **General Education Review Request**

### **AREA I - HUMANITIES**

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

**Matching course objective(s):**

*Derived from Course Outline Section 6:*

- 3. Comparative/Analytical review essays
- 4. Cooperative learning project

Matchi

**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):**

*Derived from Course Outline Section 2:*

*D. Develop empathetic views of multiple-cultures and historical periods by critically assessing the narratives contained within the assigned works (through the lens of contemporary perspectives)*  
*Further interpret the societal conditions and issues of these prescribed cultures and the diversity of human experience they reflect.*

**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 objective(s):**

*Derived from Course Outline Section 2:*

*A. Compare and comprehend the production processes for advantage and disadvantage of the mediums of live theatrical performance and constructed, finished film product.*

*Derived from Course Outline Section 6:*

- 3. Comparative/Analytical review essays
- 4. Cooperative learning project

Requesting Faculty: Tom Gough \_\_\_\_\_ Date: 02/22/2013 \_\_\_\_\_

Division Curr Rep: Robert Hartwell, Simon Pennington \_\_\_\_\_ Date: 2/27/13 \_\_\_\_\_

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#### **REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Approved 3/4/13 Humanities sub-committee, Kay Thornton and Hilary Gomes

Comments:

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

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## General Education Review Request

### AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: Music 8 Music of Multicultural America

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#### **Breadth Criteria:**

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

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

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

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

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

#### **Depth Criteria for Area VI -United States Cultures & Communities:**

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

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

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

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

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

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

Course Number & Title: \_\_\_\_\_

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

**Depth Map: Must include the following:**

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

**Matching course component(s):**

From Course Description: A comparative and integrative study of the multicultural musical styles of the United States, this class explores the music of Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans from their historical roots to the present.

From Course Objectives: The student will be able to:

- A. describe the historical experience and musical traditions of five broad constituent groups (Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans).
- B. describe how each ethnic group's musical traditions mirror the various patterns of that group's assimilation or isolation in relation to mainstream American culture.

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

**Matching course component(s):**

From Course Description: A ***comparative and integrative study*** of the multicultural musical styles of the United States, this class explores the music of Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans from their historical roots to the present.

From Course Objectives: The student will be able to:

- A. describe the historical experience and musical traditions of five broad constituent groups (Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans).
- B. ***describe how each ethnic group's musical traditions mirror the various patterns of that group's assimilation or isolation in relation to mainstream American culture.***
- C. ***compare and contrast this repertoire***

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

**Matching course component(s):**

The course begins with an exploration of what 'culture' is and how it shapes perspective and individual

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

experience.

From Course Content:

A. Context

1. The United States as a multicultural nation
  - a. The components of American multiculturalism: defining culture, ethnicity, race, acculturation, assimilation, and exploring immigration patterns in American history
  - b. Examples of how American music mirrors the various patterns of assimilation or isolation found in ethnic mainstream and minority cultures.

Students then study the historical and social context in which developed the music traditions of five broad constituent groups (Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans).

From Course Description:

Students then “look at these musical traditions from a technical and a cultural perspective as they develop listening and descriptive skills.” In addition, students

From Course Objectives:

- B. ***describe how each ethnic group's musical traditions mirror the various patterns of that group's assimilation or isolation in relation to mainstream American culture.***
- C. ***compare and contrast this repertoire***

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

**U4. Critically examine the contributions of many groups to a particular aspect of United States culture;**

**Matching course component(s):**

From Course Objectives: The student will be able to:

- A. describe the historical experience and musical traditions of five broad constituent groups (Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans).
- B. ***describe how each ethnic group's musical traditions mirror the various patterns of that group's assimilation or isolation in relation to mainstream American culture.***
- C. ***compare and contrast this repertoire***

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

**Matching course component(s):**

From Course Content:

- B. Music of Native Americans

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

1. Overview of pre-conquest traditions
  - a. Challenges to studying pre-conquest Native American music
  - b. The 9 major Native American culture areas (e.g., Southwest, Great Plains, Subarctic, etc.) and commonalities and differences between their music traditions.
2. Native American music within a historical and social context: 15th-19th centuries
  - a. Contact with Europeans in the Colonial Period
  - b. Overview of Native American relations with the United States (e.g., Trade and Intercourse Acts, the mid-19th century Removal Acts and Allotment Acts) and general cultural decimation by the end of the 19th century.
3. Native American music within a historical and social context: 20th century to present
  - a. Americanization, Reorganization, Termination policies, 1970s Activism and Self-Determination.
  - b. The development of Pan-Indian music and later developments such as Techno-Tribal and Native American influence on New Age.

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

**Matching course component(s):**

From Course Objectives:

**The student will be able to:**

- A. describe the historical experience and musical traditions of five broad constituent groups (Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans).
- B. describe how each ethnic group's musical traditions mirror the various patterns of that group's assimilation or isolation in relation to mainstream American culture.

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

**Matching course component(s):**

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

**Matching course component(s):**

From Course Content:

F. Hip-Hop and rap

1. Overview of hip-hop and rap music traditions (defining hip-hop and rap; stylistic characteristics of rap)
2. Rap and hip-hop in a social and historical context
  - a. Roots of rap in African and African-American oral traditions
  - b. The earliest hip-hop and rap
  - c. The context for the rise in popularity of rap
  - d. Shift in rap from party music to social commentary

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

- e. Hip-Hop and rap become more mainstream
- f. The growth of hardcore rap
- g. The 2001 (and later) Hip-Hop Summits

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

**Matching course component(s):**

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

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

**Matching course component(s):**

From Methods of Evaluation:

Part Level essays in response to prompts that ask for critical exploration of a topic related to the parts of the course (The Journeys Begin, Encounters at the Crossroads, Excursions in New Directions) or concert reviews.

From Types and/or Examples of Required Reading and Writing:

A. 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.

B. Writing Assignments: Three essays responding to a prompt such as:

1. 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 emphasizing African traditions).
2. 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
  - a. music's role in defining ethnic/racial communities,
  - b. music that supports or opposes military efforts,
  - c. music used for patriotic purposes,
  - d. the ways in which music separates or unites socio-economic class, and
  - e. the ways in which music has affected you personally on a political basis.

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

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

**Matching course component(s):**

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

**Matching course component(s):**

From Methods of Evaluation:

Final Examination or Comprehensive Project: in-depth analysis of a musician including biography focusing on ethnic/racial influences, analysis of music example for structural characteristics, personal impact, interpretation of song lyrics, etc.

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

**Matching course component(s):**

From Types and/or Examples of Required Reading and Writing:

B. Writing Assignments: Three essays responding to a prompt such as:

- a. 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 emphasizing African traditions).
- b. 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
  - i. music's role in defining ethnic/racial communities,
  - ii. music that supports or opposes military efforts,
  - iii. music used for patriotic purposes,
  - iv. the ways in which music separates or unites socio-economic class, and
  - v. the ways in which music has affected you personally on a political basis.

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

**Matching course component(s):**

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

Requesting Faculty: *Elizabeth Barkley, Robert Hartwell, Milissa Carey* \_\_\_\_\_ Date: February 6, 2013 \_\_\_\_\_  
Division Curr Rep: Simon Pennington \_\_\_\_\_ Date: 2.09.13 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Scott Lankford, Leticia Serna, Melissa Carey

Comments:

Recommend Approval

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## General Education Review Request

### AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: Soc 23, Race & Ethnic Relations

#### **Breadth Criteria:**

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

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

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

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

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

#### **Depth Criteria for Area VI -United States Cultures & Communities:**

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

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

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

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

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

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

**Course Number & Title:** Soc 23 Race and Ethnic Relations

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

**Depth Map: Must include the following:**

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

A. **Matching course component(s):** The student will be able to analyze the interrelationship among race, ethnicity and social class.

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

A. **Matching course component(s):** The Student will be able to demonstrate an understanding of the roots of "racism" as it has existed in the U.S.A.

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

A. **Matching course component(s):** The student will be able to understand the significance of historical experiences of diverse minority groups in the U.S.A., emphasizing black, brown, yellow and red peoples of color.

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

**U4.** Critically examine the contributions of many groups to a particular aspect of United States culture;

**Matching course component(s):**

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

**Matching course component(s):** The Student will be able to construct a critical analysis of inclusive-exclusive treatment of citizens and immigrants by the State according to racial and ethnic stature.

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

A. **Matching course component(s):** The Student will be able to cite case law and social policies that have either helped ameliorate or aggravate intergroup tensions.

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

A. **Matching course component(s):** The student will be able to explain race and ethnic relations theories, such as Assimilation, Separatist and Conflict paradigms.

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

**Matching course component(s):**

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

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

**Matching course component(s):**

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

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

**Matching course component(s):**

**Examples of Required Reading and Writing and Outside of Class Assignments include:**

College level readings from primary and secondary sources.

College level writing assignments based on primary and secondary source reflection and / or analysis.

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

**Matching course component(s):**

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

**Matching course component(s):** Critical essays as one method of evaluation.

**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).

**A. Matching course component(s):** The course content includes a section on Globalization and Race/Ethnic Relations, including

1. Multiculturalism as interpreted by corporations
2. Interracial and interethnic competition
3. Infrastructural changes and conflict
4. Have basic U.S.A. values changed forever?

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

**Matching course component(s):**

Requesting Faculty: \_\_\_\_\_ John Fox \_\_\_\_\_ Date: Oct. 11, 11 \_\_\_\_\_

Division Curr Rep: \_\_\_\_\_ Patricia Gibbs \_\_\_\_\_ Date: Oct 12, 11

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

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

Scott Lankford, Melissa Carey, Leticia Serna

Comments:

Recommend Approval

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## General Education Review Request

### AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: SPAN 10A

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#### **Breadth Criteria:**

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

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

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

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

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

#### **Depth Criteria for Area VI -United States Cultures & Communities:**

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

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

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

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

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

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

Course Number & Title: SPAN 10A

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

**Depth Map: Must include the following:**

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

**Matching course component(s):**

**Course content:**

**Course Objectives**

- E. think critically about the special issues facing Latinos in the U.S.
- F. understand the history of the Hispanic presence in the U.S

**E. Cultural understanding**

1. Identify the Spanish linguistic groups in the US.
2. Promote political awareness of bilinguals in the US

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

**Matching course component(s):**

**Course content:**

3. Reflect on their own Latino identity and how it shapes and is shaped by its interaction with the mainstream culture.

**Method of instruction:**

Students will propose themes for discussion relative to the Spanish-speaking population in the United States, and will contribute to such discussions.

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

**Matching course component(s):**

**Course Description:**

Readings pertinent to the life and culture of Hispanics in the U.S., compositions, exploring both personal and political issues.

**Course content:**

3. Reflect on their own Latino identity and how it shapes and is shaped by its interaction with the mainstream culture.

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

**U4.** Critically examine the contributions of many groups to a particular aspect of United States culture;

**Matching course component(s):**

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

**U5.** Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;  
**Matching course component(s):**

- E. think critically about the special issues facing Latinos in the U.S.
- F. understand the history of the Hispanic presence in the U.S.

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

**Matching course component(s):**

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

**Matching course component(s):**

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

**Matching course component(s):**

**Course Content**

- 2. Promote political awareness of bilinguals in the US
- 3. Reflect on their own Latino identity and how it shapes and is shaped by its interaction with the mainstream culture.

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

**Matching course component(s):**

**Course Content**

- 3. Reflect on their own Latino identity and how it shapes and is shaped by its interaction with the mainstream culture.

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

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

**Matching course component(s):**

**Course Objectives:**

- B. understand and respond critically to a variety of texts

**Course content:**

**2. Writing ability**

- a. Understand the difference between written and spoken language
- b. Organize main ideas and supporting arguments
- c. Use transitional phrases
- d. Use the appropriate register, targeted to the following situations: family letters, personal narrations (as in a journal), expressing requests, simple cover letters, peer response editing.
- e. Use specific vocabulary for the situations mentioned above, including conventional phrases of courtesy appropriate to each context.
- f. Use tenses appropriately
- g. Distinguish between paraphrasing, narrating, describing and criticizing
- h. Use a dictionary appropriately by determining the infinitive form of an unknown verb, the masculine single form of an adjective and understanding abbreviations of grammatical forms.

**Course Content**

**C. Critical ability**

- 1. Identify the main idea and the supporting arguments in different settings: movie reviews, news articles,

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

advertisements, short narratives, family and job letters

- 2. Draw conclusions and make inferences from the context
- 3. Recognize point of view
- 4. Make critical judgements

**Method of instruction:**

Students will write opinion pieces, summaries and personal accounts in which they will practice the appropriate spelling, accent or grammatical point and integrate it with the cultural discussion we are covering.

Students will propose themes for discussion relative to the Spanish-speaking population in the United States, and will contribute to such discussions.

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

**Matching course component(s):**

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

**Matching course component(s):**

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

**Matching course component(s):**

**Course Content**

**E. Cultural Understanding:**

- 2. Promote political awareness of bilinguals in the US

- 3. Reflect on their own Latino identity and how it shapes and is shaped by its interaction with the mainstream culture.

- 4. Encourage students to maintain the language and continue their studies in Spanish at the language and literature level

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

**Matching course component(s):**

Requesting Faculty: Patricia Crespo-Martin \_\_\_\_\_

Date: 10/1/11

Division Curr Rep: Falk Cammin \_\_\_\_\_

Date: 10/11/11

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

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

Scott Lankford, Melissa Care, Leticia Serna

Comments:

Recommend Approval

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** APPR 159      **Division:** BUSINESS & SOCIAL SCIENCES

**Course Title:** ADVANCED ARC WELDING

**Catalog Description:**

Students gain knowledge and the skills to perform uphill welds on pipes in all positions using E-6010 and E-7018 electrodes. Students prepare themselves to take and pass a portion of the American Welding Society (AWS) welding certification test for the Pipe Trades industry.

**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:

The objective of this course is to provide an understanding of advanced equipment set up and welding for shielded metal arc welding. Students demonstrate technical understanding of pipe welding in the uphill method and perform pipe welds in the 5G, 6G and 2G positions. In order to pass this course, students must prepare test coupons that meet high welding standards. Work experience and job related safety is part of this program in order to comply with State standards and become licensed apprentices. Students must pass all safety regulations and testing requirements before they can participate in the apprenticeship programs.

2. *“Our mission is to promote student learning through lower-division academic instruction, career preparation, and continuous workforce improvement to advance California’s economic growth and global competitiveness.”*

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

Fulfills all requirements set forth by the State of California for academic instruction and job preparation in a specific field of study or trade related career. It also covers job-related vocational and career technical education. The Pipe Trades Apprenticeship requires students to complete up to 1080 hours of classroom education. Union contractors assist in providing employment to students in order for them to fulfill their employment contract of up to 9000 hours of on-the-job training in their field. At the completion of their program, students receive a certificate by the Local Education Agency (LEA) and the Division of Apprenticeship Standards (DAS). The apprenticeship program is competitive, can be up to 5 years in length and meets the guidelines set forth by the California’s Department of Labor.

**Criteria B. -- Need (Explain)**

The Foothill College Apprenticeship program graduates over 400 students a year in their 2, 3, 4 and 5-year apprenticeship programs. There are currently approximately 2000 active students taking courses at Foothill every year in Apprenticeship. In a typical year, when one student graduates, a slot opens up for a new apprentice. Labor Market Information (LMI) for 12-year projections in 12 counties throughout the Bay Area show occupational index for apprentices will increase positively by 9.9-11.6%. Statewide data shows a 6.5% growth for most programs involved in green technologies.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. (“55805.5. Types of Courses Appropriate to the Associate Degree” criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

X \_\_\_\_\_ 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:** RANDY BOATMAN \_\_\_\_\_ **Date:** 3/14/13 \_\_\_\_\_

**Division Curriculum Representative:** JOSE NAVA \_\_\_\_\_ **Date:** 3/14/13 \_\_\_\_\_

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** NCEL 411

**Division:** Language Arts

**Course Title:** ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE I

**Catalog Description:**

This is an introductory advanced-beginning level integrated skills course for learners of English as an additional language. The focus of this course is on developing a basic level of grammar and vocabulary through listening, speaking, reading and writing so that learners can communicate with other English speakers in and outside of the classroom.

**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: NCEL 411 is a basic skills course, part of the mission of Community Colleges in California.

2. *"A 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."*  
*Adopted June 24, 2009*

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

NCEL 411 is a basic skills course, part of the mission of Foothill College.

**Criteria B. -- Need (Explain)**

There is growing demand for basic, affordable ESL courses in our service area. We are currently developing a non-credit path to our ESL credit program.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

RM The outline of record for this course has been approved by the Division Curriculum Committee and meets the requirements of Title 5.

RM This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

RM This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

RM 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: *Richard Morasci*

Date: **2/19/13**

Division Curriculum Representative: **Kella Svetich**

Date: **3/1/13**

College Curriculum Co-Chairman: \_\_\_\_\_ Date: \_\_\_\_\_

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** NCEL 412

**Division:** Language Arts

**Course Title:** ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE I

**Catalog Description:**

This is a continuation of the advanced-beginning level integrated skills course for learners of English as an additional language. The focus of this course is on developing a basic level of grammar and vocabulary through listening, speaking, reading and writing so that learners can communicate with other English speakers in and outside of the classroom.

**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:  
**NCEL 411 is a basic skills course, part of the mission of Community Colleges in California.**
2. *"A 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."*  
*Adopted June 24, 2009*

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

**NCEL 411 is a basic skills course, part of the mission of Foothill College.**

**Criteria B. -- Need (Explain)**

**There is growing demand for basic, affordable ESL courses in our service area. We are currently developing a non-credit path to our ESL credit program.**

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

RM The outline of record for this course has been approved by the Division Curriculum Committee and meets the requirements of Title 5.

RM This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

RM This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

RM 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: *Richard Morasci*

Date: 2/19/13

Division Curriculum Representative: Kella Svetich

Date: 3/1/13

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** NCEL 413

**Division:** Language Arts

**Course Title:** ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE I

**Catalog Description:**

This is the final advanced-beginning level integrated skills course for learners of English as an additional language. The focus of this course is on developing a basic level of grammar and vocabulary through listening, speaking, reading and writing so that learners can communicate with other English speakers in and outside of the classroom.

**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:  
NCEL 411 is a basic skills course, part of the mission of Community Colleges in California.
2. *"A 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."*  
*Adopted June 24, 2009*

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

NCEL 411 is a basic skills course, part of the mission of Foothill College.

**Criteria B. -- Need (Explain)**

There is growing demand for basic, affordable ESL courses in our service area. We are currently developing a non-credit path to our ESL credit program.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

RM The outline of record for this course has been approved by the Division Curriculum Committee and meets the requirements of Title 5.

RM This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

RM This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

RM 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: *Richard Morasci*

Date: 2/19/13

Division Curriculum Representative: Kella Svetich

Date: 3/1/13

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** NCEL 421

**Division:** Language Arts

**Course Title:** ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE I

**Catalog Description:**

This is an introductory intermediate level integrated skills course for learners of English as an additional language who already have a basic level of speaking, listening, reading and writing. The focus of this course is to help learners advance in their development of grammar and vocabulary through listening, speaking, reading and writing.

**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: NCEL 411 is a basic skills course, part of the mission of Community Colleges in California.
2. *"A 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."*  
*Adopted June 24, 2009*

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

NCEL 411 is a basic skills course, part of the mission of Foothill College.

**Criteria B. -- Need (Explain)**

There is growing demand for basic, affordable ESL courses in our service area. We are currently developing a non-credit path to our ESL credit program.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

RM The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

RM This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

RM This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

RM 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: *Richard Morasci*

Date: 2/19/13

Division Curriculum Representative: Kella Svetich

Date: 3/1/13

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** NCEL 422

**Division:** Language Arts

**Course Title:** ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE I

**Catalog Description:**

This is a continuation of the intermediate level integrated skills course for learners of English as an additional language who already have a basic level of speaking, listening, reading and writing. The focus of this course is help learners advance in their development of grammar and vocabulary through listening, speaking, reading and writing.

**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: NCEL 411 is a basic skills course, part of the mission of Community Colleges in California.
  
2. *"A 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."*  
*Adopted June 24, 2009*

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

NCEL 411 is a basic skills course, part of the mission of Foothill College.

**Criteria B. -- Need (Explain)**

There is growing demand for basic, affordable ESL courses in our service area. We are currently developing a non-credit path to our ESL credit program.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

RM The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

RM This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

RM This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

RM 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: *Richard Morasci*

Date: 2/19/13

Division Curriculum Representative: Kella Svetich

Date: 3/1/13

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** NCEL 423

**Division:** Language Arts

**Course Title:** ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE I

**Catalog Description:**

This is the final intermediate level integrated skills course for learners of English as an additional language who already have a basic level of speaking, listening, reading and writing. The focus of this course is help learners advance in their development of grammar and vocabulary through listening, speaking, reading and writing.

**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: NCEL 411 is a basic skills course, part of the mission of Community Colleges in California.
  
2. *"A 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."*  
*Adopted June 24, 2009*

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

NCEL 411 is a basic skills course, part of the mission of Foothill College.

**Criteria B. -- Need (Explain)**

There is growing demand for basic, affordable ESL courses in our service area. We are currently developing a non-credit path to our ESL credit program.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

RM The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

RM This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

RM This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

RM 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: *Richard Morasci*

Date: 2/19/13

Division Curriculum Representative: Kella Svetich

Date: 3/1/13

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Foothill College Prerequisite/Co-requisite/Advisory Implementation Plan

1. Method of identification of courses that may need a pre- or co-requisite
  - a. For brand new courses, discipline faculty can identify potential need for a prerequisite based on:
    - i. content review of the proposed COR,
    - ii. comparison with similar courses at other schools or within the C-ID system
    - iii. review of requirements in statute or regulation\*
    - iv. review baccalaureate institution requirements (i.e. four-year institutions will not grant credit without the pre- or co-requisite course)\*
    - v. \*further content review is not required in these two cases
    - vi. if the course is part of a closely-related lecture-lab course pairing within a discipline, content review is not required
  - b. For already existing courses, discipline faculty can identify potential need for a prerequisite based on:
    - i. past experiences teaching the course
    - ii. reviewing student success data from program review and/or Student Learning Outcome Assessment/Reflection data, and/or
    - iii. comparison with similar courses at other schools or within the C-ID system
    - iv. examination of tutorial center data re: use of services/type of tutoring requested/received
2. Once faculty identify a course (the “target course”) that may need a new pre- or co-requisite, a rigorous content review process is used:
  - a. Discipline faculty review the target course’s Course Outline of Record, course syllabus, exams, assignments, and grading criteria to identify the skills and knowledge students must have prior to enrolling in the target course.
  - b. If the target course may need a pre- or co-requisite within the same discipline (e.g. a history class needs a history prerequisite), discipline faculty use Course Outlines of Record to identify the appropriate pre- or co-requisite course(s)
  - c. If the target course may need an interdisciplinary pre- or co-requisite in mathematics, or English, (e.g. a biology class needs a mathematics prerequisite), discipline faculty consult directly with mathematics and/or English faculty to use Course Outlines of Record to identify the appropriate pre- or co-requisite course(s)
  - d. Faculty should consider whether an entire pre- or co-requisite class is truly necessary for student success in the target course, or whether another alternative might be viable. Such alternatives may include small unit “booster” courses, designating a short period of class time for math or English faculty to teach the concepts, etc.
  - e. Once the appropriate pre- or co-requisite course has been identified, discipline faculty are strongly encouraged to consult with De Anza discipline faculty, as

implementing a prerequisite on a course at one college and not the other may have unintended consequences on enrollment.

- f. Once an appropriate interdisciplinary (math or English) pre- or co-requisite course has been identified, the division curriculum committee rep will notify the CCC of the proposal to implement the interdisciplinary requisite at the next CCC meeting.
- g. All of the above steps must be documented on the "Pre- or Co-requisite Content Review Addendum" for review and approval by the appropriate Division Curriculum Committee

3. Once discipline faculty have completed the content review process and the Division Curriculum Committee have vetted that the proposed pre/co-requisite is necessary and appropriate for student success:

- a. the Division Curriculum Committee will consult with the Division Dean, Vice President of Instruction, and Institutional Researcher to assure that the college is offering sufficient sections of the pre/co-requisite courses, as well as courses without pre/co-requisites
- b. the Division CCC rep(s) will notify the CCC of the new requisite at the next CCC meeting

4. Faculty serving on their Division Curriculum Committee and/or College Curriculum Committee will complete a face-to-face training about pre/co-requisite content review implementation at least once per academic year. Additional training resources will be available on the college website for access on demand.

5. Research used to monitor impact of newly established pre/co-requisites

- a. Title 5 does not specify how soon we need to monitor impact on newly established interdisciplinary prereqs. What do we want here?

6. Ongoing content review

- a. Each time faculty review a course during the regular, established five-year compliance review cycle, rigorous content review will be utilized to verify that previously established pre/co-requisite(s) are still necessary and appropriate
  - i. Review of the target course's Course Outline of Record, course syllabus, exams, assignments, and grading criteria to verify that previously identified requisite skills and knowledge remain evident and are being taught across all sections of the course offerings
- b. If the prerequisite is interdisciplinary (reading, writing or mathematics), the discipline faculty shall work with the Institutional Researcher to evaluate student success data and monitor for disproportionate impact on particular groups of students (§Title 5 54220).
  - i. Data collected and analyzed must include student success rates disaggregated according to race, ethnicity, gender, age, economic circumstances, and disability.
  - ii. If an interdisciplinary prerequisite is found to be causing disproportionate impact the discipline faculty, interdisciplinary faculty (and VPI? Chair of campus equity committee/taskforce?) will meet promptly to plan the most appropriate course of action, which may include
    - 1. Directing students to appropriate support/tutorial services
    - 2. What else?

### 3. Removing the prerequisite

Draft



## FOOTHILL COLLEGE

### Institutional Research and Planning

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DATE: February 20, 2013

TO: Carolyn Holcroft, Instructor, Biological Sciences

FROM: Elaine Kuo, College Researcher

RE: Certificate Awards and Minimum Qualifications

---

#### Overview

Students earning a certificate in 2010-11 and 2011-12 were identified to determine how many successfully met the ENGL/ESLL and MATH minimum qualifications. Minimum qualifications could be met by either coursework or testing. Over half the students met minimum qualifications in ENGL/ESLL and MATH, with more students meeting MATH compared to ENGL/ESLL (Table 1). This finding may reflect math requirements in certain programs, such as those in the allied health fields. Meanwhile, the percentage of students meeting minimum qualifications increased between 2010-11 and 2011-12 by roughly 10%. If minimum qualifications were instituted in ENGL/ESLL and MATH, approximately 30%-40% of students who earned certificates between 2010-2012 would not have received these awards (150 students in 2010-11, 174 students in 2011-12).

Table 1. Meeting Minimum Qualifications among Certificates Awards, 2010-2012.

	2010-11		2011-12		Change	
	HC	Percent	HC	Percent	HC	Percent
Certificates Awarded	357	100%	570	100%	213	60%
ENGL/ESL met	233	65%	436	76%	203	11%
MATH met	242	68%	451	79%	209	11%
ENG/ESL and MATH	207	58%	396	69%	189	11%

Table 2 examines those students who met ENGL/ESLL minimum qualifications through either coursework or placement testing. About two-thirds to three-fourths of students are meeting minimum qualifications through coursework while roughly one-fifth (at least in 2011-12) meet the requirements based on testing alone. These are not mutually exclusive categories so some students would have met minimum qualifications through both coursework and testing. In fact, only four students in 2011-12 met ENGL/ESLL minimum qualifications by testing alone.

Table 2. Meeting ENGL/ESLL Minimum Qualifications among Certificate Awards, 2010-2012.

Meeting ENGL/ESLL	2010-2011		2011-2012	
	HC	% of Certificates	HC	% of Certificates
By Coursework	233	65%	432	76%
By Placement	3	1%	110	19%

Table 3 explores the number of students who met MATH minimum qualifications through either coursework or placement testing. About 70%-80% of students are meeting minimum qualifications through coursework while roughly one-quarter (at least in 2011-12) meet the requirements based on testing alone. These are not mutually exclusive categories so some students would have met minimum qualifications through both coursework and testing. In fact, only two students in 2010-11 and six in 2011-12 met MATH minimum qualifications by testing alone.

Table 3. Meeting MATH Minimum Qualifications among Certificate Awards, 2010-2012.

Meeting MATH	2010-2011		2011-2012	
	HC	% of Certificates	HC	% of Certificates
By Coursework	240	67%	445	78%
By Placement	14	4%	157	27%

### Methodology

Students who successfully passed ENGL 1A and above, ESLL 26 or Math 105/108 and above with a grade of A, B, C or P OR who placed at these levels through testing were deemed to have met minimum qualifications. No limit was placed on the year in which students met minimum qualifications.

There were seven students who earned a certificate in both years. These students earned both a Counseling and Transfer Studies certificate, primarily related to IGETC and CSU Studies. Note that the numbers may not match the total number of certificates awarded per year because there were students who earned more than one certificate.

### Source

FHDA IR&P, ODS [Student Awards, Student Course, Test]

## Curriculum-Related Legislation to Watch

### 1. **SB 440 (Amendment to SB 1440)**

Would require all CCC districts to develop and grant Associate Degrees for Transfer in every field for which there is an existing major prior to the commencement of the 2014-15 academic year. It also requires CSUs to accept the Associate Degree for Transfer in each of the degree options for approved majors (this is problematic for CSUs) [http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb\\_0401-0450/sb\\_440\\_bill\\_20130221\\_introduced.htm](http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb_0401-0450/sb_440_bill_20130221_introduced.htm)

Additional information about this bill is available at:  
[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201320140SB440](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB440)

### 2. **AB 51**

*The \$10,000 STEM degree.* This bill would establish a pilot program with the goal of creating a model of articulation and coordination among K-12 schools, community colleges, and campuses of the California State University that will allow students to earn a baccalaureate degree in STEM-related majors for a total cost not exceeding \$10,000, including textbooks.

<http://legiscan.com/CA/text/AB51>

### 3. **SB 520**

Proposes a system of identifying online courses to be provided by external providers as a means of providing a course when CCCs, CSUs and UCs cannot. [http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb\\_05010550/sb\\_520\\_bill\\_20130221\\_introduced.htm](http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb_05010550/sb_520_bill_20130221_introduced.htm)  
(*NY Times* article regarding this legislation is available at:  
[http://www.nytimes.com/2013/03/13/education/california-bill-would-force-colleges-to-honor-online-classes.html?\\_r=0](http://www.nytimes.com/2013/03/13/education/california-bill-would-force-colleges-to-honor-online-classes.html?_r=0)

AMENDED IN ASSEMBLY FEBRUARY 26, 2013

AMENDED IN ASSEMBLY FEBRUARY 13, 2013

AMENDED IN ASSEMBLY JANUARY 30, 2013

CALIFORNIA LEGISLATURE—2013–14 REGULAR SESSION

## ASSEMBLY BILL

**No. 51**

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**Introduced by Assembly Member Members Logue and Morrell**

*(Principal coauthor: Senator Anderson)*

December 21, 2012

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An act to add Chapter 8.5 (commencing with Section 66650) to Part 40 of Division 5 of Title 3 of the Education Code, relating to public postsecondary education.

### LEGISLATIVE COUNSEL'S DIGEST

AB 51, as amended, Logue. Public postsecondary education: Baccalaureate Degree Pilot Program.

(1) Existing law establishes a system of public elementary and secondary schools operated by local educational agencies throughout the state. Existing law also establishes a system of public postsecondary education in this state that includes 3 segments: the California Community Colleges, the California State University, and the University of California.

This bill would express the intent of the Legislature to establish a pilot program with the goal of creating a model of articulation and coordination among K–12 schools, community colleges, and campuses of the California State University that will allow students to earn a baccalaureate degree for a total cost not exceeding \$10,000, including textbooks. The bill would establish a Baccalaureate Degree Pilot Program that would include campuses of the California State University,

community college districts, and county offices of education in up to 7 areas of the state, but would only include institutions that explicitly request inclusion in the program. The bill would require the public postsecondary educational institutions and local educational agencies participating in the pilot program to coordinate their efforts to expedite the progress of participating students from high school to community college to California State University. Because the bill would impose new duties on community college districts and county offices of education, it would constitute a state-mandated local program.

The bill would authorize participating high school students to earn an unlimited number of Advanced Placement course credits, and provide these students with priority enrollment at participating community colleges. The bill would impose grade point average and time requirements on participating students at the community college stage of the pilot program. The bill would require a participating California State University campus to accept a minimum of 60 semester units earned by a participating student at a high school or community college. The bill would require a participating student to receive priority enrollment status at a participating California State University and would require the participating student to be required to enroll at that California State University either in the summer term or the fall semester immediately succeeding the pupil's completion of the required community college coursework. This bill would limit bachelor's degrees awarded at the participating California State University to a participating student to baccalaureate degrees in one or more of specified fields of study. The bill would prohibit the mandatory systemwide fees and tuition and mandatory campus-based fees charged to a participating student from being increased during the first 2 academic years of his or her attendance at a California State University campus under the pilot program. The bill would authorize the institutions participating in the pilot program, in consultation with the appropriate private entities, to develop summer internships for participating students relating to their fields of study for academic credit.

(2) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that no reimbursement is required by this act for a specified reason.

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

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

1     SECTION 1. Chapter 8.5 (commencing with Section 66650)  
2 is added to Part 40 of Division 5 of Title 3 of the Education Code,  
3 to read:

4  
5           **CHAPTER 8.5. BACCALAUREATE DEGREE PILOT PROGRAM**  
6

7     66650. It is the intent of the Legislature to establish a pilot  
8 program with the goal of creating a model of articulation and  
9 coordination among K–12 schools, community colleges, and  
10 campuses of the California State University that will allow students  
11 to earn a baccalaureate degree for a total cost not exceeding ten  
12 thousand dollars (\$10,000), including textbooks.

13     66651. (a) The Baccalaureate Degree Pilot Program is hereby  
14 established. The pilot program shall include only institutions that  
15 explicitly request inclusion in the program within the meaning of  
16 Section 17556 of the Government Code.

17     (b) The program shall include participating public postsecondary  
18 educational institutions and local educational agencies, subject to  
19 a request for inclusion in the program pursuant to subdivision (a),  
20 in up to seven areas of the state that desire to participate.

21     (c) The public postsecondary educational institutions and local  
22 educational agencies participating in the pilot program shall  
23 coordinate their efforts to expedite the progress of participating  
24 students from high school to community college to California State  
25 University to earn their baccalaureate degrees.

26     66652. Notwithstanding any other law:

27       (a) In each of the areas designated in subdivision (a) of Section  
28 66651, the number of Advanced Placement (AP) course credits  
29 that a participating high school pupil may earn is unlimited.

30       (b) A participating student may attend and earn college course  
31 credit at either his or her high school or at a participating  
32 community college.

33       (c) In order to earn college course credit under the pilot program  
34 for college-level coursework undertaken at a high school before  
35 graduation from high school, a participating student shall earn a  
36 score of three or better on the AP examination for each  
37 college-level course.

1       (d) A participating student shall receive priority enrollment  
2 status at a participating community college, and be required to  
3 enroll at that community college either in the summer term or the  
4 fall semester immediately succeeding that pupil's graduation from  
5 high school.

6       (e) In order to remain in the pilot program, a participating  
7 student shall maintain a grade point average of at least 2.0 2.5 on  
8 a 4-point scale at the community college he or she attends pursuant  
9 to the pilot program.

10      (f) A participating student shall attend community college full  
11 time, shall take no less than 12 semester units each semester, and  
12 shall complete his or her associate of arts transfer degree in not  
13 more than two years from the date he or she enrolled at the  
14 community college.

15      (g) A participating California State University campus shall  
16 accept a minimum of 60 semester units earned by a participating  
17 student at either a high school or a community college pursuant  
18 to the pilot program.

19      (h) A participating student shall receive priority enrollment  
20 status at a participating California State University and shall be  
21 required to enroll at that California State University either in the  
22 summer term or the fall semester immediately succeeding that  
23 pupil's completion of the required community college coursework.

24      (i) The bachelor's degrees awarded at the participating California  
25 State University to a participating student shall be limited to  
26 baccalaureate degrees in one or more of the following fields of  
27 study:

- 28       (1) Science.
- 29       (2) Technology.
- 30       (3) Engineering.
- 31       (4) Mathematics.

32      (j) The institutions participating in the pilot program, in  
33 consultation with the appropriate private entities, may develop  
34 summer internships for participating students relating to their fields  
35 of study, for which academic credit shall be awarded for successful  
36 completion.

37      (k) The mandatory systemwide fees and tuition and mandatory  
38 campus-based fees charged to a participating student shall not be  
39 increased during the first two academic years of his or her

1 attendance at a California State University campus pursuant to the  
2 pilot program.

3 SEC. 2. No reimbursement is required by this act pursuant to  
4 Section 6 of Article XIIIIB of the California Constitution because  
5 the only costs that may be incurred by a local agency or school  
6 district are the result of a program for which legislative authority  
7 was requested by that local agency or school district, within the  
8 meaning of Section 17556 of the Government Code and Section  
9 6 of Article XIIIIB of the California Constitution.

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## **Course Outline Review by External Reviewers**

### **Considerations (or, *why some courses are not approved*)**

General concerns expressed by university faculty after reviewing community college courses for articulation:

1. The course outline contains insufficient detail for reviewers to determine whether the course truly satisfies the area requirements.
2. The course appears to be primarily a skills course and lacks appropriate theory that is expected of a baccalaureate level course.
3. The course content did not meet expected content criteria.
4. The course content section is too brief for reviewers to fully comprehend the material that will be covered.
5. The textbooks are outdated. Textbooks should be published within 7 years (5 is a best practice). Primary sources or other relevant older texts are required to include an explanation for their inclusion.
6. The methods of instruction are not outlined clearly.
7. Some courses have insufficient prerequisites.
8. The methods of evaluation and out-of-class assignments do not seem adequate for a 4 or 5-unit course. It is expected that a 5-unit course will demonstrate reading and other assignments that will require students to spend a minimum of 10 hours per week.
9. Some courses emphasize the application of social scientific findings in an occupationally oriented context, rather than principles, theories, and methods of social science-which are appropriate for GE.
10. The lab content needs to be distinguished from the lecture content. Lab activities and a manual should be clearly described.
11. Some reviewers would like to be able to see a week-by-week analysis of the content that will be covered.
12. The course, as outlined, seems too ambitious for one term and the assigned number of units. It will be impossible to cover all of this material. What WILL be covered?
13. Faculty cannot approve courses for GE of less than 4-quarter units (min. required for GE approval). Exception: PHED/KINS.

### Summary

1. Familiarize yourself with criteria and prerequisites for the desired approval (e.g. C-ID, IHGETC, CSU GE, majors)
2. Remember: more is more when outlining course content. Err on the side of including more information than less (without making it appear you simply inserted the Table of Contents from your textbook.)
3. Demonstrate the necessary rigor expected of a baccalaureate-level course.
4. Lab classes should clearly describe content, manual and activities.
5. Reference textbooks that meet established guidelines.
6. Be as specific as possible when describing methods of evaluation. Help reviewers understand how students will demonstrate that they have met the course objectives.

# Foothill College Course Need/Justification Guide

The “Need/Justification” (N/J) statement might just be the most important part of your Course Outline of Record. **Whether you’re getting ready to write a brand new course or sitting down to do your regular cyclical compliance review, the Need/Justification is where you should begin.** It’s where faculty communicate the big picture practical reason(s) **why we offer the course**. That is, it’s an explicit explanation about how the course helps students meet their educational goals and where it fits in our overall curricular offerings. For example:

- Is it part of one of our associate’s degrees? If so, is it a core requirement or one of the support course options?
- Is it part of a certificate of achievement?
- Is it intended to serve as part of our general education package?
- Do we offer it because it helps students fulfill their UC/CSU general education requirements?

If you’re not sure where your course fits in our overall curriculum, contact your college curriculum committee representative and they will help you.

While there are many other reasons that faculty (and students!) are passionate about their discipline, **the N/J statement isn’t the place to write about the virtues and philosophy of your course** - the learning outcomes and objectives are the places to express those ideas. It’s also not the place to write, *“this course is transferable,”* as that information is already published with the description of the course.

**To help you communicate your course’s N/J most efficiently, the Office of Instruction has prepared some wording for you to use:**

## CREDIT COURSES

### Core Courses:

- ❖ If required core course for an associate’s degree, specify, e.g.:
  - “This course is a required core course for the AS degree in Biology,” or
  - “This course is a required core course for the AA degree in English”
- ❖ If required core course for an associate’s degree and a Certificate of Achievement specify both, e.g.:
  - “This course is a required core course for the AA degree in Photography and the Certificate of Achievement in Photography,” or, “This course is a required core course for the AA degree and the Certificate of Achievement in Photography.”
- ❖ If required core course for an associate’s degree and satisfies a Foothill GE requirement(s), specify both/all, e.g.:
  - “This course is a required core course for the AS degree in Math and satisfies the Foothill GE Requirement for Area V, Communication and Analytical Thinking.”

- “This course is a required core course for the AS degree in Sociology and satisfies the Foothill GE Requirement for Area IV, Social and Behavioral Science and Area VII, Lifelong Learning.”
- ❖ If required core course for an associate’s degree and a Certificate of Achievement and satisfies a Foothill GE requirement(s), specify all, e.g.:
  - “This course is a required core course for the AA degree and the Certificate of Achievement in Photography. It also satisfies the Foothill GE Requirement in Area I, Humanities.”
- Support (electives) Courses:** use the same wording as above for core courses, but replace “required core” with “restricted support” e.g.
  - “This course is a restricted support course for the AS degree in Chemistry and satisfies the Foothill GE Requirement for Area V, Communication and Analytical Thinking.” or
  - “This course is a restricted support course for the AA degree in Art,” or
  - “This course is a restricted support course for the AA degree in Theatre Technology and the Certificate of Achievement in Theatre Technology. It also satisfies the Foothill GE Requirement in Area I, Humanities.”
- ❖ What if it’s a core requirement for one degree and a support course for another? Specify both... you get the picture.

If you know and have had confirmation from the Articulation Officer, you may add a statement explaining that the course helps students satisfy their CSU/UC General Education requirements, e.g.:

“This course also meets the Area 4 requirement for IGETC and Area D-6 of the CSU-GE breadth requirements.

## OTHER: BASIC SKILLS, NON-CREDIT & CAREER-TECHNICAL COURSES

### Stand Alone Courses: (CTE, Basic Skills, non-credit)

- ❖ If a course is not part of one of our state-approved associate’s degrees, certificates of achievement or a Foothill GE requirement, it is considered to be a “stand alone” course. In this case, the N/J statement is especially important because it allows us to explain how it helps students meet their career goals even though it doesn’t help them earn a degree, etc. You should use the N/J statement that you specified on your stand-alone course application. If you’re not sure, ask your CCC rep for help. E.g.
  - “This course is part of the Basic Skills pathway in preparation for college level work.”
  - “This CTE course is responding to local employers’ needs for specialized training.”
  - “This course arose from the need to provide new students an overview of the programs and services available at the college and provides an introduction to various concepts like educational planning and goal setting.”