

College Curriculum Committee Meeting Agenda
Tuesday, October 15, 2013
2:00 p.m. - 3:30 p.m.
President's Conference Room

Item	Action	Attachment	Presenter/Time
1. Minutes: October 1, 2013	Action	#10/15/13-1	Escoto - 3 min
2. Announcements:			
a. New Course Proposals	Information	#10/15/13-2 thru 15	Escoto - 3 min
b. Report Out from Divisions			Curr Reps - 7 min
3. Consent Calendar			
a. Stand Alone Forms	Action	#10/15/13-16 thru 22	Escoto - 7 min
b. Transfer Degrees (ADTs)		#10/15/13-23 thru 30	
4. CCC Working Topics for 2013-14	Information	#10/15/13-31	Escoto - 15 min
5. Division CC Processes	Discussion		Escoto - 15 min

Consent Calendar:

Stand Alone Applications: (attachments #16- 22)

- GIST 90A, 90B, 90C, 101A, 101B, 101C, 101D,

Transfer Degree Applications: (attachments #23-30)

- Computer Science, Geography, Physics, Studio Arts

Attachment List:

#10/15/13-1 Draft Minutes: October 1, 2013
#10/15/13-2 New Course Proposal-MUS 11D
#10/15/13-3 New Course Proposal-MUS 11E
#10/15/13-4 New Course Proposal-MUS 84B
#10/15/13-5 New Course Proposal-MUS 84C
#10/15/13-6 New Course Proposal-PHT 63
#10/15/13-7 New Course Proposal-RSPT 82
#10/15/13-8 New Course Proposal-RSPT 83
#10/15/13-9 New Course Proposal-RSPT 84
#10/15/13-10 New Course Proposal-RSPT 85
#10/15/13-11 New Course Proposal-RSPT 86
#10/15/13-12 New Course Proposal-RSPT 87A
#10/15/13-13 New Course Proposal-RSPT 87B
#10/15/13-14 New Course Proposal-RSPT 88
#10/15/13-15 New Course Proposal-SPAN 31
#10/15/13-31 CCC Working Topics for 2013-14

2013 -2014 Curriculum Committee Meetings

Fall 2013 Quarter:

10/1/13
10/15/13
11/5/13
11/19/13
12/3/13

Winter 2014 Quarter

1/21/14
2/4/14
2/18/14
3/4/14
3/18/14

Spring 2014 Quarter

4/15/14
5/6/14
5/20/14
6/3/14
6/17/14

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

2013-2014 Curriculum Deadlines

- 12/1/13 Deadline to submit courses to CSU for CSU GE approval.
- 12/1/13 Deadline to submit courses to UC/CSU for IGETC approval.
- 12/6/13 COR/Title 5 Updates for Fall 2013.
- 3/3/14 Curriculum Sheet Updates for 2013-14.
- 6/1/14 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.

2013-2014 Professional Development Opportunities & Conferences of Interest

- ~~7/11-13/13~~ ~~[ASCCC Curriculum Institute](#), Sheraton Park Hotel, Anaheim.~~
- 11/7-9/13 [ASCCC Fall Plenary](#), Irvine Marriott

Distribution:

Michaela Agyare (LIBR), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bea Cashmore (ALD), Jerry Cellilo (CNSL), Dolores Davison (AS President), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (CNSL), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Konnilyn Fieg (BSS), Hilary Gomes (FA), Susan Gutkin (Dean, KA), Brenda Hanning (BH), Robert Hartwell (FA), Carolyn Holcroft (BH), Kay Jones (LIBR), Marc Knobel (PSME), Allison Lenkeit Meezan (BSS), Don MacNeil (KA), Jean McCarron (Instr), Kimberlee Messina (VP, Instruction, Administrator co-chair), Peter Murray (Dean, PSME), Simon Pennington (FA), Barbara Shewfelt (KA), Paul Starer (Dean, LA), Kella Svetich (L A)

COLLEGE CURRICULUM COMMITTEE

Committee Members - 2013-14

Meeting Date: 10/15/13Co-Chairs (2)

<input checked="" type="checkbox"/>	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)	escotoisaac@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"/>	Michaela Agyare	7086	LIBR	agyaremic h aela@foothill.edu
<input checked="" type="checkbox"/>	Kathy Armstrong	7487	PSME	armstrongkathy@foothill.edu
<input checked="" type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@foothill.edu
<input checked="" type="checkbox"/>	Bea Cashmore	7094	ALD	cashmorebeatrice@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"/>	Brian Evans	7575	BSS	evansbrian@foothill.edu
			CNSL	
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
<input checked="" type="checkbox"/>	Konnilyn Fieg	7430	BSS	feigkonnilyn@foothill.edu
<input checked="" type="checkbox"/>	Hilary Gomes	7585	FA	gomeshilary@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"/>	Carlyon Holcroft	7429	BH	holcroftcarolyn@foothill.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"/>	Allison Lenkeit Meezan	7422	BSS	meezankaren@foothill.edu
<input checked="" type="checkbox"/>	Don MacNeil	6967	K A	macneildan@foothill.edu
<input checked="" type="checkbox"/>	Simon Pennington	7015	F A	penningtonsimon@fhda.edu
<input checked="" type="checkbox"/>	Barbara Shewfelt	7658	K A	shewfeltbarbara@foothill.edu
<input checked="" type="checkbox"/>	Kella Svetich	7924	L A	svetichkella@foothill.edu
<input checked="" type="checkbox"/>	Susan Gutkin	7741	Dean	gutkinsusan@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)

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

Visitors:

College Curriculum Committee
Meeting Minutes
Tuesday, October 1, 2013
2:07 p.m. - 3:07 p.m.
President's Conference Room

<u>Item</u>	<u>Discussion</u>
1. Minutes: June 4, 2013	Minutes as written M/S (Armstrong, Mac Neil) Approved.
2. 2013-14 Sneak Preview: a. Curriculum Quality b. Division Curr Committee Structure c. Training Sessions d. Consent Calendar Items e. Course Substitution Petition Process	Speaker: Isaac Escoto Introductions of CCC members for this year. Escoto gave the committee a "sneak peek" at the topics that will be on future agendas: a. Reminder of the quality control that should be exercised by all faculty and CCC reps. b. What tasks should be accomplished at your division cc? How are the multiple forms and processes being handled at your division cc? What works best for your constituency? Can we devise a "best practices" paper? c. Training will be ongoing and inclusive. Some will be done during CCC meetings and open to the public. We intend to bring COR examples to trainings so that we will get first hand knowledge of how to fix or complete them. d. Reminders that calendar items can be pulled at any time for discussion. The CCC Team has suggested that since the ADTs are State mandated degrees and the course selection is prescribed, adding them to the Consent Calendar is possible. e. Course Substitution Petitions: <ul style="list-style-type: none">• GE course substitution petitions go to the CCC co-chair, who'll distribute to the appropriate CCC rep. After the petition has been signed by the faculty member, the form is returned to the CCC co-chair.• Major course substitution petitions go to the CCC co-chair, who'll distribute to the appropriate CCC rep. The CCC rep will forward to their dean, who will then forward to Stephanie Franco.• CCC asked Escoto to email the appropriate rep notifying them that they have a petition in their box. How does your division track the petitions? The tracking process for course substitution petitions is very important, as it makes follow up (when necessary) more efficient.
3. Curriculum Institute Recap	Speaker: Isaac Escoto, Kimberlee Messina, Bernie Day The topics covered every area of curriculum but the emphasis was repeatability and ADTs (Associate Degrees for Transfer). They encouraged broad-based communication with all players: Board members, faculty, students and the public. We will be discussing these topics through out the year. One of many topics was the ability for community colleges to teach at local high schools. Barry Russell made it very clear that the public schools had to "open" the campuses to the public before we could teach courses at those locations. Mtn View-Los Altos School District has opened their campuses so we may teach college courses at their campuses during the school day. Brown Act: The CCC is subject to the requirements of the Brown Act and although we have understood that, we need to improve our understanding and increase our response to

	all items of the Act. We would like to invite a legal person to give us a presentation on the Brown Act so we fully understand the requirements.
4. Consent Calendar: a. Stand Alone	Speaker: Isaac Escoto Note that the form has changed so we suggest people transition to the new form. If they have completed the old, we will accept it for review and approval. SOC 1H application: M/S (Armstrong, Starer) Approved.
5. Informational Items: a. New Course Proposal b. New Course Outline Cover Sheet	Speaker: Isaac Escoto, Cori Nuñez a. This proposal is an older version and was added to the agenda in error. The corrected proposal will appear on the next agenda. b. Nuñez introduced the new form and explained the reason for its creation. These should be turned into the Curr Reps in hard-copy and after signatures, be forwarded (hard-copy) to Nuñez. The intent is to incorporate the information into C3MS or find another avenue for gathering this info next year. Nuñez thanked everyone for their patience this year.

Attendees: Michaela Agyare (LIBR), Kathy Armstrong (PSME), Rachelle Campbell (BH), Jerry Cellilo (CNSL), Bernie Day (Articulation Officer), Isaac Escoto (Faculty Co-Chair), Marnie Francisco (PSME), Konnilyn Fieg (BSS), Hilary Gomes (FA), Susan Gutkin (Dean, KA), Brenda Hanning (BH), Carolyn Holcroft (BH), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Allison Lenkeit Meezan (BSS), Don MacNeil (KA), 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)
Minutes Recorded by: Corinne Nuñez

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

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

Date Proposal Given to Division CCC Rep:

Faculty Author: Eric Kuehnl

Proposed Number: MUS 11D

Proposed Transferability: CSU/UC

Proposed Title: History of Electronic Music, 1897 - 1970

Proposed Catalog Description:

This course will explore the impact of electronic musical instruments and electronic musical technology on the creation of music. The origins in the late 19th and early 20th century and the subsequent development of the first electronic instruments; emergence of new musical styles including electroacoustic music, music concrète, and elektronische musik; the first use of computers in music; performance with live electronics; the introduction of the synthesizer and the rise of mainstream electronic music. In addition, students will analyze historically significant works from the experimental art music of the mid-20th century through the popular forms of the 1960s.

Proposed Discipline:

Commercial Music

Music

Proposed Need/Justification Statement:

This course is a support course for the A.A. and Certificate of Achievement in Music Technology and the Certificate of Achievement in Game Audio.

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

AA in Music Technology

Certificate of Achievement in Music Technology

Certificate of Achievement in Game Audio

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

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College Curriculum Committee
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Date Proposal Given to Division CCC Rep: 10/1/13

Faculty Author: Ed Goldfarb

Proposed Number: MUS 11E

Proposed Transferability: CSU/UC

Proposed Title: History of Electronic Music, 1970-present

Proposed Catalog Description:

This course will explore the emergence of electronic music styles, instruments and recording techniques as dominant forces in the music world of the late 20th and early 21st centuries. Widespread incorporation of electronic instruments in recorded music, television, film and live performance; development and popularization of portable music synthesizers; emergence of new musical styles including ambient, techno and trance; the effect of advances in computer technology on the creation, recording and performance of electronic music and the comparison of analog and digital music synthesis techniques. In addition, students will analyze historically significant works of the time period, ranging from academic experiments to popular hits.

Proposed Discipline:

Commercial Music

Music

Proposed Need/Justification Statement:

This course is a support course for the A.A. and Certificate of Achievement in Music Technology and the Certificate of Achievement in Game Audio.

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

AA in Music Technology

Certificate of Achievement in Music Technology

Certificate of Achievement in Game Audio

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

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Date Proposal Given to Division CCC Rep: 10/1/13

Faculty Author: Eric Kuehn

Proposed Number: MUS 84B

Proposed Transferability: CSU

Proposed Title: Advanced Sound Design for Games

Proposed Catalog Description:

This course will provide students the opportunity to design and implement sound effects for games and interactive media. It will include: recording custom sound effects and working with commercial sound effects libraries, advanced techniques for designing hard effects, foley sounds, and ambient backgrounds, industry-standard workflows for sound effects implementation with audio middleware solutions. The students will have hands-on experience with professional examples of game audio sound design on desktop, console, and mobile platforms.

Proposed Discipline:

Commercial Music

Music

Proposed Need/Justification Statement:

This course is a support course for the A.A. and Certificate of Achievement in Music Technology and Certificate of Achievement in Game Audio.

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

AA in Music Technology, Certificate of Achievement in Music Technology, Certificate of Achievement in Game Audio

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

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College Curriculum Committee
New Course Proposal**

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Date Proposal Given to Division CCC Rep: 10/1/13
Faculty Author: Eric Kuehn

Proposed Number: MUS 84C
Proposed Transferability: CSU
Proposed Title: Music Composition for Games

Proposed Catalog Description:

This course will give students the opportunity to compose, orchestrate, and implement music for games and interactive multimedia platforms. The students will learn composition and orchestration techniques for strings, brass, woodwinds, and percussion. In addition, they will mix and master finished compositions for optimal interactivity and will learn industry-standard workflows for interactive music implementation with sophisticated audio middleware solutions. The class will emphasize hands-on experience with professional examples of game music on desktop, console, and mobile platforms.

Proposed Discipline:

Commercial Music
Music

Proposed Need/Justification Statement:

This course is a support course for the A.A. and Certificate of Achievement in Music Technology and the Certificate of Achievement in Game Audio.

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

AA in Music Technology, Certificate of Achievement in Music Technology, Certificate of Achievement in Game Audio

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: October 3, 2013

Faculty Author: Angela M. Su

Proposed Number: PHT 63

Proposed Transferability: CSU

Proposed Title: Pharmacy Technician Certification Exam (PTCE) Preparation Course

Proposed Catalog Description:

This course is intended to provide Pharmacy Technician Program students information and necessary content review to prepare for the National Pharmacy Technician Certification Exam. Students will also complete the California State Licensure Application and register and take the PTCE in order to become National Certified Pharmacy Technicians (C. PhT)

Proposed Discipline: Pharmacy Technology

Proposed Need/Justification Statement: This course is a required course for the AS Degree and the Certificate of Achievement in Pharmacy Technology and for students to successfully pass the National Pharmacy Technician Exam (PTCE)

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

AS degree and Certificate of Achievement in Pharmacy Technology

Comments & Other Relevant Information for Discussion: During our most recent accreditation review in February 2013, the Pharmacy Technician Accreditation Commission (PTAC) highly recommends the addition of this course to the current program in order to ensure students take and pass the national PTCE upon completion of a PTAC Pharmacy Technician Accredited Program.

Instruction Office:

Date presented at CCC:

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Date Proposal Given to Division CCC Rep: 10/3/2013
Faculty Author: Brenda Hanning

Proposed Number: RSPT 82
Proposed Transferability: CSU
Proposed Title: Orientation to Interventional Pulmonology

Proposed Catalog Description: Orientation and overview of Interventional Pulmonology as a respiratory care specialty. This course is intended for students enrolled in the Interventional pulmonology certificate program.

Proposed Discipline:
Respiratory Therapy

Proposed Need/Justification Statement:
Respiratory Care departments are faced with challenges related to the training and education of therapists who assist with interventional pulmonology procedures. This certificate program meets this demand by preparing currently licensed respiratory therapists to assist with interventional pulmonology procedures and to be qualified to work in that environment.

To which Degree(s) or Certificate(s) would this course potentially be added?
New Certificate of achievement program: Respiratory Therapy Interventional Pulmonology Certificate

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

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New Course Proposal

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Date Proposal Given to Division CCC Rep: 10/3/2013
Faculty Author: Brenda Hanning

Proposed Number: RSPT 83

Proposed Transferability: CSU

Proposed Title: Case based analysis & critical thinking in diagnostic Interventional Pulmonology.

Proposed Catalog Description: Case based reasoning and critical thinking in the field interventional pulmonology. Content will include critical diagnostic thinking in respiratory care. This course is intended for students enrolled in the Interventional pulmonology certificate program.

Proposed Discipline:
Respiratory Therapy

Proposed Need/Justification Statement:

Respiratory Care departments are faced with challenges related to the training and education of therapists who assist with interventional pulmonology procedures. This certificate program meets this demand by preparing currently licensed respiratory therapists to assist with interventional pulmonology procedures and to be qualified to work in that environment.

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

New Certificate of achievement program: Respiratory Therapy Interventional Pulmonology Certificate

Comments & Other Relevant Information for Discussion:

Instruction Office:

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Date Proposal Given to Division CCC Rep: 10/3/2013

Faculty Author: Brenda Hanning

Proposed Number: RSPT 84

Proposed Transferability: CSU

Proposed Title: Fundamentals of Pulmonary disease

Proposed Catalog Description: Review of pulmonary anatomy and physiology. Fundamentals of pulmonary diseases and pathology including cancer staging. This course is intended for students enrolled in the Interventional pulmonology certificate program.

Proposed Discipline:

Respiratory Therapy

Proposed Need/Justification Statement:

Respiratory Care departments are faced with challenges related to the training and education of therapists who assist with interventional pulmonology procedures. This certificate program meets this demand by preparing currently licensed respiratory therapists to assist with interventional pulmonology procedures and to be qualified to work in that environment.

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

New Certificate of achievement program: Respiratory Therapy Interventional Pulmonology Certificate

Comments & Other Relevant Information for Discussion:

Instruction Office:

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Date Proposal Given to Division CCC Rep: 10/3/2013
Faculty Author: Brenda Hanning

Proposed Number: RSPT 85
Proposed Transferability: CSU
Proposed Title: Interventional Pulmonology Theory and Application

Proposed Catalog Description: This course provides the general principles of interventional pulmonology. Disease specific application including diagnostic and therapeutic interventions, techniques and procedures will be introduced. This course is intended for students enrolled in the Interventional pulmonology certificate program.

Proposed Discipline:
Respiratory Therapy

Proposed Need/Justification Statement:
Respiratory Care departments are faced with challenges related to the training and education of therapists who assist with interventional pulmonology procedures. This certificate program meets this demand by preparing currently licensed respiratory therapists to assist with interventional pulmonology procedures and to be qualified to work in that environment.

To which Degree(s) or Certificate(s) would this course potentially be added?
New Certificate of achievement program: Respiratory Therapy Interventional Pulmonology Certificate

Comments & Other Relevant Information for Discussion:

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Date Proposal Given to Division CCC Rep: 10/3/2013
Faculty Author: Brenda Hanning

Proposed Number: RSPT 86
Proposed Transferability: CSU
Proposed Title: Interventional Pulmonology Procedures

Proposed Catalog Description: Basic and advanced interventional pulmonology procedures. Procedures to be covered will include bronchoscopy, thoracoscopy, endoscopy, airway access procedures and novel techniques. This course is intended for students enrolled in the Interventional pulmonology certificate program.

Proposed Discipline:
Respiratory Therapy

Proposed Need/Justification Statement:
Respiratory Care departments are faced with challenges related to the training and education of therapists who assist with interventional pulmonology procedures. This certificate program meets this demand by preparing currently licensed respiratory therapists to assist with interventional pulmonology procedures and to be qualified to work in that environment.

To which Degree(s) or Certificate(s) would this course potentially be added?
New Certificate of achievement program: Respiratory Therapy Interventional Pulmonology Certificate

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Date Proposal Given to Division CCC Rep: 10/3/2013
Faculty Author: Brenda Hanning

Proposed Number: RSPT 87A
Proposed Transferability: CSU
Proposed Title: Interventional Pulmonology Clinical Internship I

Proposed Catalog Description: Clinical application of basic interventional pulmonology procedures. Interpretation of basic diagnostic data and correlation to applied therapies. Procedures will include bronchoscopy for diagnostic use and therapeutic interventions such as bronchoalveolar lavage. This course is intended for students enrolled in the Interventional pulmonology certificate program.

Proposed Discipline:
Respiratory Therapy

Proposed Need/Justification Statement:
Respiratory Care departments are faced with challenges related to the training and education of therapists who assist with interventional pulmonology procedures. This certificate program meets this demand by preparing currently licensed respiratory therapists to assist with interventional pulmonology procedures and to be qualified to work in that environment.

To which Degree(s) or Certificate(s) would this course potentially be added?
New Certificate of achievement program: Respiratory Therapy Interventional Pulmonology Certificate

Comments & Other Relevant Information for Discussion:

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Date Proposal Given to Division CCC Rep: 10/3/2013
Faculty Author: Brenda Hanning

Proposed Number: RSPT 87B
Proposed Transferability: CSU
Proposed Title: Interventional Pulmonology Clinical Internship II

Proposed Catalog Description: Interpretation of diagnostic data and correlation to applied therapies. In addition to clinical application of procedures covered in Interventional Pulmonology Clinical Internship I, advanced procedures may include (a) balloon dilation, (b) stent placement, (c) lung volume reduction and (d) foreign body removal. This course is intended for students enrolled in the Interventional pulmonology certificate program.

Proposed Discipline:
Respiratory Therapy

Proposed Need/Justification Statement:
Respiratory Care departments are faced with challenges related to the training and education of therapists who assist with interventional pulmonology procedures. This certificate program meets this demand by preparing currently licensed respiratory therapists to assist with interventional pulmonology procedures and to be qualified to work in that environment.

To which Degree(s) or Certificate(s) would this course potentially be added?
New Certificate of achievement program: Respiratory Therapy Interventional Pulmonology Certificate

Comments & Other Relevant Information for Discussion:

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

Date Proposal Given to Division CCC Rep: 10/3/2013
Faculty Author: Brenda Hanning

Proposed Number: RSPT 88
Proposed Transferability: CSU
Proposed Title: Interventional Pulmonology Research Project

Proposed Catalog Description: Research project on a specialized area of interventional pulmonology. Specific topics to be determined by the instructor. This course is intended for students enrolled in the Interventional pulmonology certificate program.

Proposed Discipline:
Respiratory Therapy

Proposed Need/Justification Statement:
Respiratory Care departments are faced with challenges related to the training and education of therapists who assist with interventional pulmonology procedures. This certificate program meets this demand by preparing currently licensed respiratory therapists to assist with interventional pulmonology procedures and to be qualified to work in that environment.

To which Degree(s) or Certificate(s) would this course potentially be added?
New Certificate of achievement program: Respiratory Therapy Interventional Pulmonology Certificate

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

New Course Proposal

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

Date Proposal Given to Division CCC Rep: September 23rd, 2013
Faculty Author: Patricia Crespo-Martin

Proposed Number: SPAN 31
Proposed Transferability: CSU
Proposed Title: Spanish for Health Care Workers

Proposed Catalog Description:

This is a practical Spanish course. The course covers material that all professionals in health care will find useful when interacting with people whose preferred, or only, language is Spanish. It includes medical terminology as well as phrases and questions which are common in a medical setting.

Proposed Discipline:
Spanish

Proposed Need/Justification Statement: This course will be a restricted support course for the AA degree in Spanish. It responds to a need by students in the Health Care careers to assist Spanish-speaking patients.

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

This course will be a restricted support course for the AA degree in Spanish.
This course can also be a support course in the various Bio Health degrees offered at Foothill.

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:
Number assigned:
Date number assigned/notification:

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: GIST90A

Division: BSS

Course Title: INTRODUCTION TO GIS FOR K-12 TEACHERS I:
 FUNDAMENTALS OF GEOGRAPHIC INFORMATION SYSTEMS
 SCIENCE

Catalog Description:

Study of Geographic Information Systems (GIS) science and its applications to spatial data management. Assessment of vector and raster systems, scale, resolution, map projection and coordinate systems. Applications and uses of GIS and data visualization in the classroom and in and out of the classroom. Integration of technology intensive curriculum with the traditional classroom model.

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:

Supports lifelong learning. This course is aimed at K-12 teachers who need continuing education units and wish to bring geospatial technology into their classrooms. It provides the teachers with a foundation in geospatial technology.

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:

Supports lifelong learning. This course is aimed at K-12 teachers who need continuing education units and wish to bring geospatial technology into their classrooms. It provides the teachers with a foundation in geospatial technology.

Criteria B. -- Need (Explain)

This is a low stakes course (1 unit) that allows the GIST program the flexibility to offer short courses that meet the needs of non traditional student populations who may not be able to commit to a unit class at one time.

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

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

KALM 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)

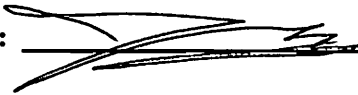
11/2/09

KALM 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)

KALM 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: K. Allison Lenkeit Meezan **Date:** 3/18/13

Division Curriculum Representative:  **Date:** 9/30/13

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: GIST90B

Division: BSS

Course Title: INTRODUCTION TO GIS FOR K-12 TEACHERS II: UTILIZING SPATIAL DATA & DATA ANALYSIS IN THE CLASSROOM

Catalog Description:

Study of Geographic Information Systems (GIS) science and its applications to spatial data management. Georeferencing and Global Positioning Systems (GPS). Discussion and analysis of uncertainty propagation within a GIS. Applications of quantitative and statistical spatial analytical methods; modeling with GIS in the classroom. Helping students formulate geo-spatial questions.

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:

Supports lifelong learning. This course is aimed at K-12 teachers who need continuing education units and wish to bring geospatial technology into their classrooms. It provides the teachers with a foundation in geospatial technology.

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:

Supports lifelong learning. This course is aimed at K-12 teachers who need continuing education units and wish to bring geospatial technology into their classrooms. It provides the teachers with a foundation in geospatial technology.

Criteria B. -- Need (Explain)

This is a low stakes course (1 unit) that allows the GIST program the flexibility to offer short courses that meet the needs of non traditional student populations who may not be able to commit to a unit class at one time.

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

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

KALM 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)

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

11/2/09

Criteria E. – Compliance (please initial as appropriate)

KALM 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: K. Allison Lenkeit Meezan **Date:** 3/18/13

Division Curriculum Representative:  **Date:** 9/30/13

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: GIST90C

Division: BSS

Course Title: INTRODUCTION TO GIS FOR K-12 TEACHERS III: DESIGNING & IMPLEMENTING A GIS

Catalog Description:

Study of Geographic Information Systems (GIS) science and its applications to spatial data management. Designing and creating an original GIS. Database design, fundamentals of data storage, scanning and heads-up digitizing. Finding and accessing free data sources on the Internet.

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:

Supports lifelong learning. This course is aimed at K-12 teachers who need continuing education units and wish to bring geospatial technology into their classrooms. It provides the teachers with a foundation in geospatial technology.

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:

Supports lifelong learning. This course is aimed at K-12 teachers who need continuing education units and wish to bring geospatial technology into their classrooms. It provides the teachers with a foundation in geospatial technology.

Criteria B. -- Need (Explain)

This is a low stakes course (1 unit) that allows the GIST program the flexibility to offer short courses that meet the needs of non traditional student populations who may not be able to commit to a unit class at one time.

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

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

KALM 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)

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

11/2/09

Criteria E. – Compliance (please initial as appropriate)

KALM 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: K. Allison Lenkeit Meezan **Date:** 3/18/13

Division Curriculum Representative:  **Date:** 9/30/13

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: GIST101A

Division: BSS

Course Title: INTRODUCTION TO MAPPING & COMPUTERIZED
CARTOGRAPHY

Catalog Description:

Introduction to map reading and interpretation for practical purposes. Thematic map types and uses, use of maps in the field, and discussion of computerized mapping systems and Geographic Information Systems (GIS).

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:

Supports certificate completion and lifelong learning. This course supports certificate completion by pulling students into the 'pipeline' who will later enroll in the GIS certificate program. It supports lifelong learning and continuing education by providing for updated job skills for current workers.

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:

Supports certificate completion and lifelong learning. This course supports certificate completion by pulling students into the 'pipeline' who will later enroll in the GIS certificate program. It supports lifelong learning and continuing education by providing for updated job skills for current workers.

Criteria B. -- Need (Explain)

This is a low stakes course (1 unit) that allows the GIST program the flexibility to offer short pipeline courses that meet the needs of continuing students or non traditional student populations who may not be able to commit to a unit class at one time.

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

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

KALM 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)

KALM 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)

11/2/09

KALM 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: K. Allison Lenkeit Meezan **Date:** 3/18/13

Division Curriculum Representative:  **Date:** 9/30/13

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: GIST101B

Division: BSS

Course Title: A PREFACE TO GIS: COMPUTER-BASED MAPPING & GIS

Catalog Description:

Non-technical introduction to Geographic Information Systems (GIS) with an emphasis on applications. Includes the application of GIS in a range of disciplines, GIS software and data available, how Global Positioning Systems (GPS) integrate with GIS. Students will be introduced to a variety of free and low cost software and provided with practical exercises.

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:

Supports certificate completion and lifelong learning. This course supports certificate completion by pulling students into the 'pipeline' who will later enroll in the GIS certificate program. It supports lifelong learning and continuing education by providing for updated job skills for current workers.

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:

Supports certificate completion and lifelong learning. This course supports certificate completion by pulling students into the 'pipeline' who will later enroll in the GIS certificate program. It supports lifelong learning and continuing education by providing for updated job skills for current workers.

Criteria B. -- Need (Explain)

This is a low stakes course (1 unit) that allows the GIST program the flexibility to offer short pipeline courses that meet the needs of continuing students or non traditional student populations who may not be able to commit to a unit class at one time.

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

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

KALM 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)

KALM 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)

11/2/09

KALM 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: K. Allison Lenkeit Meezan Date: 3/18/13

Division Curriculum Representative:  Date: 9/30/13

College Curriculum Co-Chairman: _____ Date: _____

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: GIST101C

Division: BSS

Course Title: GLOBAL POSITIONING SYSTEMS (GPS) FUNDAMENTALS

Catalog Description:

Introduction to the use of Global Positioning Systems in Geotechnology. Satellite and device history, configuration and accuracy. Data collection in the field with GPS units and integration into digital mapping projects.

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:

Supports certificate completion and lifelong learning. This course supports certificate completion by pulling students into the 'pipeline' who will later enroll in the GIS certificate program. It supports lifelong learning and continuing education by providing for updated job skills for current workers.

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:

Supports certificate completion and lifelong learning. This course supports certificate completion by pulling students into the 'pipeline' who will later enroll in the GIS certificate program. It supports lifelong learning and continuing education by providing for updated job skills for current workers.

Criteria B. -- Need (Explain)

This is a low stakes course (1 unit) that allows the GIST program the flexibility to offer short pipeline courses that meet the needs of continuing students or non traditional student populations who may not be able to commit to a unit class at one time.

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

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

KALM 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)

KALM 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)

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

11/2/09

Faculty Requestor: K. Allison Lenkeit Meezan **Date:** 3/18/13

Division Curriculum Representative:  **Date:** 9/30/13

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: GIST101D

Division: BSS

Course Title: TECHNOLOGY CAREERS & WORKFORCE PREPARATION

Catalog Description:

Job search strategies, resume writing and interview skills for students in technical fields.

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:

Supports certificate completion and lifelong learning. This course supports certificate completion by pulling students into the 'pipeline' who will later enroll in the GIS certificate program. It supports lifelong learning and continuing education by providing for updated job skills for current workers.

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:

Supports certificate completion and lifelong learning. This course supports certificate completion by pulling students into the 'pipeline' who will later enroll in the GIS certificate program. It supports lifelong learning and continuing education by providing for updated job skills for current workers.

Criteria B. -- Need (Explain)

This is a low stakes course (1 unit) that allows the GIST program the flexibility to offer short pipeline courses that meet the needs of continuing students or non traditional student populations who may not be able to commit to a unit class at one time.

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

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

KALM 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)

KALM 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)

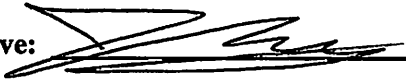
KALM The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: K. Allison Lenkeit Meezan

Date: 3/18/13

11/2/09

Division Curriculum Representative:

A handwritten signature in black ink, appearing to be 'J. [unclear]', written over a horizontal line.

Date: 9/30/13

College Curriculum Co-Chairman:

Date: _____

Transfer Model Curriculum (TMC) Template for Computer Science**CCC Major or Area of Emphasis:** Computer Science**TOP Code:** 070600**CSU Major(s):** Computer Science**Total Units:** 28 (*all units are semester units*)

Template # 2007

Rev. 1: 03/01/13

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx> or the ASSIST website: http://web1.assist.org/web-assist/help/help-csu_ge.html.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses must be submitted to C-ID prior to completing the Associate Degree for Transfer (ADT) proposal for Chancellor's Office approval.**

Associate in Science in Computer Science for Transfer Degree					
College Name: Foothill College					
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	CSU GE/IGETC Area
REQUIRED CORE: (28 units)					
Programming Concepts and Methodologies I (CS1) (3)	COMP 122	C S 1A	Object-oriented Programming Methodologies in Java	5	
Programming Concepts and Methodologies II (CS2)(3)	COMP 132	C S 1M	Intermediate Algorithm & Data Structure Methodologies in Java	5	
Computer Architecture and Organization (3)	COMP 142	C S 10	Computer Architecture & Organization	5	
Discrete Structures (3)	COMP 152	C S 18	Discrete Mathematics	5	B4/2A
Single Variable Calculus I and II – Early Transcendentals (8) OR Single Variable Calculus I and II – Late Transcendentals (8) OR Single Variable Calculus Sequence (8)	MATH 210 and 220 MATH 211 and 221 MATH 900S	MATH 1A MATH 1B and MATH 1C	Calculus Calculus Calculus	5 5 5	B4/2A
Calculus-based Physics for Scientists and Engineers: A (4)	PHYS 205	PHYS 4A	General Physics (Calculus)	6	B1,B3/5A
Calculus-based Physics for Scientists and Engineers: B (4)	PHYS 210	PHYS 4B	General Physics (Calculus)	6	B1,B3/5A
Total Units for the Major:	28	Total Units for the Major:		47	
		Total Units that may be double-counted (Ensure that the total for each Area does not exceed the limit for the specific Area)			11
		General Education (CSU GE or IGETC) Units			53 IGETC ONLY
		Elective (CSU Transferable) Units			1
		Total Degree Units (maximum)			60

Foothill College
Program Application
Associate in Science Degree in Computer Science for Transfer

1. Statement of Program Goals and Objectives

Computer programming, algorithms, data structures, and languages play an increasingly important role in academic, science and business careers. The Associate in Science Degree in Computer Science for Transfer will prepare students to transfer to local California State Universities (CSUs).

Program Learning Outcomes include:

- Use of standard software engineering tools to create reusable code.
- Design of large programs that take advantage of existing code libraries.
- Organization of complex programs in a logical way, enabling the extension of the program.
- Comprehension of user requirements and production of code and documentation in an industry-accepted style that satisfies those requirements.
- Development of software that solves problems in a variety of fields, including math, physics, chemistry, biology, astronomy, business, and the Internet.

The Associate in Science in Computer Science for Transfer Degree meets the requirements set forth by Education Code section 66746 to prepare students to transfer to local California State Universities (CSUs). Students who complete the Associate in Science in Computer Science for Transfer Degree will be ensured preferential and seamless transfer status to local CSUs for Computer Science majors and majors in related disciplines. The Associate in Science in Computer Science for Transfer Degree requirements will fulfill the lower division major requirements at many local CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local.

2. Catalog Description

Computer science courses provide a combination of theoretical study and practical application. Core areas include hardware, software, algorithms, operating systems, languages and data structures. Specialized topics include mobile apps, graphics programming, open source, networking and quantum computation.

The Associate in Science Degree in Computer Science for Transfer will prepare students to transfer to local California State Universities (CSUs). Students who complete the Associate in Science in Computer Science for Transfer Degree will be ensured preferential transfer status to local CSUs as Computer Science majors and/or majors in related disciplines. The Associate in Science in Computer Science for Transfer Degree requirements will fulfill the lower division major requirements at many local CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs.

In addition, the student must complete the following:

- Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements,
 - A minimum of 27 quarter units in the major or area of emphasis, as determined by the community college district,
 - All courses required for the major or area of emphasis must be completed with a grade of "C" or better.
- obtainment of a minimum grade point average of 2.0.

Transfer Model Curriculum (TMC) Template for Geography**CCC Major or Area of Emphasis:** Geography**TOP Code:** 220600**CSU Major(s):** Geography**Total Units:** 18-20 (*all units are semester units*):

Template # 1013

Rev. 3: 03/01/13

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

or the ASSIST website:

http://web1.assist.org/web-assist/help/help-csu_ge.html.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. At a minimum, where there is an indicated **C-ID Descriptor** in the **REQUIRED CORE and LIST A**, the course must have been submitted to C-ID prior to completing the Associate Degree for Transfer (ADT) proposal for Chancellor's Office approval.

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degreereview.html>

and attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Geography for Transfer Degree				
College Name: Foothill College				
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS		
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units CSU GE/IGETC Area
REQUIRED CORE: (6-7units)				
Introduction to Physical Geography (3) OR Introduction to Physical Geography with Laboratory (4) OR Introduction to Physical Geography (3) AND Physical Geography Laboratory (1)	GEOG 110 GEOG 115 GEOG 110 GEOG 111	GEOG 1	Physical Geography	5 B1,B3/5A,5C
Introduction to Human Geography (3)	GEOG 120	GEOG 2	Human Geography	4 D5/4E
LIST A: Select two to three (6-7 units)				
Physical Geography Laboratory (1) (If GEOG 115 or GEOG 111 not taken in REQUIRED CORE)	GEOG 111			
World Regional Geography (3)	GEOG 125	GEOG 10	World Regional Geography	4 D5/4E
California Geography (3)	GEOG 140	GEOG 9	California Geography	4 D5/4E
Introduction to Geographic Information Systems and Techniques with Laboratory	GEOG 155	GEOG 12	Introduction to Geospatial Technology	4 N/A

(2)					
Map Interpretation and Analysis (2)	GEOG 150				
Introduction to Weather and Climate (3)	GEOG 130				
Regional Field Studies (1)	GEOG 160				
LIST B: Select two (6 units)					
Any course from LIST A not already used.					
Any CSU transferable Geography course.	BCT		STUDENTS MUST COMPLETE 10 UNITS FROM LIST B.		
		GEOG 5	Introduction to Economic Geography	4	D2,D5/4E
		GIST 52	Geospatial Data Acquisition & Management	4	N/A
		GIST 58	Remote Sensing & Digital Image Processing	3	N/A
		GIST 59	Cartography, Map Presentation & Design	2	N/A
Any course (in or outside of the Geography discipline) that is articulated as lower division preparation in for the Geography major at a CSU.	AAM	BIOL 10	General Biology: Basic Principles	5	B2,B3/5B,5C
Introduction to Cultural Anthropology (3)	ANTH 120	PSYC 7 or SOC 7	Statistics for the Behavioral Sciences	5	B4/2A
Physical Geology (3)	GEOL 100	ANTH 2A	Cultural Anthropology	4	D1/4A
Total Units for the Major:	18	Total Units for the Major:		27	
		Total Units that may be double-counted (Ensure that the total for each Area does not exceed the limit for the specific Area)			23
		General Education (CSU GE or IGETC) Units			58
		Elective (CSU Transferable) Units			28
		Total Degree Units (maximum)			60

**Foothill College
Program Application
Associate in Arts Degree in Geography for Transfer**

Criteria A: Appropriate to Mission

1. Statement of Program Goals and Objectives

The mission of the Associate in Arts in Geography for Transfer Degree is to prepare students for the pursuit of advanced degrees in Geography or related majors by educating them in the fundamental concepts, knowledge, techniques and skills of the field in various Geography-related areas.

The Geography Program is committed to academic excellence by offering a broad range of courses designed to prepare students for transfer to CSUs to complete a bachelor degree in Geography and/or majors in related disciplines. Our program includes courses that require analysis of geographic topics and enables students to think spatially and analyze spatial relationships between places, physical environments and patterns of culture.

An Associate in Arts in Geography for Transfer Degree supports lifelong learning skills by teaching the importance of knowledge and understanding of the applicability of principles of Geography in everyday life. The Associate in Arts in Geography for Transfer Degree emphasizes the importance of spatial thinking and the analysis of spatial relationships. It also emphasizes the importance of global citizenship by teaching multicultural and diverse theoretical, conceptual and applied perspectives in our courses.

The Associate in Arts in Geography for Transfer Degree meets the requirements set forth by Education Code section 66746 to prepare students to transfer to local California State Universities (CSUs). Students who complete Associate in Arts in Geography for Transfer Degree will be ensured preferential and seamless transfer status to local CSUs for Geography majors and majors in related disciplines. The Associate in Arts in Geography for Transfer Degree requirements will fulfill the lower division major requirements at many local CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local.

2. Catalog Description

The Associate in Arts in Geography for Transfer Degree prepares students to transfer to California State Universities (CSUs). Students who complete the Associate in Art in Geography for Transfer Degree will be ensured preferential transfer status to CSUs as Geography majors and majors in related disciplines. The Associate in Art in Geography for Transfer Degree requirements will fulfill the lower division major requirements at many CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local.

The Associate in Arts in Geography for Transfer Degree will enable students to develop a strong foundation in spatial thinking and spatial reasoning and will also offer a wide variety of elective courses in Geography and other related fields for students to develop a broad knowledge base of human behavior. In addition, students will develop strong critical thinking, communication, and problem-solving skills that will prepare them for the requirements of upper division course work.

In addition, the student must complete the following:

The student will be required to meet both of the following requirements:

- (1) Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - (a) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.
 - (b) A minimum of 27 quarter units in a major or area of emphasis.
 - (c) all courses required for the major or area of emphasis must be completed with a grade of "C" or better.
- (2) Obtainment of a minimum grade point average of 2.0.

Transfer Model Curriculum (TMC) Template for Physics**CCC Major or Area of Emphasis:** Physics**TOP Code:** 190200**CSU Major(s):** Physics; Physics Education**Total Units:** 24 (*all units are semester units*)

Template # 2005

Rev. 2: 03/01/13

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx> or the ASSIST website: http://web1.assist.org/web-assist/help/help-csu_ge.html.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses must be submitted to C-ID prior to completing the Associate Degree for Transfer (ADT) proposal for Chancellor's Office approval.**

Associate in Science in Physics for Transfer Degree							
College Name: Foothill College							
TRANSFER MODEL CURRICULUM (TMC)				COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)		C-ID Descriptor		Course ID	Course Title	Units	CSU GE/ IGETC Area
REQUIRED CORE: (24 units)							
Calculus-based Physics for Scientists and Engineers: ABC (12)		PHYS 200S		PHYS 4A, 4B, 4C and 4D or PHYS 5A, 5B, 5C, 4C and 4D	General Physics (Calculus)	24	B1/5A; 5C
					General Physics (Calculus) Extended	27	B1/5A; 5C
OR							
Calculus-based Physics for Scientists and Engineers: A (4)		PHYS 205					
AND							
Calculus-based Physics for Scientists and Engineers: B (4)		PHYS 210					
AND							
Calculus-based Physics for Scientists and Engineers: C (4)		PHYS 215					
AND							
Single Variable Calculus I – Early Transcendentals (4)		MATH 210					
OR							
Single Variable Calculus I – Late Transcendentals (4)		MATH 211					
Single Variable Calculus II – Early Transcendentals (4)		MATH 220					
OR							
Single Variable Calculus II – Late Transcendentals (4)		MATH 221					
Multivariable Calculus (4)		MATH 230					
OR							
Single Variable Calculus Sequence (8)		MATH 900S		MATH 1A, 1B, 1C and MATH 1D	Calculus	15	B4/2A
AND							
Multivariable Calculus (4)		MATH 230			Calculus	5	

Total Units for the Major:	24	Total Units for the Major:	44-47	
		Total Units that may be double-counted <i>(Ensure that the total for each Area does not exceed the limit for the specific Area)</i>		11
		General Education (CSU GE or IGETC) Units		46/42
		Elective (CSU Transferable) Units		0/4
		Total Degree Units (maximum)		60

Foothill College
Program Application
Associate in Science Degree in Physics for Transfer

1. Statement of Program Goals and Objectives

The Physics Department prepares students to advance to the next step towards a career in science, industry, or education. Students will know the basic principles of physics and be able to apply their knowledge to practical, theoretical, and experimental problems. The addition of a transfer degree will help our students to transfer to a California State University and major in physics or a similar field.

The Associate in Science in Physics for Transfer Degree meets the requirements set forth by Education Code section 66746 to prepare students to transfer to local California State Universities (CSUs). Students who complete the Associate in Science in Physics for Transfer Degree will be ensured preferential and seamless transfer status to local CSUs for Physics majors and majors in related disciplines. The Associate in Science in Physics for Transfer Degree requirements will fulfill the lower division major requirements at many local CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local.

2. Catalog Description

Physics, the fundamental science, conceptualizes the basic principles of the universe and establishes the foundation for astronomy, chemistry and geology. The beauty of physics lies in a small number of powerful concepts which expand our view of the world around us and which lead to many engineering applications from which we derive many benefits.

The Physics Department prepares students to advance to the next step towards a career in science, industry, or education. Students awarded an Associate in Science in Physics for Transfer Degree will know the basic principles of physics and be able to apply their knowledge to practical, theoretical, and experimental problems. Students who complete the Associate in Science in Physics for Transfer Degree will be ensured preferential and seamless transfer status to local CSUs for Physics majors and majors in related disciplines. The requirements will fulfill the lower division major requirements at many local CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local.

In addition, the student must complete the following:

The student will be required to meet both of the following requirements:

- (1) Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - (a) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.
 - (b) A minimum of 27 quarter units in a major or area of emphasis.
 - (c) all courses required for the major or area of emphasis must be completed with a grade of "C" or better.
- (2) Obtainment of a minimum grade point average of 2.0.

Transfer Model Curriculum (TMC) Template for Studio Arts**CCC Major or Area of Emphasis:** Studio Arts**TOP Code:** 100200**CSU Major(s):** Art; Studio Arts**Total Units:** 24 (all units are semester units)

Template # 1010

Rev. 4: 03/01/13

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

or the ASSIST website:

http://web1.assist.org/web-assist/help/help-csu_ge.html.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. At a minimum, where there is an indicated **C-ID Descriptor** in the **REQUIRED CORE and LIST A**, the course must have been submitted to C-ID prior to completing the Associate Degree for Transfer (ADT) proposal for Chancellor's Office approval.

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degreereview.html>

and attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Studio Arts for Transfer Degree					
College Name: Foothill College					
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	CSU GE/IGETC Area
REQUIRED CORE: (12 units)					
Survey of Western Art from Renaissance to Contemporary (3)	ARTH 120	ART 2B or	History of Western Art from the Middle Ages to the Renaissance	4.5	C1/3A
		ART 2BH	Honors History of Western Art from the Middle Ages to the Renaissance	4.5	C1/3A
		AND			
		ART 2C or	History of Western Art from the Baroque to Post-Impressionism	4.5	C1/3A
		ART 2CH	Honors History of Western Art from the Baroque to Post-Impressionism	4.5	C1/3A
2-D Foundations (3)	ARTS 100	ART 5A	2-D Foundations	4	N/A
3-D Foundations (3)	ARTS 101	ART 5B	3-D Foundations	4	N/A
Fundamentals of Drawing (3)	ARTS 110	ART 4A	Fundamentals in Drawing	4	C1/NA
LIST A: Select one (3 units)					
Survey of Western Art from Prehistory	ARTH 110	ART 2A	History of Art: History of	4.5	C1/3A

through the Middle Ages (3)		or ART 2AH	Western Art from Prehistory Through Early Christianity Honors History of Art: History of Western Art from Prehistory Through Early Christianity	4.5	C1/3A
		AND			
		ART 2B	History of Western Art from the Middle Ages to the Renaissance	4.5	C1/3A
		OR ART 2BH	Honors History of Western Art from the Middle Ages to the Renaissance History of Western Art from the Baroque to Post-Impressionism	4.5	C1/3A
Survey of Asian Art (3)	ARTH 130	ART 2F	Introduction to Asian Art	4.5	C1/3A
Art of Africa, Oceania, and Indigenous North Americas (3)	ARTH 140	ART 2D	African, Oceanic & Native American Art	4.5	C1/3A
Any other Art History survey courses articulated as lower division preparation for the Studio Arts major at a CSU. (<i>Art Appreciation courses do not count towards this requirement.</i>)	AAM	ART 3	Modern Art & Contemporary Thought	4.5	C1/3A
LIST B: Select three (9 units) Curricular Areas					
Drawing Figure Drawing (3) OR Intermediate Drawing (3)	ARTS 200 ARTS 205		STUDENTS MUST COMPLETE A MINIMUM OF 12 UNITS FROM LIST B		
		ART 4D and ART 4E or ART 4B and ART 4C	Figure Drawing Heads & Hands Drawing Intermediate Drawing Representational Drawing	4 4 4 4	N/A N/A N/A N/A
Painting Introduction to Painting (3)	ARTS 210	ART 19A or ART 19B	Oil Painting I Acrylic Painting I	4 4	N/A N/A
Printmaking Introduction to Printmaking (3)	ARTS 220	GID 38	Print Arts I	4	N/A
Ceramics Introduction to Ceramics (3)	ARTS 230	ART 45A	Beginning Ceramics Handbuilding	4	N/A
Sculpture Sculpture (3)	ARTS 240	ART 44	Ceramic Sculpture	3	N/A
Digital Art Introduction to Digital Arts (3)	ARTS 250	GID 41	Digital Art & Graphics	4	N/A
Photography Introduction to Photography (3)	ARTS 260	PHOT 1 or PHOT 5	Black & White Photography I Introduction to Photography	4 4	C1/N/A N/A
Color Color Theory (3)	ARTS 270	ART 20A and	Color I	3	N/A

		ART 20B	Color II	3	N/A
Applied Design Introduction to Crafts OR Introduction to Jewelry and Metalsmithing (3) OR Introduction to Fiber Arts	ARTS 280 ARTS 281 ARTS 282				
Any other local Studio Arts course within the preceding curricular areas that are articulated as lower division preparation in Studio Arts major at a CSU.	AAM	ART 47A ART 47B	Watercolor I Watercolor II	4 4	N/A N/A
Other Media: Courses articulated as lower division preparation in Studio Arts major at a CSU in curricular areas not represented above.	AAM				
Second Semester: Second semester courses in the above curricular areas articulated as required lower division major preparation at a CSU for a particular area of emphasis within the major.	AAM	ART 19C	Oil Painting II	4	N/A
Total Units for the Major:	24	Total Units for the Major:		37.5	
		Total Units that may be double-counted <i>(Ensure that the total for each Area does not exceed the limit for the specific Area)</i>			13.5
		General Education (CSU GE or IGETC) Units			58
		Elective (CSU Transferable) Units			8
		Total Degree Units (maximum)			60

Local Degree Development notes:

Local degrees may not mandate that a student take any course that is not either articulated as general education or lower division preparation for the Studio Arts major at a CSU. Additionally, not every local campus will offer all courses or courses in categories listed on the TMC. Faculty should refer to the Studio Arts TMC and narrative for additional guidance by going to:

<http://www.c-id.net/degreeereview.html>

Foothill College
Program Application
Associate in Arts Degree in Studio Art for Transfer

Criteria A: Appropriate to Mission

1. Statement of Program Goals and Objectives

The mission of the Associate in Art in Studio Art for Transfer Degree is to prepare students to transfer and complete a bachelor's degree in various related majors in Studio Art including painting, drawing, ceramics, photography, printmaking, graphic design and digital arts.

Students completing the Associate in Art in Studio Art Transfer Degree:

- will be equipped with the fundamental formal two-dimensional and three-dimensional foundation level technical skills, materials, concepts, and methods.
- will gain strong awareness of cultural art traditions through the examination and critical evaluation of culturally significant works of art
- will be able to critique and analyze two and three dimensional creative projects using the current principles, theories and language of art and design.

The Associate in Art in Studio Art for Transfer Degree meets the requirements set forth by Education Code section 66746 to prepare students to transfer to local California State Universities (CSUs). Students who complete the Associate in in Art in Studio Art for Transfer Degree will be ensured preferential and seamless transfer status to local CSUs for Studio Art majors and majors in related disciplines. The Associate in in Art in Studio Art for Transfer Degree requirements will fulfill the lower division major requirements at many local CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local.

2. Catalog Description

Studio Art is the study of visual art through hands-on studio experience and understanding of the history of art. The Associate in Art in Studio Art for Transfer Degree is a solid preparation for transfer majors to local California State Universities (CSUs) in various areas in Studio Art. The Associate in Art in Studio Art for Transfer Degree includes core foundation level drawing, two-dimensional and three-dimensional design and art history. The Associate in Art in Studio Art for Transfer Degree also offers a wide variety of beginning level studio art electives including painting, figure and head and hand drawing, ceramics and ceramic sculpture, print arts, digital arts and photography.

Students who complete the Associate in Art in Studio Art for Transfer Degree will be ensured preferential transfer status to local CSUs for Studio Art majors and majors in related disciplines. The Associate in Art in Studio Art for Transfer Degree requirements will fulfill the lower division major requirements at many local CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local.

In addition, the student must complete the following:

The student will be required to meet both of the following requirements:

- (1) Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - (a) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.
 - (b) A minimum of 27 quarter units in a major or area of emphasis.
 - (c) all courses required for the major or area of emphasis must be completed with a grade of "C" or better.
- (2) Obtainment of a minimum grade point average of 2.0.



Foothill College Curriculum Committee Working Topics for 2013-2014

Topic	Summary/Content	Action(s)	Priority/ Deadlines	Status
Transfer Degrees: SB 1440 (and related bill AB 2302)	SB 1440 requires CCCs to offer associate degrees for transfer. These degrees require students to meet either the IGETC or CSU-Breadth requirements, plus complete a minimum of 27 quarter units in a major or area of emphasis as determined by the community college. The community college is prohibited from imposing any additional requirements for the transfer degree. Students receiving such degrees receive automatic admission to a CSU at junior level status. AB 2302 requests that UCs accept students with transfer degrees.	Faculty urged to continue development of TMC-aligned transfer degrees with all possible expediency. Goal is for CCC to facilitate creation of transfer degrees for all "similar" Foothill majors during 12-13.	HIGH	In process – see Appendix A
Prerequisites/Content Review Process	In March 2011 the BOG approved changes to Title 5 that remove the requirement for statistical evaluation of prereqs and allowing faculty to implement prereqs solely on the basis of rigorous and regular content review. CCC drafted plan and revised content review forms in Winter and Spring 2013. Adopted June 4, 2013.	Develop materials to train CCC for content review process, goal is implementation of training in Fall 2013	High	In progress
CCC Structure and process	Foothill College is undergoing significant organizational changes, e.g. redistribution of departments, to different divisions. Current division level curriculum committee structure necessitates high level of curriculum expertise at division level.	CCC to evaluate division level curriculum committee structure upon completion of curriculum cycle ending December 2013.	High	In process

C-ID (Course Identification Numbering System)	Goal is to assign a specific, common number to courses that commonly transfer between CCCs, UCs and CSUs (similar to the now-retired CAN system) in an effort to facilitate transfer. Participation requires bilateral agreements (i.e. colleges agree to accept each others' C-ID numbered courses). Intersegmental faculty are currently collaborating to develop course descriptors that will determine the standards by which individual courses may be assigned that C-ID number. FH already has many courses approved and continues to submit as appropriate.	Discipline-specific list serve available at http://www.c-id.net/listserv.html . Discipline faculty strongly encouraged to review course descriptors, proposed model transfer curriculum and participate in listserv discussions.	High	Ongoing
General Education Learning Outcomes (GELOs)	At the end of the 2010 Spring quarter, the FH CCC discussed the development of GELOs and subsequently adopted the four ILOs to function also as GELOs, with the stipulation that we would revisit this decision. CCC reviewed GELOs Spring '12 and discussed possible revisions. Foothill brought Ken O'Donnell from CSU Chancellor's Office to campus on May 18 to discuss CSU GELOs (LEAP essential learning outcomes).	Review GELOs and make changes as needed. Advise re: assessment plan. Continue discussion Fall '12	Med	In process
Foothill GE Pattern	Foothill adopted new GE guidelines at the beginning of the 2009-2010 academic year, and CCC subcommittees subsequently began evaluating courses for inclusion under these new guidelines. Courses on GE list under old pattern grandfathered through '11-'12 only. Resolution to allow students to choose to use IGETC or CSU GE pattern for Foothill AA degree, and resolution to allow limited GE reciprocity, passed CCC on May 31 agenda and passed by FH academic senate on June 6, 2011, with implementation beginning Fall 2011.	Faculty encouraged to continue to submit courses for FH GE, CSU Breadth and/or IGETC approval. Beginning Fall '12, all courses on FH GE list must have been approved under the new GE guidelines.	Medium	Ongoing

General Education Pathways	Many schools are developing general education “packages” around a broad theme such as sustainability or global citizenship. In completing pathway, student would satisfy IGETC and/or CSU GE pattern requirements. Faculty interest in developing such a pathway(s) at Foothill.		Med	In process
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