

College Curriculum Committee Meeting Agenda

Tuesday, March 5, 2013

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

President's Conference Room

Item	Action	Attachment	Presenter/Time
1. Minutes: February 5, 2013	Action	#3/5/13-1	Holcroft - 3 min
2. Announcements a. Report out from Divisions b. Upcoming events c. Pending Programs d. Outline Updates for 14-15	Information	#3/5/13-2 #3/5/13-3	Curr Reps - 5 min Holcroft - 3 min
3. Consent Calendar: a. General Education Applications b. Stand Alone Applications	Approval	#3/5/13-4 & 5 #3/5/13-6 thru 9	Holcroft - 5 min
4. New Program Applications: a. CPA Examination Preparation b. Music History & Literature	1st Read	#3/5/13-10 #3/5/13-11	Holcroft - 15 min
5. Leadership Succession	Discussion		Holcroft - 10 min
6. GE Minimum Unit Resolution	2nd Read	#3/5/13-12	Holcroft - 10 min
7. GE Form Revision Suggestion	Discussion	#3/5/13-13	
8. CCC 101 - Need/Justification Statements	Information	#3/5/13-14	Holcroft - 10 min
9. C-ID Update	Information		Day - 20 min

Consent Calendar

FH General Education:

- *Area I, Humanities* (attachments #4 & 5): HUMN 3H, 4H

Stand Alone: (attachments #6-9)

- MDIA 2C, 9, 20, 32

Attachment List:

#3/5/13-1	Draft Minutes: February 19, 2013
#3/5/13-2	Pending Program Applications
#3/5/13-3	Outline Requiring Update for 2014-15
#3/5/13-10	CPA Examination Preparation Application
#3/5/13-11	Music History & Literature Application
#3/5/13-12	Set Minimum Unit Level for FHGE Courses V2
#3/5/13-13	GE Application Mockup
#3/5/13-14	Need/Justification Guide

2012 -2013 Curriculum Committee Meetings

Fall 2012 Quarter:

10/2/12
10/16/12
11/6/12
11/20/12
12/4/12

Winter 2013 Quarter

1/15/13
1/29/13
2/5/13
2/19/13
3/5/13
3/19/13

Spring 2013 Quarter

4/16/13
4/30/13
5/7/13
5/21/13
6/4/13
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

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

2012-2013 Professional Development Opportunities & Conferences of Interest

~~11/8-10/12 [Next Generation STEM Learning: Investigate, Innovate, Inspire](#), Kansas, MO.~~
~~11/8-10/12 [ASCCC Fall Plenary Session](#) – Irvine Marriott Hotel.~~
~~2/8/12** Global Citizenship Pathway – SJSU/WVC curriculum collaboration model.~~
~~President's Conference Room, 12-1 p.m. (Compass II Networking Grant)~~
~~2/28-3/2/13 [General Education & Assessment: A Sea Change in Student Learning](#), Boston Park Plaza, Boston, MA.~~
~~4/4-6/13 [Student Success & the Quality Agenda](#), Miami, FL.~~
~~4/11/13 CCC Course Outline Workshop, TBA, 12:00 p.m. - 1:30 p.m.~~
~~4/18-20/13 [ASCCC Spring Plenary](#), Westin San Francisco Airport.~~
~~4/22/13 CCC Course Outline Workshop, TBA, 1:00 p.m. - 2:30 p.m.~~
~~5/1/13 CCC Course Outline Workshop, TBA, 12:00 p.m. - 1:30 p.m.~~
~~5/17/13 CCC Course Outline Workshop, TBA, 11:00 a.m. - 12:30 p.m.~~
~~6/13-15/13 [ASCCC Faculty Leadership Institute](#), Sheraton Grand, Sacramento.~~
~~7/11-13/13 [ASCCC Curriculum Institute](#), 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: 3/5/13Co-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	armstrongkathy@foothill.edu
<input checked="" type="checkbox"/> Falk Cammin (F)	7442	L A	camminfalk@foothill.edu
<input checked="" type="checkbox"/> Rachelle Campbell (S)	7469	BH	campbellrachelle@foothill.edu
<input checked="" type="checkbox"/> Bea Cashmore	7094	ALD	cashmorebeatrix@foothill.edu
<input checked="" type="checkbox"/> Jerry Cellilo	7224	CNSL	cellilojerry@fhda.edu
<input checked="" type="checkbox"/> Bernie Day	7225	Articulation	daybernie@foothill.edu
<input checked="" type="checkbox"/> Isaac Escoto	7350	CNSL	escotoisaac@foothill.edu
<input checked="" type="checkbox"/> John Fox	7419	BSS	foxjohn@fhda.edu
<input checked="" type="checkbox"/> Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
<input checked="" type="checkbox"/> Patricia Gibbs	7474	BSS	gibbspatricia@foothill.edu
<input checked="" type="checkbox"/> Brenda Hanning	7466	BH	hanningbrenda@foothill.edu
<input checked="" type="checkbox"/> Robert Hartwell	7016	FA	hartwellrobert@fhda.edu
<input checked="" type="checkbox"/> Kay Jones	7602	LIBR	joneskay@foothill.edu
<input checked="" type="checkbox"/> Marc Knobel	7049	PSME	knobelmarc@foothill.edu
<input checked="" type="checkbox"/> Don MacNeil	6967	P E	macneildan@foothill.edu
<input checked="" type="checkbox"/> Simon Pennington	7015	F A	penningtonsimon@fhda.edu
<input checked="" type="checkbox"/> Barbara Shewfelt	7658	P E	shewfeltbarbara@foothill.edu
<input checked="" type="checkbox"/> Kella Svetich	7924	L A	svetichkella@foothill.edu
<input checked="" type="checkbox"/> Judy Baker	7388	Dean	bakerjudy@foothill.edu
<input checked="" type="checkbox"/> Peter Murray	7472	Dean	murraypeter@foothill.edu
<input checked="" type="checkbox"/> Paul Starer	7227	Dean	starerpaul@foothill.edu

Non-Voting Members (4)

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

Visitors:

College Curriculum Committee
Meeting Minutes
Tuesday, February 19, 2013
2:03 p.m. - 3:11 p.m.
President's Conference Room

<u>Item</u>	<u>Discussion</u>
1. Minutes: February 5, 2013	Move to approve minutes as written. M/S (Armstrong, Escoto) Approved.
2. Announcements <ul style="list-style-type: none"> a. Report out from Divisions b. Upcoming events c. Draft 2013-14 GE Requirements d. Curriculum Activity Reports 	Speaker: Carolyn Holcroft <ul style="list-style-type: none"> a. LA will <u>not</u> be deactivating ENGL 5H, 7H, 22, 40H, 41 as previously reported at the 1/29th meeting. b. ASCCC Spring plenary is April 18-20th. If desired, plan ahead to schedule division meetings just prior to plenary to allow time to discuss pending resolutions. Next Thursday there will be a meeting of the Foothill Professional Development planning group, 2 p.m., all welcome to attend. c. Please review the draft for 2013-14 and distribute to your constituency groups. There is still a small window in which we can review applications to make the 2013-14 Catalog. d. Nuñez presented the curriculum activity reports as of 2/14. These are the documents that are forwarded to the FHDA Board.
3. Consent Calendar: <ul style="list-style-type: none"> a. Stand Alone Applications 	Speaker: Carolyn Holcroft M/S (Knobel, Day) to approve Stand Alone Forms: MDIA 1, 2B, 5, 30, 31, 51, 52, 81B. Approved.
4. Program Creation	Speaker: Carolyn Holcroft This document was developed by IP& B and adopted by from PaRC. Explains current established process for developing programs, clarifies requirement for input/vetting from administration and workgroups, intended to ensure that Foothill has resources to support proposed programs and that they are aligned with our college mission. Hope to avoid having faculty spend lots of time developing a new program only to find that there are no resources or it's not appropriate to our mission after the fact. Question about the timing to vet proposed programs with Transfer/Workforce Workgroups? Perhaps there should be more language regarding timing. Nuñez will prepare a list of the programs currently being developed.
5. Prerequisite Data Collection	Speaker: Elaine Kuo Kuo works in the Office of Instruction and she is the person behind the data that we see through Program Review. Kuo can do data collection for us based on the success rates before implementation of requisites and after the implementation. In our new requisite implementation plan (attachment 16), we need to provide for how to determine if requisites are causing disproportionate impact and plan ahead for how we are going to alleviate such situations. Also need a plan to validation need for the requisites (e.g. increase student success? metrics?) After much discussion, CCC directed Kuo and Holcroft to develop list of potential indicators of disproportionate impact, and revise draft plan accordingly. Will bring to next meeting for discussion.
6. GE Minimum Unit Resolution	Speaker: Carolyn Holcroft This resolution was developed in response to conversation

	at the last CCC meeting. Counseling, BHS and PSME voiced support for the resolution. Area VII has specific language to require 4 units for that area and therefore it is exempt from the changes mentioned in the resolution and it was suggested that we make a statement to that effect in the resolution so it is acknowledged that we reviewed all factors. Holcroft to make revision accordingly and send to reps for distribution. Resolution will be brought to next CCC meeting for action.
7. New Course Creation Resolution Modification	Speaker: Carolyn Holcroft Armstrong proposed a possible amendment to previously approved resolution. Much discussion about advantages and disadvantages of current process. New ideas for modification: new course proposal comes to CCC, reps distribute proposal to constituents and clarify that they have until the next CCC meeting to voice questions or concerns. New course proposal returns to next CCC meeting as second read. CCC reps accept responsibility to hold COR in C3MS, refrain from forwarding until all concerns alleviated. Armstrong will draft modified resolution for the next meeting.

Attendees: 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), Stephanie Franco (Evaluations), Brenda Hanning (BH), 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), Simon Pennington (FA), Kella Svetich (L A)

Minutes Recorded by: C. Nuñez

Pending Program Applications

In Submission with the State Chancellor's Office:

History AA-T	submitted 12/10/12 revision sent 1/22/13
Mathematics AS-T	submitted 12/10/12 revision sent 1/22/13
English AA-T	submitted 1/22/13 revision sent 2/25/13
Sheet Metal AS	submitted 10/5/12 last revision 2/25/13

Applications that have FHDA Board Approval, pending filing:

Anthropology AA-T	Board approval 2/4/13
Leadership & Service CA	board approved 2/4/13

Applications ready for CCC:

CPA Examination Preparation CA
Music History & Literature CA

Applications currently being edited:

Physics AS-T
Kinesiology AA-T
Geography AA-T
Business Administration AS-T
Sociology CA

Due for Updates for the 2014-15 Year

ART 20B	2009 Winter
DANC 6	2008 Summer
JRYM 100	2009 Winter
JRYM 158	2006 Fall
NCEL 400	2009 Fall
NCWP 401	2009 Fall
PHED 22B	2008 Summer
PHED 34C	2009 Fall
PHED 34D	2009 Fall
PHED 34E	2009 Fall
PHED 35A	2009 Fall
PHED 35C	2009 Fall
PHED 35D	2009 Fall
PHED 35E	2009 Fall
PHED 39	2008 Summer
PHED 46A	2008 Fall
PHED 60	2008 Fall
SOSC 79	2009 Fall

These courses were identified as past the five-year update limit. They were not updated by Dec 2012 and are being eliminated from the 2013-14 Catalog.

ALCB 229	2006 Summer
ALCB 403Y	2004 Winter
ALCB 414	2005 Summer
ALCB 455Z	2006 Summer
ANTH 35	2006 Fall
ART 190X	2007 Summer
ART 190Y	2007 Summer
ART 190Z	2009 Fall
ART 19L	2007 Summer
ART 87	2004 Fall
ECON 35	2006 Fall
ECON 36	2006 Fall
ECON 36X	2006 Fall
LINC 73E	2008 Summer
LINC 73F	2008 Summer
LINC 73I	2008 Summer
LINC 73J	2008 Summer
LINC 74A	2008 Summer
LINC 76	2008 Summer
LINC 83A	2008 Summer
MUS 150X	2005 Summer

RAD 90A	2008 Summer
RAD 90B	2008 Summer
RAD 90C	2008 Summer
RAD 91A	2008 Summer
RAD 91B	2008 Summer
RAD 91C	2008 Summer
RAD 92A	2008 Summer
RAD 92C	2008 Summer
RAD 93A	2008 Summer
RAD 93B	2008 Summer
RAD 93C	2008 Summer
SOSC 36	2004 Summer
SOSC 36X	2004 Summer
SOSC 36Z	2004 Summer
SPED 75	2008 Summer

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: HUMN 3H - World Myths in Literature, Arts and Film, Honors

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: HUMN 3 - World Myths in Literature, Arts and Film, Honors

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):

(From Section 2 unless otherwise noted)

- A. identify some major theories of myth interpretation.
- B. analyze how myths function as building blocks of culture.
- C. interpret mythic metaphors symbols, and analogies.
- D. analyze how myths relate to rituals and morality.
- E. compare and contrast characters, events, symbols, and motifs in various myths and their adaptations.
- F. recognize mythological themes in high and low modern culture, including architecture, literature, music, cartoons and particularly film.
- G. analyze how adaptations of myths seek to reflect, classify and define the cultural and social experiences of an age.
- H. identify how adaptations of mythology inspires and informs the various movie genres (Action Adventure, Drama, Romance, Romantic Comedy, Comedy, Science Fiction and Fantasy).

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

Matching course objective(s):

- A. identify some major theories of myth interpretation.
- B. analyze how myths function as building blocks of culture.
- C. interpret mythic metaphors symbols, and analogies.
- D. analyze how myths relate to rituals and morality.
- E. compare and contrast characters, events, symbols, and motifs in various myths and their adaptations.
- F. analyze how adaptations of myths seek to reflect, classify and define the cultural and social experiences of an age.
- G. identify how adaptations of mythology inspires and informs the various movie genres (Action Adventure, Drama, Romance, Romantic Comedy, Comedy, Science Fiction and Fantasy).

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

Matching course objective(s):

- A. identify some major theories of myth interpretation
- B. analyze how myths function as building blocks of culture.
- C. interpret mythic metaphors symbols, and analogies.
- D. analyze how myths relate to rituals and morality.

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

Matching course objective(s):

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D. analyze how myths relate to rituals and morality.

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):

- A. identify some major theories of myth interpretation.
- B. analyze how myths function as building blocks of culture.
- C. interpret mythic metaphors symbols, and analogies.
- D. analyze how myths relate to rituals and morality.
- E. compare and contrast characters, events, symbols, and motifs in various myths and their adaptations.
- F. analyze how adaptations of myths seek to reflect, classify and define the cultural and social experiences of an age.
- G. identify how adaptations of mythology inspires and informs the various movie genres (Action Adventure, Drama, Romance, Romantic Comedy, Comedy, Science Fiction and Fantasy).

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):

- A. identify some major theories of myth interpretation.
- B. analyze how myths function as building blocks of culture.
- C. interpret mythic metaphors symbols, and analogies.
- D. analyze how myths relate to rituals and morality.
- E. compare and contrast characters, events, symbols, and motifs in various myths and their adaptations.
- F. analyze how adaptations of myths seek to reflect, classify and define the cultural and social experiences of an age.
- G. identify how adaptations of mythology inspires and informs the various movie genres (Action Adventure, Drama, Romance, Romantic Comedy, Comedy, Science Fiction and Fantasy).

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

Matching course objective(s):

- A. analyze how adaptations of myths seek to reflect, classify and define the cultural and social experiences of an age.
- B. identify how adaptations of mythology inspires and informs the various movie genres (Action Adventure, Drama, Romance, Romantic Comedy, Comedy, Science Fiction and Fantasy).

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

Matching course objective(s):

- A. identify some major theories of myth interpretation.
- B. analyze how myths function as building blocks of culture.
- C. interpret mythic metaphors symbols, and analogies.
- D. analyze how myths relate to rituals and morality.
- E. compare and contrast characters, events, symbols, and motifs in various myths and their adaptations.
- F. analyze how adaptations of myths seek to reflect, classify and define the cultural and social

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experiences of an age.

G. identify how adaptations of mythology inspires and informs the various movie genres (Action Adventure, Drama, Romance, Romantic Comedy, Comedy, Science Fiction and Fantasy).

C. Adaptations of Myths

1. Architecture
2. Literature
3. Music
4. Cartoons

E. Adaptations of myths in various movie genres

1. Action Adventure
2. Drama
3. Romance
4. Romantic Comedy
5. Comedy,
6. Science Fiction
7. Fantasy

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

Matching course objective(s):

- A. analyze how myths function as building blocks of culture.
- B. interpret mythic metaphors symbols, and analogies.
- C. analyze how myths relate to rituals and morality.
- D. compare and contrast characters, events, symbols, and motifs in various myths and their adaptations.
- E. analyze how adaptations of myths seek to reflect, classify and define the cultural and social experiences of an age.

A. Examples of classical myths and those of other cultures (e.g., Native American, Norse, Celtic, Egyptian, African, etc.) such as

1. Epic of Gilgamesh
2. Enumah Elish
3. Pandora
4. Prometheus
5. Odysseus
6. Hahgwehdiyu (Iroquois mythology)
7. Four Worlds (Hopi Creation myth)
8. Trentren Vilu and Caicai Vilu (Southamerican creation myth)

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.

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AREA I - HUMANITIES

Matching course objective(s):

- A. analyze how myths function as building blocks of culture.
- B. interpret mythic metaphors symbols, and analogies.
- C. analyze how myths relate to rituals and morality.
- D. compare and contrast characters, events, symbols, and motifs in various myths and their adaptations.
- E. analyze how adaptations of myths seek to reflect, classify and define the cultural and social experiences of an age.

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):

6. Method of Evaluation:

- A. Systematic and continuous participation in the course
- B. Exams
- C. Development of research project in the study of myths
- D. Demonstration of critical, analytical research and writing skills
- E. Presentation of assigned research paper to class

12. Examples of Required Readings and Writing Assignments:

- A. Bi-Weekly assigned readings from 20-50 pages drawn from both primary and secondary sources.
- B. Philosophical and literary critical readings designed to familiarize students with theories of myth
- C. interpretation.
- C. Weekly one to three-page essays requiring summary, interpretation, analysis, and synthesis of both original and secondary texts.

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

Matching course objective(s):

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

Matching course objective(s):

6. Method of Evaluation: Formal Essay

- A. analyze how myths function as building blocks of culture.
- B. interpret mythic metaphors symbols, and analogies.
- C. analyze how myths relate to rituals and morality.
- D. compare and contrast characters, events, symbols, and motifs in various myths and their adaptations.
- E. analyze how adaptations of myths seek to reflect, classify and define the cultural and social experiences of an age.

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):

- A. analyze how myths relate to rituals and morality.

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).

6. C

Development of research project in the study of myths

Requesting Faculty: Falk Cammin

Date: 1/19/2013

Division Curr Rep: Kella Svetich

Date: 2/5/2013

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Approved Kay Thornton and Hilary Gomes, 2/26/13.

Comments:

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

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: HUM 4H: TRAUMA & THE ARTS

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.

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

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

Depth Criteria for Area 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: HUM 4H: TRAUMA & THE ARTS

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

Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

Supporting element(s) from the CoR:

1. Description

This course applies theories of trauma to representations of trauma and violence in the visual arts, literature, film and music with an emphasis on the transformative potential of the creative process. Topics include the representation of war, genocide and racism. Students will gain acuity to identify, understand, empathize, and respond to traumatic subjectivity, its images and artistic as well as social intent.

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):

2. Course Objectives

- B. Distinguish the subtlety and complexity with which cultural ideas and values related to violence and trauma are disseminated, encoded and reinforced through literature and visual representation.
- C. Develop correlations between historical, philosophical and cultural contexts and artistic mediums in representing violence and trauma.
- D. Apply criteria of cultural and aesthetic (philosophical) analysis to art works depicting violence and trauma from various historical and cultural backgrounds.
- E. Trace how aesthetic representation of violence and trauma reflects and shapes national discourse.
- G. Demonstrate via discussion and in writing an awareness of the ways in which ideological and cultural viewpoints shape the representation and reception of art depicting violence and trauma.

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

Matching course objective(s):

2. Course Objectives

- A. Identify diverse cultural and historical origins of values and ideas as related to violence and trauma.
- B. Distinguish the subtlety and complexity with which cultural ideas and values related to violence and trauma are disseminated, encoded and reinforced through literature and visual representation.
- C. Develop correlations between historical, philosophical and cultural contexts and artistic mediums in

General Education Review Request

AREA I - HUMANITIES

representing violence and trauma.

- E. Trace how aesthetic representation of violence and trauma reflects and shapes national discourse.
- F. Identify and evaluate aesthetic experiences of violence and trauma and formulate reactions to these experiences.
- G. Demonstrate via discussion and in writing an awareness of the ways in which ideological and cultural viewpoints shape the representation and reception of art depicting violence and trauma.

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

Matching course objective(s):

2. Course Objectives

- B. Distinguish the subtlety and complexity with which cultural ideas and values related to violence and trauma are disseminated, encoded and reinforced through literature and visual representation.
- C. Develop correlations between historical, philosophical and cultural contexts and artistic mediums in representing violence and trauma.
- D. Apply criteria of cultural and aesthetic (philosophical) analysis to art works depicting violence and trauma from various historical and cultural backgrounds.
- E. Trace how aesthetic representation of violence and trauma reflects and shapes national discourse.
- G. Demonstrate via discussion and in writing an awareness of the ways in which ideological and cultural viewpoints shape the representation and reception of art depicting violence and trauma.

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

Matching course objective(s):

2. Course Objectives

- D. Apply criteria of cultural and aesthetic (philosophical) analysis to art works depicting violence and trauma from various historical and cultural backgrounds.
- F. Identify and evaluate aesthetic experiences of violence and trauma and formulate reactions to these experiences.
- G. Demonstrate via discussion and in writing an awareness of the ways in which ideological and cultural viewpoints shape the representation and reception of art depicting violence and trauma.

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):

2. Course Objectives

- B. Distinguish the subtlety and complexity with which cultural ideas and values related to violence and trauma are disseminated, encoded and reinforced through literature and visual representation.
- C. Develop correlations between historical, philosophical and cultural contexts and artistic mediums in

General Education Review Request

AREA I - HUMANITIES

representing violence and trauma.

- D. Apply criteria of cultural and aesthetic (philosophical) analysis to art works depicting violence and trauma from various historical and cultural backgrounds.
- F. Identify and evaluate aesthetic experiences of violence and trauma and formulate reactions to these experiences.
- G. Demonstrate via discussion and in writing an awareness of the ways in which ideological and cultural viewpoints shape the representation and reception of art depicting violence and trauma.

6. Methods of Evaluation

- C. Formal Essay

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):

2. Course Objectives

- A. Identify diverse cultural and historical origins of values and ideas as related to violence and trauma.
- B. Distinguish the subtlety and complexity with which cultural ideas and values related to violence and trauma are disseminated, encoded and reinforced through literature and visual representation.
- C. Develop correlations between historical, philosophical and cultural contexts and artistic mediums in representing violence and trauma.
- D. Apply criteria of cultural and aesthetic (philosophical) analysis to art works depicting violence and trauma from various historical and cultural backgrounds.
- E. Trace how aesthetic representation of violence and trauma reflects and shapes national discourse.
- F. Identify and evaluate aesthetic experiences of violence and trauma and formulate reactions to these experiences.
- G. Demonstrate via discussion and in writing an awareness of the ways in which ideological and cultural viewpoints shape the representation and reception of art depicting violence and trauma.

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

Matching course objective(s):

2. Course Objectives

- C. Develop correlations between historical, philosophical and cultural contexts and artistic mediums in representing violence and trauma.
- D. Apply criteria of cultural and aesthetic (philosophical) analysis to art works depicting violence and trauma from various historical and cultural backgrounds.

4. Course Content

- Analysis of Visual Art Representing Trauma
 - 1. e.g. Picasso's Guernica

General Education Review Request
AREA I - HUMANITIES

<ul style="list-style-type: none">2. e.g. Art Spiegelman's <i>Maus I + II</i>3. e.g. Vietnam Memorial <p>· Analysis of Cinematic Representation of Trauma</p> <ul style="list-style-type: none">1. Depictions of War<ul style="list-style-type: none">a. e.g. Excerpts from Christian Carion's "Joyeux Noel" (2005) or Alain Renais' "Hiroshima Mon Amour" (1959).2. Depictions of Racism<ul style="list-style-type: none">. e.g. Excerpts from Jonathan Demme's "Beloved" (1998) or Norman Jewison's "In the Heat of the Night" (1967)3. Holocaust Representation<ul style="list-style-type: none">. e.g. Excerpts from Roberto Benigni's "Life is Beautiful" (1997) or "Jan Hrebejk's Divided We Fall" (2000) <p>· Analysis of Music as a Universal Means to Transcend Trauma</p> <ul style="list-style-type: none">1. Mozart's Requiem2. Mourning Songs, Dirges and/or Chants3. Lullabies from various cultures4. Spirituals5. Songs of Struggle
--

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

Matching course objective(s):

4. Course Content

<ul style="list-style-type: none">· Analysis of Visual Art Representing Trauma4. e.g. Picasso's <i>Guernica</i>5. e.g. Art Spiegelman's <i>Maus I + II</i>6. e.g. Vietnam Memorial <p>· Analysis of Cinematic Representation of Trauma</p> <ul style="list-style-type: none">4. Depictions of War<ul style="list-style-type: none">a. e.g. Excerpts from Christian Carion's "Joyeux Noel" (2005) or Alain Renais' "Hiroshima Mon Amour" (1959).5. Depictions of Racism<ul style="list-style-type: none">. e.g. Excerpts from Jonathan Demme's "Beloved" (1998) or Norman Jewison's "In the Heat of the Night" (1967)6. Holocaust Representation
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General Education Review Request
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- e.g. Excerpts from Roberto Benigni's "Life is Beautiful" (1997) or "Jan Hrebejk's Divided We Fall" (2000)
- Analysis of Music as a Universal Means to Transcend Trauma
 - 6. Mozart's Requiem
 - 7. Mourning Songs, Dirges and/or Chants
 - 8. Lullabies from various cultures
 - 9. Spirituals

Songs of Struggle

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

Matching course objective(s):

2. Course Objectives

- A. Identify diverse cultural and historical origins of values and ideas as related to violence and trauma.
- D. Apply criteria of cultural and aesthetic (philosophical) analysis to art works depicting violence and trauma from various historical and cultural backgrounds

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):

2. Course Objectives

- A. Identify diverse cultural and historical origins of values and ideas as related to violence and trauma.
- B. Distinguish the subtlety and complexity with which cultural ideas and values related to violence and trauma are disseminated, encoded and reinforced through literature and visual representation.
- C. Develop correlations between historical, philosophical and cultural contexts and artistic mediums in representing violence and trauma.
- D. Apply criteria of cultural and aesthetic (philosophical) analysis to art works depicting violence and trauma from various historical and cultural backgrounds

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):

2. Course Objectives

- B. Distinguish the subtlety and complexity with which cultural ideas and values related to violence and trauma are disseminated, encoded and reinforced through literature and visual representation.
- C. Develop correlations between historical, philosophical and cultural contexts and artistic mediums in

General Education Review Request

AREA I - HUMANITIES

representing violence and trauma.

- D. Apply criteria of cultural and aesthetic (philosophical) analysis to art works depicting violence and trauma from various historical and cultural backgrounds.
- F. Identify and evaluate aesthetic experiences of violence and trauma and formulate reactions to these experiences.
- G. Demonstrate via discussion and in writing an awareness of the ways in which ideological and cultural viewpoints shape the representation and reception of art depicting violence and trauma.

6. Methods of Evaluation

- C. Formal Essay

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

Matching course objective(s): n/a

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

Matching course objective(s):

2. Course Objectives

- B. Distinguish the subtlety and complexity with which cultural ideas and values related to violence and trauma are disseminated, encoded and reinforced through literature and visual representation.
- C. Develop correlations between historical, philosophical and cultural contexts and artistic mediums in representing violence and trauma.
- D. Apply criteria of cultural and aesthetic (philosophical) analysis to art works depicting violence and trauma from various historical and cultural backgrounds.
- F. Identify and evaluate aesthetic experiences of violence and trauma and formulate reactions to these experiences.
- G. Demonstrate via discussion and in writing an awareness of the ways in which ideological and cultural viewpoints shape the representation and reception of art depicting violence and trauma.

6. Methods of Evaluation

- C. Formal Essay

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).

General Education Review Request
AREA I - HUMANITIES

Matching course objective(s):

2. Course Objectives

- F. Identify and evaluate aesthetic experiences of violence and trauma and formulate reactions to these experiences.
- G. Demonstrate via discussion and in writing an awareness of the ways in which ideological and cultural viewpoints shape the representation and reception of art depicting violence and trauma.

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):

2. Course Objectives

- B. Distinguish the subtlety and complexity with which cultural ideas and values related to violence and trauma are disseminated, encoded and reinforced through literature and visual representation.
- C. Develop correlations between historical, philosophical and cultural contexts and artistic mediums in representing violence and trauma.
- D. Apply criteria of cultural and aesthetic (philosophical) analysis to art works depicting violence and trauma from various historical and cultural backgrounds.
- F. Identify and evaluate aesthetic experiences of violence and trauma and formulate reactions to these experiences.
- G. Demonstrate via discussion and in writing an awareness of the ways in which ideological and cultural viewpoints shape the representation and reception of art depicting violence and trauma.

Requesting Faculty: Falk Cammin

Date: 1/19/2013

Division Curr Rep: Kella Svetich

Date: 2/5/2013

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Approved Kay Thornton and Hilary Gomes, 2/26/13.

Comments:

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: MDIA 2C **Division:** Fine Arts and Communication

Course Title: Current Trends in Film, TV & the Internet

Catalog Description:

Current trends of film, video, television, and internet media. Critical analysis of time based linear and non-linear visual media. Emphasis on the visual experience of communicating ideas, stories, and events. Includes weekly readings, media screenings, and discussion.

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:

This course in contemporary media provides students with critical understanding of the historic, technological, business and cultural dimensions of current media and media history. This course transfers under IGETC in area 3A, Arts and Area C-1 of the CSU-GE breadth requirements. The course is a proposed core course for the Media Studies certificate and Foothill GE in humanities.

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:

This course provides basic skills, career and transfer opportunities for students.

Criteria B. -- Need (Explain)

This course meets the Area 3 requirement for IGETC and Area C-1 of the CSU-GE breadth requirements.

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)

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: Kristin Tripp Caldwell _____ **Date:** 11/15/12 _____

Division Curriculum Representative: Simon Pennington _____ **Date:** 12.5.12 _____

College Curriculum Co-Chairman: _____ **Date:** _____

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: MDIA 9 **Division:** Fine Arts and Communication

Course Title: Global Media

Catalog Description:

A critical examination of the economic, political and cultural dynamics that shape the international media environment, its central actors and institutions.

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:

This course in film and media genres provides students with lower division academic instruction as a general education course in the social sciences.

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:

This course provides education through basic skills. It is transferable to CSU as a GE course.

Criteria B. -- Need (Explain)

The landscape of global media has an tremendous influence upon international relations and world cultural understanding. This course provides students with understanding of the landscape of media on a global stage, how media communicates in its own unique language and values. The course aligns to the Foothill College institutional SLOs: communication, critical and analytical thinking, and global consciousness. The course is transferable to UC as an elective course, CSU as GE D-7 interdisciplinary social or behavioral science.

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)

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: Kristin Tripp Caldwell _____ **Date:** 11/15/12 _____

Division Curriculum Representative: Simon Pennington _____ **Date:** 12.5.12 _____

College Curriculum Co-Chairman: _____ **Date:** _____

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: MDIA 20 **Division:** Fine Arts & Communication

Course Title: Fundamentals of Media Production

Catalog Description:

Basic instruction in concepts, techniques, and strategies of digital media production. Basic camera, lighting and sound recording will be covered through technical assignments. Emphasis on story telling, creative problem solving, web video production and distribution techniques.

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:

This course contributes to the economic growth of California through the training of students in basic media production skills that are in demand from our local businesses and industries

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:

This course provides students with vital career preparation in the field of video and media.

Criteria B. -- Need (Explain)

This CTE course is a response to local employers' need for specialized training. Knowledge and application of media production aligns to the Foothill College institutional learning outcomes of communication, creative and analytical thinking, and community/global consciousness and responsibility.

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

The outline of record for this course has been approved by 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)

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: Kristin Tripp Caldwell _____ **Date:** 11-15-12 _____
Division Curriculum Representative: Simon Pennington _____ **Date:** 12.5.12 _____
College Curriculum Co-Chairman: _____ **Date:** _____

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: MDIA 32 **Division:** Fine Arts & Communication

Course Title: Motion Graphics

Catalog Description:

Basic instruction using the computer for motion graphic design and composite digital video production. Emphasis on time based media and its application to creative problem solving and communication solutions.

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:

Contributes to work force improvement by preparing students for the vocational demands and disciplines of the media arts.

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:

Gives students career preparation in the field of video and media.

Criteria B. -- Need (Explain)

The course is a support course for the AA and Certificate of Achievement in Graphic & Interactive Design.

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

The outline of record for this course has been approved by 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)

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: Kristin Tripp Caldwell _____ **Date:** 11-15-12 _____

Division Curriculum Representative: Simon Pennington _____ **Date:** 12.5.12 _____

College Curriculum Co-Chairman: _____ **Date:** _____

Foothill College
CCC-510: Substantial Changes to an Approved Credit Program
Certificate of Achievement in CPA Exam Preparation

Criteria A: Appropriate to Mission

1. Statement of Program Goals and Objectives

The CPA Exam Preparation Certificate of Achievement curriculum prepares holders of a Bachelor's degree to take the Certified Public Accounting board exam.

2. Catalog Description

The Accounting Program offers a variety of courses that covers the knowledge and technical skills necessary to prepare students to become analytical thinkers and possess communication and other interpersonal skills needed to be successful at work, and to equip them for subsequent transfer programs at 4-year colleges and universities. The courses offered within the program teach students to identify record, prepare, and communicate financial information to interested users to help them make sound economic decisions. Students learn about the books of original entry; the general ledger; financial statements; the accounting cycle; plant assets; partnerships; corporations; payroll, business and income taxes; cost systems; cash flow analysis; and differential cost and performance evaluations.

3. Program Requirements

Total Quarter Units: 27

ACTG 51A Intermediate Accounting I (4 units)
ACTG 51B Intermediate Accounting II (4 units)
ACTG 51C Intermediate Accounting III (4 units)
ACTG 58 Auditing (5 units)
ACTG 66 Cost Accounting (5 units)
ACTG 75 Accounting for Government & Not-for-Profit (5 units)

4. Background and Rationale (Optional)

The need for this certificate arose from the fact that a large number of our students already possess four-year degrees and have chosen Foothill College to take the necessary coursework required by the California Board of Accountancy for obtaining the CPA license. The courses for this certificate are part of the existing AA degree in Accounting and will prepare students to sit for the CPA exam.

Criteria B: Need

5. Enrollment and Completer Projections

It is estimated that when the certificate is fully implemented it will yield 40 completers annually.

6. Place of Program in Curriculum/Similar Programs

The CPA Exam Preparation Certificate of Achievement provides courses suitable to the preparation for the CPA exam. This certificate offers those students already with a Bachelor's degree the opportunity to prepare for the CPA exam thereby increasing their employability. Adding this certificate will have no impact on the current program or the resources it uses.

7. Similar Programs at Other Colleges in Service Area

College of San Mateo, CPA Exam Preparation Certificate: Financial Accounting and Auditing,

CPA Exam Preparation Certificate: Business Environment and Regulation

http://collegeofsanmateo.edu/accounting/docs/cert_actg.pdf

Santa Monica College, Professional Accountant Certificate of Achievement
http://www.smc.edu/StudentServices/TransferServices/AreasofStudy/Documents/Major_Sheets_for_AA_Degree/accounting_aa.pdf

8. Labor Market Information & Analysis (CTE only)

According to American Institute of Certified Public Accountants there is a great demand to hire Certified Public Accountants in corporate, government, and public accounting sectors. This need has increased tremendously due to retirement of current CPAs and the government regulations dictated by the Sarbanes Oxley Act of 2002. In addition, accountant who submit reports to the Securities and Exchange Commission (SEC) are required to be a Certified Public Accountant (CPA). Any accountant who has passed the CPA exam and fulfilled the other requirements of the State where they practice can become a CPA.

As such, accountants and auditors are expected to experience much faster than average employment growth from 2008-18. According to the State of California's Employment Development Department Labor Market Information the estimated projected increase in accountants is 19.2% or 26,900 jobs to be added between the years of 2008-2018. This is an average annual opening of 5,070 jobs.

Job opportunities should be favorable; accountants and auditors who have a professional certification, especially CPAs, should have the best prospects.

Criteria C: Curriculum Standards

9. Transfer Applicability

The courses in the Certificate are transferable to CSU as electives.

Criteria D: Adequate Resources

10. Facilities, Additional Faculty, New Equipment or Library Resources

No additional resources will be required beyond the college's current facilities, equipment and Library resources. Existing faculty will teach all of the courses required for the certificate. Courses offered in this program will be adequately staffed and managed by faculty in accordance with state minimum qualification standards. All faculty who will teach in this program meet the State minimum qualifications.

Criteria E: Compliance

11a. Enrollment Restrictions

There are no enrollment restrictions other than the requirements for admission to Foothill College and completing the appropriate prerequisite courses or their equivalent.

11b. Licensing or Accreditation Standards

All accounting courses offered by the accounting department are accepted by the California Board of Accountancy as part of the coursework required to take the CPA exam.

FOOTHILL COLLEGE
Credit Program Narrative
(AA, AS or Certificate of Achievement) in (Discipline)

Criteria A: Appropriate to Mission

1. Statement of Program Goals and Objectives

The Music department offers an Associate in Arts Degree in Music, a comprehensive course of study that prepares students for transfer to four-year institutions and/or for careers in music and music related industries. Through the study of Music History/Literature, students examine music masterpieces from multiple eras and cultures, synthesizing information and making judgments as they evaluate how music reflects individual composers' lives as well as the contemporary social/historical context in which the compositions were created and performed.

2. Catalog Description

The Associate in Arts Degree in Music is a comprehensive course of study preparing the student to transfer to a four-year institution in music or a music related field.

3. Program Requirements

Core Requirements:		
Course Number	Course Title	Units
MUS 2A	Great Composers & Music Masterpieces of Western Civilization	4
MUS 2B	Great Composers & Music Masterpieces of Western Civilization	4
MUS 2C	Great Composers & Music Masterpieces of Western Civilization	4
MUS 2D	World Music: Roots to Contemporary Global Fusion	4
MUS 8	Music of Multicultural America	4

Restricted Electives:		
Course Number	Course Title	Units

Other Requirements:		
Course Number	Course Title	Units

	Subtotal Core Units:	20
	Total Program Units:	20

4. Background and Rationale

Each academic year, several students complete the sequence of Music History/Literature courses. Completing these courses would assist students transferring to 4-year music programs by providing the historical and stylistic knowledge these programs demand (as identified by the National Association of Schools of Music). This certificate would also help students contemplating music careers through exposure to multiple musical styles, and would document their eligibility for professional organizations (e.g., Music Teachers Association).

Criteria B: Need

5. Enrollment and Completer Projections

		Year 1		Year 2	
		Annual	Annual	Annual	Annual

Course #	Course Title	Sections	Enrollment	Sections	Enrollment
MUS 2A	Great Composers and Music Masterpieces of Western Civilization	3	150		
MUS 2B	Great Composers and Music Masterpieces of Western Civilization	3	150		
MUS 2C	Great Composers and Music Masterpieces of Western Civilization	3	150		
MUS 2D	World Music: Roots to Contemporary Global Fusion	4	200		
MUS 8	Music of Multicultural America	20	950		

6. Place of Program in Curriculum/Similar Programs

The five courses in the Music History/Literature sequence are all transfer courses and are part of the core course requirements for the current A.A. degree program.

7. Similar Programs at Other Colleges in Service Area

While other colleges in the Foothill College service area offer general music certificates (e.g., De Anza, Evergreen), none offer a certificate in Music History and Literature.

8. Labor Market Information & Analysis (CTE only)

Not applicable.

9. Employer Survey (CTE only)

Not applicable.

10. Explanation of Employer Relationship (CTE only)

Not applicable.

11. List of Members of Advisory Committee (CTE only)

Not applicable.

12. Recommendations of Advisory Committee (CTE only)

Not applicable.

Criteria C: Curriculum Standards

The program approval process begins with the discipline faculty. The faculty determine the need for a program that may require new courses or a more productive use of current courses. The program is vetted and approved at the Division Curriculum level, forwarded and approved as appropriate by the College Curriculum Committee. The program application is then forwarded to the Foothill-De Anza Community College Board of Trustees. Upon approval by the Board, the application is then sent to the State Chancellor's Office for approval.

13. Display of Proposed Sequence

Suggested Sequence of Courses – XX Total Units						
Year 1						
Fall	Units	Winter	Units	Spring	Units	
MUS 2A	4	MUS 2B	4	MUS 2C	4	
MUS 8	4	MUS 2D	4			
Total Units	8		Total Units	8 (16)	Total Units	4 (20)

14. Transfer Applicability

MUS 2A CSUC1 IGETC3
MUS 2B CSUC1 IGETC3
MUS 2C CSUC1 IGETC3
MUS 2D CSUC1 IGETC3
MUS 8 CSUC1 IGETC3

Criteria D: Adequate Resources

15. Library and/or Learning Resource Plan

No additional resources will be required beyond the college's current resources.

16. Facilities and Equipment Plan

No additional resources will be required beyond the college's current resources.

17. Financial Support Plan

The source of financial support for the project will come from our normal apportionment revenue. The new program should not entail any significant increase in apportionment aside from normal growth.

18. Faculty Qualifications and Availability

Existing discipline faculty will teach all of the courses required for the degree. Courses offered in this program will be adequately staffed and managed by faculty in accordance with State Minimum Qualification standards.

Criteria E: Compliance

19. Model Curriculum (if applicable)

20. Licensing or Accreditation Standards

There are no licensing or accreditation standards for this major or emphasis.

21. Student Selection and Fees

No additional student selection criteria are in place, this degree complies with California Code of Regulations, Title 5, sections 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 76300.

Set Minimum Unit Level for Courses in the Foothill College General Education Pattern

Carolyn Holcroft

February 19, 2013

Whereas, Foothill College faculty assert that a minimum of four quarter units are required to address the breadth and depth necessary for a general education course;

Whereas, courses must be a minimum of four quarter units to be considered for inclusion in the Intersegmental General Education Transfer Curriculum (IGETC) or the CSU General Education Breadth Pattern,

Resolved, that effective immediately, courses submitted for inclusion in the Foothill College general education areas I-VI must be a minimum of four quarter units with the exception of low-unit laboratory courses that are attached to an accompanying lecture course with a minimum of four units;

Resolved, the existing requirement that students successfully complete a total of four or more units in Area VII, (Lifelong Understanding), from two different academic departments will remain in place; and

Resolved, that courses of less than four quarter units already in areas I-VI of the Foothill College general education pattern may remain there through the 2013-2014 academic year after which time they will be removed from the pattern unless they have revised the curriculum to be consistent with a higher unit value and reapplied for inclusion in the GE pattern.

Depth Map: Must include the following:

N1. An understanding of the scientific method, including its attributes and

Matching course component(s):

2. B: Understand the scientific method and distinguish between hypothesis and scientific laws;

4.B.2: Scientific method: Observations, hypotheses, theories, and scientific laws;

10.A.1: Measure and record mass and volume data

10.A.2: Make observations of physical properties of various substances

10.A.3: Perform simple dilutions

10.A.4: Use observations and measurements of the physical properties of an unknown substance to identify the substance.

10.B.1: Perform a series of chemical reactions to generate gases and test their reactivity

10.B.2: Participate in a demonstration of smog formation and experimental exploration of its impact on a simulated ecosystem

10.C.1: Prepare and use Schoenbein paper to observe ozone levels

10.C.2: Collect data on the ozone levels at interior and exterior locations

10.C.3: Use standard scales and relative humidity data to estimate ozone concentrations

10.C.4: Explore the rationale for the differing ozone levels based on location

10.D.1: Experimentally determine and compare energy produced by combustion of different fuels

10.D.2: Compare the theoretical and experimental energy values using percent error

10.E.1: Synthesize biodiesel from vegetable oil

10.E.2: Learn the use of a separatory funnel and centrifuge

10.E.3: Calculate theoretical and experimental yields

10.E.4: Demonstrate the principles of atom economy by synthesizing soap from the glycerol byproduct

10.F.1: Measure key indicators of water quality such as pH, total dissolved solids, oxygen, total and dissolved solids and specific cations/anions

10.F.2: Compare results from multiple water sources on a local and global scale

10.G.1: Characterize common recyclable plastics based on their chemical properties and deduce the most likely structure of an unknown polymer

10.G.2: Explore the relationships between polymer structure and properties

Cut and paste items from COR that support N1. Follow the outline format from the COR.

N1. Narrative

Matching course component(s):

4.B.2: The scientific method will be introduced as part of the lecture content and reinforced as scientific laws or discoveries are introduced throughout the quarter.

10. Lab Content A, B, C, D, G: The scientific method will also be reinforced in laboratory experiments and data discussions, as the students use their data and observations to characterize gases, evaluate energy yields for fuels and determine the structure of an unknown polymer.

Narrative expands on support items above and provides additional clarifying information for the committee.

C-ID Update

3/5/13

How many times have we submitted courses? 179

How many courses have been approved? 37

How many courses have been "conditionally approved"? 16

How many courses have been denied? 7

New C-ID Courses in Various Stages of Approval

1. Zoology / Animal Diversity and Evolution
2. Botany / Plant Diversity and Ecology
3. Human Anatomy and Physiology for Health Professions with Lab
4. Introduction to Chemistry
5. Introduction to Organic and Biochemistry
6. Survey of General, Organic and Biological Chemistry
7. Introduction to Engineering
8. Introduction to Programming Concepts and Methodologies for Engineers
9. Statics
10. Materials Science and Engineering
11. Engineering Graphics
12. Surveying
13. Programming and Problem-Solving in MATLAB
14. Dynamics
15. Strength of Materials
16. Circuit Analysis
17. Circuit Analysis Lab
18. Survey of Literature in English 1
19. Survey of Literature in English 2
20. Survey of Literature in English 3
21. Fitness
22. Individual Sports
23. Aquatics
24. Combatives
25. Team Sports
26. Mathematical Concepts for Elementary School Teachers - Number Systems
27. General Course Title: Introduction to Electronic Media
28. Intro to Cinematic Arts / Film, Television, Media Aesthetics
29. Introduction to Media Writing
30. Beginning Audio Production
31. Beginning Radio Production
32. Beginning Single Camera Production
33. Beginning TV Studio Production
34. Beginning Motion Picture Production

Transfer Model Curriculum in Various Stages of Approval

1. Biology
2. Chemistry
3. Electrical or Computer Engineering
4. Mechanical, Civil, Aero., or Manuf. Engineering
5. Radio-Television-Film, Television-Film, Television, Video, Film and Electronic Arts

TMCs In the Queue

1. Child and Adolescent Development
2. Environmental Science/Studies
3. Exercise Science
4. Graphic Arts/Graphic Design
5. Health Science
6. Hospitality/Hotel Management
7. Nutrition/Food Science/Dietetics
8. Social Work

Other Notes

1. Information Systems will be meeting in March to begin writing descriptors and drafting a new TMC.
2. Faculty needed for the following disciplines:
 - Child and Adolescent Development
 - Exercise Science
 - Graphic Arts/Design
 - Health Science
 - Hospitality

TMC Progress at Foothill

January, 2013: All TMC-aligned degrees must demonstrate that they have submitted courses for C-ID approval, if applicable.

June, 2013: we are required to replace any courses on a TMC-aligned degree with C-ID courses.

June 2013: Should have 80% of TMC-aligned degrees completed (13).

June, 2014, we are required to have 16 degrees.

- 2 degrees approved by CCCO
- 4 degrees approved by CCC
- Others are at various stages of development.

Approved TMCs

Transfer Model Curriculum	Date Approved
<u>Administration of Justice/Criminal Justice</u>	May 17, 2011 (Updated December 4, 2012)
<u>Anthropology</u>	September 20, 2012 (Updated December 4, 2012)
<u>Art History</u>	June 19, 2011 (Updated December 4, 2012)
<u>Business Administration</u>	June 25, 2011 (Updated December 4, 2012)
<u>Communication Studies</u>	January 25, 2011 (Updated December 4, 2012)
<u>Computer Science</u>	July 19, 2012 (Updated December 4, 2012)
<u>Early Childhood Education (ECE)</u>	May 17, 2011 (Updated December 4, 2012)
<u>Elementary Education</u>	February 22, 2012(Revised August 29, 2012)
<u>English</u>	June 30, 2011(Revised August 29, 2012)
<u>Geography</u>	May 10, 2012 (Revised May 24, 2012)(Updated December 4, 2012)
<u>Geology</u>	May 13, 2011(Updated December 4, 2012)
<u>History</u>	May 17, 2011(Updated January 4, 2013)
<u>Journalism</u>	June 7, 2012(Updated December 4, 2012)
<u>Kinesiology</u>	June 15, 2011
<u>Mathematics</u>	March 24, 2011(Updated December 4, 2012)
<u>Music</u>	February 22, 2012 (Revised June 4, 2012)(Updated December 4, 2012)
<u>Philosophy</u>	December 10, 2012
<u>Physics</u>	May 13, 2011 (Updated December 4, 2012)
<u>Political Science</u>	June 19, 2011 (Updated December 4, 2012)
<u>Psychology</u>	January 10, 2011 (Updated December 4, 2012)
<u>Sociology</u>	January 20, 2011(Updated December 4, 2012)
<u>Spanish</u>	December 10, 2012
<u>Studio Arts</u>	June 20, 2011(Updated December 4, 2012)
<u>Theatre</u>	May 16, 2011 (Updated December 4, 2012)

	A	B	C	D	E	F
	C-ID				Approval	Expiration
1	Descriptor	Course Title	Course(s)	TCSU	Status	Date
2	ACCT 110	Financial Accounting	ACTG-1A, ACTG-1B		In Progress	
3	ACCT 120	Managerial Accounting	ACTG-1C		Conditional	
4	AG - VIT 104L	Viticultural Practices Fall	VITI-52		In Progress	
5	AG - EH 104L	Introduction to Environmental Horticulture	HORT-50A		In Progress	
6	AG - VIT 108L	Viticultural Practices Spring	VITI-55		In Progress	
7	AG - EH 108L	Plant Materials and Usage I	HORT-51B		Submitted	
8	AG - VIT 112	Veterinary Animal Nursing	VITI-65		In Progress	
9	AG - EH 112L	Plant Materials and Usage II	HORT-51A		In Progress	
		Basic Integrated Pest Management (IPM)				
10	AG - SA 116	Concepts	HORT-52H		In Progress	
11	AG - VIT 120L	Vineyard Pest and Disease Management	HORT-52H		In Progress	
12	AG - WE 120	Fundamentals of Enology	VITI-61A		Submitted	
		Integrated Pest Management in				
13	AG - EH 120L	Environmental Horticulture	HORT-52H		In Progress	
14	AG - VIT 124L	Vineyard, Soils, Fertilizers and Irrigation	HORT-52A		In Progress	
15	AG - WE 124L	Fall Winery Operations	VITI-61A&B		Submitted	
16	AG - EH 124L	Floriculture Crop Production	HORT-52E		In Progress	
		Grapevine Canopy Management and				
17	AG - VIT 128	Trellising	VITI-90C		In Progress	
18	AG - EH 128L	Landscape Maintenance	HORT-52C		In Progress	
19	AG - PS 128L	Introduction to Soil Science	HORT-52A		Submitted	
20	AG - VIT 132L	Grapevine Pruning	VITI-90D		In Progress	
21	AG - EH 132L	Landscape Construction and Installation	HORT-54A		In Progress	
22	AG - WE 136L	Advanced Winemaking	VITI-61C		In Progress	
23	AG - EH 136L	Landscape Design	HORT-60B		In Progress	
24	AG - PS 136L	Fertilizers and Soil Amendments	HORT-90M		In Progress	

Subject to change

A	B	C	D	E	F
C-ID	Descriptor	Course Title	Course(s)	TCSU	Approval Expiration Date
1	25	AG - WE 140	Winery Management	VITI-67	Submitted
	26	AG - EH 140L	Turfgrass Management	HORT-52G	In Progress
	27	AG - EH 144L	Landscape Irrigation	HORT-60C	In Progress
	28	AG - EH 156L	Horticulture Business Management	HORT-55A	In Progress
			Plant Protection/Integrated Pest		
	29	AG - PS 156L	Management	HORT-52H	Submitted
	30	AG - EH 160L	Landscape Business Management	HORT-54B	In Progress
	31	ANTH 110	Introduction to Biological Anthropology	ANTH -1, ANTH-1H	Not Approved
	32	ANTH 115L	Biological Anthropology Laboratory	ANTH-1L, ANTH-1HL	CoR
	33	ANTH 120	Introduction to Cultural Anthropology	ANTH-2A	Not Approved
	34	ANTH 130	Introduction to Linguistic Anthropology	ANTH 14	CoR
	35	ANTH 150	Introduction to Archaeology	ANTH-8	Submitted
	36	ARTH 100	Art Appreciation	ART -1	Submitted
			Survey of Western Art from Prehistory		In Progress
	37	ARTH 110	through the Middle Ages	ART -2A, ART-2AH,	
			Survey of Western Art from Renaissance to	ART-2B, ART-2BH	
	38	ARTH 120	Contemporary	ART-2B, ART-2C	Approved
			Survey of Western Art from Renaissance to		28-Feb-13
	39	ARTH 120	Contemporary	ART-2BH, ART-2CH	In Progress
	40	ARTH 130	Survey of Asian Art	ART -2F	In Progress
			Art of Africa, Oceania, and Indigenous North		
	41	ARTH 140	Americas	ART-2D	In Progress
	42	ARTH 145	Art of the Ancient Americas		Course not offered

Subject to change

	A	B	C	D	E	F
	C-ID Descriptor	Course Title	Course(s)	TCSU	Status	Approval Expiration Date
1	43 ARTH 150	Survey of Modern Art	ART-3	TCSU ART	In Progress	
44	ARTS 100	2-D Foundations	ART-5A, ART-5AX	230	Approved	28-Feb-13
45	ARTS 100	2-D Foundations	ART-5A		Submitted	
46	ARTS 101	3-D Foundations	ART-5B		In Progress	
47	ARTS 110	Fundamentals of Drawing	ART-4A, ART-4AX	TCSU ART	Approved	30-Oct-14
48	ARTS 110	Fundamentals of Drawing	ART-4A		In Progress	
49	ARTS 200	Figure Drawing	ART-4D, ART-4E		In Progress	
50	ARTS 205	Intermediate Drawing	ART-4B, ART-4C		In Progress	
51	ARTS 210	Introduction to Painting	ART-19A, ART-19B		Submitted	
52	ARTS 220	Introduction to Printmaking	GID-38, GID-39		Submitted	
53	ARTS 230	Introduction to Ceramics	ART 45A		Submitted	
54	ARTS 240	Sculpture			Course not offered	
55	ARTS 250	Introduction to Digital Art	GID-41		In Progress	
56	ARTS 260	Introduction to Photography	PHOT-5		In Progress	
57	ARTS 260	Introduction to Photography	PHOT-1		In Progress	
58	ARTS 270	Color Theory	ART-20A, ART-20B		Submitted	
59	ARTS 280	Introduction to Crafts			Course not offered	
60	ARTS 281	Introduction to Jewelry and Metalsmithing			Course not offered	
61	ARTS 282	Introduction to Fiber Arts			Course not offered	

	A	B	C	D	E	F
	C-ID Descriptor	Course Title	Course(s)	TCSU	Status	Approval Expiration Date
1	62	BIOL 110B Human Anatomy with Lab	BIOL-40A, BIOL-40B, BIOL-40C		Submitted	
	63	BIOL 120B Human Physiology with Lab	BIOL-40A, BIOL-40B, BIOL-40C		Submitted	
	64	BUS 110 Introduction to Business	BUSI-22		Approved	
	65	BUS 115 Business Communication	BUSI 53A		Submitted	
	66	BUS 120 Legal Environment of Business	BUSI -18		Approved	
	67	BUS 125 Business Law	BUSI-19		Not Approved	1-Mar-14
	68	BUS 140 Business Information Systems, Computer Information Systems	BUSI -11		Submitted	
	69	CDEV 100 Child Growth and Development	CHLD -1, CHLD-2		Conditional	19-Dec-13
	70	CDEV 110 Child Family and Community	CHLD-88		Conditional	18-Dec-13
	71	CHEM 100 Chemistry and Society			Course not offered	
	72	CHEM 105 Environmental Chemistry			Course not offered	
	73	CHEM 106B Environmental Chemistry, with Lab	CHEM 20		Submitted	
	74	CHEM 108 Forensic Chemistry			Course not offered	
	75	CHEM 110 General Chemistry for Science Majors I, with Lab	UNDER DISCUSSION AT FOOTHILL		UNDER DISCUSSION AT FOOTHILL	
	76	CHEM 120S General Chemistry for Science Majors Sequence A	CHEM-1C, CHEM-1A, CHEM-1B	TCSU CHEM 120	Approved	30-Oct-14
	77	CHEM 160S Organic Chemistry for Science Majors Sequence A	CHEM-12B, CHEM-12C, CHEM -12A		In Progress	

Subject to change

	A	B	C	D	E	F
	C-ID				Approval	Expiration
1	Descriptor	Course Title	Course(s)	TCSU	Status	Date
78	COMM 110	Public Speaking	COMM-1A		Approved	
79	COMM 110	Public Speaking	COMM 1AH		In Progress	
80	COMM 120	Argumentation or Argumentation and Debate	COMM-1B		In Progress	
81	COMM 120	Argumentation or Argumentation and Debate	COMM 1BH		In Progress	
82	COMM 130	Interpersonal Communication	COMM-2		Approved	
83	COMM 140	Small Group Communication	COMM-4		Approved	
84	COMM 150	Intercultural Communication	COMM-12		Approved	
85	COMM 160B	Forensics (Speech & Debate)	COMM-54A		Submitted	
86	COMM 160B	Forensics (Speech & Debate)	COMM-54B		Submitted	
87	COMM 160B	Forensics (Speech & Debate)	COMM-54C		Submitted	
88	COMM 170	Oral Interpretation of Literature			Course not offered	
89	COMM 180	Introduction to Communication Studies or Introduction to Communication Theory	COMM 3		Submitted	
90	COMM 190	Introduction to Persuasion			Course not offered	
91	COMP 112	Introduction to Programming Concepts and Methodologies			COURSE STILL BEING	
92	COMP 122	Programming Concepts and Methodology I			DETERMINED	
					COURSE STILL BEING	
					DETERMINED	

Subject to change

	A	B	C	D	E	F
1	C-ID Descriptor	Course Title	Course(s)	TCSU	Status	Approval Expiration Date
93	COMP 132	Programming Concepts and Methodology II			COURSE STILL BEING	
94	COMP 142	Computer Architecture and Organization	CS 10		DETERMINED	
95	COMP 152	Discrete Structures	CS 18		Submitted	
96	COMP 152	Discrete Structures	MATH-22		Submitted	
		Principles & Practices of Teaching Young Children			In Progress	
97	ECE 120	Principals & Practices of Teaching Young Children	CHLD-56N		Approved	
98	ECE 130	Introduction to Curriculum	CHLD-89		Conditional	20-Aug-13
99	ECE 200	Observation and Assessment	CHLD-56		Conditional	20-Aug-13
100	ECE 210	Practicum in Early Childhood Education	CHLD-86B		Conditional	20-Aug-13
101	ECE 220	Health, Safety and Nutrition	CHLD-95		Not Approved	20-Aug-13
102	ECE 230	Teaching in a Diverse Society	CHLD-51A		Conditional	7-Dec-13
103	ECON 201	Principles of Microeconomics	ECON-1B		Submitted	
104	ECON 202	Principles of Macroeconomics	ECON-1A		Submitted	
105	ENGL 100	College Composition	ENGL-1A		In Progress	
106	ENGL 100	College Composition	ENGL-1AH		In Progress	
107	ENGL 100	College Composition	ENGL -1S, ENGL-1T		In Progress	
108	ENGL 105	Argumentative Writing and Critical Thinking	ENGL-1B		In Progress	
109	ENGL 105	Argumentative Writing and Critical Thinking	ENGL-1BH		In Progress	
110	ENGL 120	Introduction to Literature	ENGL-16		In Progress	
111	ENGL 130	Survey of American Literature 1	ENGL 48A		Submitted	
112	ENGL 135	Survey of American Literature 2	ENGL 48B & 48C		SUBMITTED	
113	ENGL 140	Survey of World Literature 1			Course not offered	

	A	B	C	D	E	F
	C-ID Descriptor	Course Title	Course(s)	TCSU	Status	Approval Expiration Date
114	ENGL 145	Survey of World Literature 2			Course not offered	
115	ENGL 160	Survey of British Literature 1	ENGL-46A ENGL-46B, ENGL-		In Progress	
116	ENGL 165	Survey of British Literature 2	46C		In Progress	
117	ENGL 180	Children's Literature	ENGL-8		In Progress	
118	ENGL 200	Introduction to Creative Writing	CRWR-6		In Progress	
119	GEOG 115	Introduction to Physical Geography, with Lab	GEOG -1		In Progress	
120	GEOG 120	Introduction to Human Geography	GEOG-2		Approved	
121	GEOG 125	World Regional Geography	GEOG-10		Approved	
122	GEOG 140	California Geography	GEOG -9		Not Approved	16-Jan-14
		Introduction to Geographic Information Systems and Techniques, with Lab	GEOG-12, GEOG -52		Approved	
123	GEOG 155	United States History to 1877	HIST-17A, HIST-17B		In Progress	
124	HIST 130	United States History from 1865	HIST-17B, HIST-17C		Conditional	14-Feb-14
125	HIST 140	Western Civilization I	HIST-4A		In Progress	
126	HIST 170	Western Civilization I	HIST-4B		In Progress	
127	HIST 170	Western Civilization II	HIST-4B		In Progress	
128	HIST 180	Western Civilization II	HIST-4C		In Progress	
129	HIST 180	Western Civilization II	HIST-4CH		In Progress	
130	HIST 180	Business Information Systems, Computer Information Systems	BUSI 91L		In Progress	
131	ITIS 120	Business Information Systems, Computer Information Systems	BUSI 11		Submitted	
132	ITIS 120	Introduction to Kinesiology	KINS 1		Submitted	
133	KIN 100	First Aid and CPR	HLTH-55		Submitted	
134	KIN 101				Approved	

Subject to change

	A	B	C	D	E	F
1	C-ID Descriptor	Course Title	Course(s)	TCSU	Status	Approval Expiration Date
135	MATH 110	Introduction to Statistics	MATH 10		Submitted	
136	MATH 130	Finite Mathematics	MATH 11		Submitted	
137	MATH 140	Business Calculus			COURSE STILL BEING	
138	MATH 150	College Algebra for Liberal Arts			DETERMINED	
139	MATH 151	College Algebra for STEM			Course not offered	
140	MATH 155	Precalculus			Course not offered	
141	MATH 160	Discrete Math	MATH 22 or CS 18		Course still being determined	
142	MATH 210	Single Variable Calculus I Early Transcendentals	MATH 1A & 1B		Submitted	
143	MATH 211	Single Variable Calculus I Late Transcendentals			Will be submitted when final outlines are available	
144	MATH 220	Single Variable Calculus II - Early Transcendentals	MATH 1B & 1C		Will be submitted when final outlines are available	

Subject to change

	A	B	C	D	E	F
1	C-ID Descriptor	Course Title	Course(s)	TCSU	Status	Approval Expiration
145	MATH 221	Single Variable Calculus II Late Transcendentals	MATH-1C & MATH-1D	TCSU MATH 230	Submitted	
146	MATH 230	Multivariable Calculus	MATH-1C & MATH-1D	TCSU MATH 240	Approved	28-Feb-13
147	MATH 230	Multivariable Calculus	MATH-2A	TCSU MATH 240	Approved	28-Feb-13
148	MATH 240	Ordinary Differential Equations	MATH-2B	TCSU MATH 250	Approved	28-Feb-13
149	MATH 250	Introduction to Linear Algebra				
150	MATH 260	Survey of Differential Equations and Linear Algebra				
151	MATH 851	Trigonometry			COURSE STILL BEING DETERMINED	
152	MATH 900S	Single Variable Calculus Sequence	MATH-1A, MATH-1B, MATH-1C		Will be submitted when final outlines are available	
153	MATH 900S	Single Variable Calculus Sequence	MATH-1A, MATH-1B, MATH-1C	TCSU MATH SEQ A	Approved	28-Feb-13
154	MATH 910S	Differential Equations and Linear Algebra				
155	MUS 100	Music Appreciation			Course being determined	

Subject to change

A	B	C	D	E	F
1	C-ID Descriptor	Course Title	Course(s)	TCSU	Approval Expiration Status Date
156	MUS 110	Music Fundamentals			Course being determined
157	MUS 120	Music Theory I			Course being determined
158	MUS 125	Musicianship I			Course being determined
159	MUS 130	Music Theory II			Course being determined
160	MUS 135	Musicianship II			Course being determined
161	MUS 140	Music Theory III			Course being determined
162	MUS 145	Musicianship III			Course being determined
163	MUS 150	Music Theory IV			Course being determined
164	MUS 155	Musicianship IV			Course being determined
165	MUS 160	Applied Music			Course being determined
166	MUS 180	Large Ensemble			Course being determined
167	PHIL 100	Introduction to Philosophy	PHIL-4		Conditional
168	PHIL 110	Introduction to Logic			Course not offered
169	PHIL 120	Introduction to Ethics	PHIL-8		Approved

Subject to change

	A	B	C	D	E	F
	C-ID				Approval	
1	Descriptor	Course Title	Course(s)	TCSU	Expiration	
170	PHIL 130	History of Ancient Philosophy	PHIL-20A		Status	Date
171	PHIL 130	History of Ancient Philosophy	PHIL-20A		Conditional	28-Jan-14
172	PHIL 140	History of Modern Philosophy	PHIL-20B		In Progress	
173	PHIL 210	Symbolic Logic	PHIL-7		Approved	
174	PHYS 100S	Algebra/Trigonometry-Based Physics: AB	PHYS-2A, PHYS-2B,		Approved	
175	PHYS 105	Algebra/Trigonometry-Based Physics A	PHYS-2C		Approved	
176	PHYS 110	Algebra/Trigonometry-Based Physics B			Approved	
177	PHYS 140	Survey of Chemistry and Physics			Course not offered	
		Calculus-Based Physics for Scientists and Engineers: ABC	PHYS-4A, PHYS-4B,			
178	PHYS 200S		PHYS-4C, PHYS-4D		Approved	
		Calculus-Based Physics for Scientists and Engineers: ABC	PHYS-5A, PHYS-5B,			
179	PHYS 200S		PHYS-5C, PHYS-4C,		Approved	
		Calculus-Based Physics for Scientists and Engineers: ABC	PHYS-4D			
180	PHYS 205	Calculus-Based Physics for Scientists and Engineers: A	PHYS-4A		Approved	
		Calculus-Based Physics for Scientists and Engineers: A				
181	PHYS 205		PHYS-5A, PHYS-5B		Approved	
		Calculus-Based Physics for Scientists and Engineers: B				
182	PHYS 210	Calculus-Based Physics for Scientists and Engineers: B	PHYS-4B		Approved	
		Calculus-Based Physics for Scientists and Engineers: B				
183	PHYS 210		PHYS-5B, PHYS-5C		Approved	
		Calculus-Based Physics for Scientists and Engineers: C				
184	PHYS 215	Calculus-Based Physics for Scientists and Engineers: C	PHYS-4C, PHYS-4D		Approved	

Subject to change

A	B	C	D	E	F
1	C-ID Descriptor	Course Title	Course(s)	TCSU	Approval Expiration Status Date
185	POLS 110	Introduction to American Government and Politics	POLI-1		Submitted
186	POLS 120	Introduction to Political Theory and Thought	POLI-3		Submitted
187	POLS 120	Introduction to Political Theory and Thought	POLI-3, POLI-3H		Submitted
188	POLS 130	Introduction to Comparative Government and Politics	POLI-2, POLI-2H		Submitted
189	POLS 140	Introduction to International Relations	POLI-15, POLI-15H		Submitted
190	POLS 150	Introduction to Political Science			Course not offered
		Introduction to Political Science Research Methods			Course not offered
191	POLS 160			TCSU PSY	
192	PSY 110	Introductory Psychology	PSYC-1	110	Approved 3-Jun-16
193	PSY 115	Psychology of Personal and Social Adjustment			
194	PSY 120	Introduction to Abnormal Psychology	PSYC-25		Conditional 23-Apr-13
195	PSY 130	Introduction to Human Sexuality	PSYC-49		Approved
196	PSY 150	Introduction to Biological Psychology	PSYC-4		Conditional 30-Mar-13
197	PSY 170	Introduction to Social Psychology	PSYC-30		Approved
198	PSY 180	Introduction to Lifespan Psychology	PSYC-40		Not Approved 30-Mar-13
199	PSY 180	Introduction to Lifespan Psychology	PSYC-40		Conditional 27-Jun-13
200	PSY 200	Introduction to Research Methods in Psychology			Course not offered Needs
		Introduction to Research Methods in Psychology (With Lab)	PSYC-10		prerequisite: Conditional
201	PSY 205B				30-Mar-13

Subject to change

	A	B	C	D	E	F
	C-ID Descriptor	Course Title	Course(s)	TCSU	Status	Approval Expiration
1	202 SOCI 110	Introduction to Sociology	SOC-1	TCSU SOC 110	Conditional	15-Jul-12
203	SOCI 110	Introduction to Sociology	SOC-1		Approved	
204	SOCI 110	Introduction to Sociology	SOC-1		In Progress	
205	SOCI 115	Social Problems	SOC-20	TCSU SOC 120	Not Approved	
206	SOCI 115	Social Problems	SOC-20		Approved	28-Feb-13
207	SOCI 115	Social Problems	SOC-20		In Progress	
208	SOCI 120	Introduction to Research Methods	PSYC 10		Submitted	
209	SOCI 120	Introduction to Research Methods	SOC 10		Submitted	
210	SOCI 125	Introduction to Statistics in Sociology	SOC-7, PSYC-7		In Progress	
211	SOCI 130	Introduction to Marriage and Family	SOC-40		Approved	
212	SOCI 140	Introduction to Gender	SOC-28		Approved	
213	SOCI 150	Introduction to Race and Ethnicity	SOC-23		Approved	
214	SOCI 160	Introduction to Crime	SOC-14		In Progress	
215	SPAN 100	Elementary Spanish I	SPAN-1, SPAN-2		In Progress	
216	SPAN 110	Elementary Spanish II	SPAN-2, SPAN-3		In Progress	
217	SPAN 200	Intermediate Spanish I	SPAN-4, SPAN-5		In Progress	
218	SPAN 200	Intermediate Spanish I	SPAN-4		In Progress	
219	SPAN 210	Intermediate Spanish II	SPAN-4, SPAN-6		In Progress	
220	SPAN 220	Spanish for Heritage Speakers I	SPAN 10A		Submitted	
221	THTR 111	Introduction to Theatre	THTR 1		Submitted	
222	THTR 112	Theatre Appreciation			Course being determined	
223	THTR 113	Theatre History 1	THTR 2A		Submitted	

Subject to change

	A	B	C	D	E	F
1	C-ID Descriptor	Course Title	Course(s)	TCSU	Status	Approval Expiration
224	THTR 114	Script Analysis			Course being determined	
225	THTR 151	Acting I	THTR 20A		Submitted	
226	THTR 152	Acting II	THTR 20B		Submitted	
227	THTR 171	Stagecraft	THTR 21A		Submitted	
228	THTR 172	Introduction to Design or Introduction to Theater Design			Course being determined	
229	THTR 173	Introduction to Stage Lighting or Lighting Design Fundamentals	THTR 27		Submitted	
230	THTR 174	Introduction to Stage Costume or Fundamentals of Costume Design	THTR 25		Submitted	
231	THTR 175	Introduction to Stage Makeup or Stage Makeup	THTR 40A		Submitted	
232	THTR 191	Rehearsal and Performance in Production			Course being determined	
233	THTR 192	Technical Theatre in Production			Course being determined	

Subject to change