College Curriculum Committee Meeting Agenda
Tuesday, February 4, 2014
2:00 p.m. – 3:30 p.m.
Room 8330

Item	Action	Attachment	Presenter/Time
1. Minutes: January 21, 2014	Action	#2/4/14-1	Escoto – 3 min
2. Announcements: a. Notification of Proposed Prequisites/Corequisites b. Report Out from Divisions c. Curriculum Sheet Reminder	Information	#2/4/14-2	Escoto - 10 min Curr Reps - 7 min Nuñez - 2 min
3. Consent Calendar a. GE Applications	Action	#2/4/14-3 thru 6	Escoto - 10 min
4. C-ID Update	Information	#2/4/14-7 & 8	Day - 10 min
5. Honors Curriculum Update	Discussion		Day - 15 min
6. Continued CCC Process Discussion	Discussion		Escoto, Messina, Day - 30 min

Consent Calendar:

FH General Education: (attachments #4-7)

- *Area I, Humanities* (attachment #3): ART 20B
- *Area V, Communication & Analytical Thinking* (attachments #4-6): ENGL 50C, GEOG/GIST 11, MDIA 3

Stand Alone:

None

Attachment List:

#2/4/14-1 Draft Minutes: January 21, 2014
#2/4/14-2 CCC Notification of Proposed Prerequisites/Co-Requisites 2.4.14
#2/4/14-7 C-ID Newsletter January 2014
#2/4/14-8 C-ID Status 1/29/14

2013 -2014 Curriculum Committee Meetings

Fall 2013 Quarter:	Winter 2014 Quarter	Spring 2014 Quarter
~~10/1/13~~	~~1/21/14~~	4/15/14
~~10/15/13~~	2/4/14	5/6/14
~~11/5/13~~	2/18/14	5/20/14
~~11/19/13~~	3/4/14	6/3/14
~~12/3/13~~	3/18/14	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~~
~~11/25/13 Tips for Writing a Great Program Review - Professional Development workshop, 1:00-3:00, Toyon Rm~~
~~12/3/13 Tips for Writing a Great Program Review - Professional Development workshop, 12:00-1:30, Toyon Rm~~

Distribution:
Shawna Aced (Instr), Micaela 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 (Faculty Co-Chair), Brian Evans (BSS), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Konnilyn Fieg (BSS), Hilary Gomes (FA), Brenda Hanning (BH), Robert Hartwell (FA), Carolyn Holcroft (BH), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Chris Ju (Student Rep), 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)

Updated 1/21/14

COLLEGE CURRICULUM COMMITTEE

Committee Members - 2013-14

Meeting Date: 2/4/14

Co-Chairs (2)

✓	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)	escotoisaac@foothill.edu
—	Kimberlee Messina	7209	Vice President, Instruction	messinakimberlee@foothill.edu

Voting Membership-12 total; 1 vote per division

✓	Micaela Agyare	7086	LIBR	agyaremicaela@foothill.edu
✓	Kathy Armstrong	7487	PSME	armstrongkathy@foothill.edu
—	Rachelle Campbell	7469	BH	campbellrachelle@foothill.edu
✓	Bea Cashmore	7094	ALD	cashmorebeatrix@foothill.edu
✓	Jerry Cellilo	7224	CNSL	cellilojerry@fhda.edu
✓	Bernie Day	7225	Articulation	daybernie@foothill.edu
✓	Brian Evans	7575	BSS CNSL	evansbrian@foothill.edu
✓	Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
sick	Konnilyn Fieg	7430	BSS	feigkonnilyn@foothill.edu
✓	Hilary Gomes	7585	FA	gomeshilary@foothill.edu
—	Brenda Hanning	7466	BH	hanningbrenda@foothill.edU
—	Robert Hartwell	7016	FA	hartwellrobert@fhda.edu
✓	Carlyon Holcroft	7429	BH	holcroftcarolyn@foothill.edu
✓	Kay Jones	7602	LIBR	joneskay@foothill.edu
✓	Marc Knobel	7049	PSME	knobelmarc@foothill.edu
✓	Allison Lenkeit Meezan	7422	BSS	meezankaren@foothill.edu
—	Don MacNeil	6967	K A	macneildon@foothill.edu
✓	Simon Pennington	7015	F A	penningtonsimon@fhda.edu
✓	Barbara Shewfelt	7658	K A	shewfeltbarbara@foothill.edu
✓	Kella Svetich	7924	L A	svetichkella@foothill.edu
—	Kurt Hueg	7394	Dean	huegjurt@foothill.edu
✓	Peter Murray	7472	Dean	murraypeter@foothill.edu
✓	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
✓	Shawna Aced	7371	Curr/Schedule Asst.	acedshawna@foothill.edu
✓	Cori Nuñez	7439	Curr Coordinator	nunezcori@foothill.edu
✓	Chris Ju.		ASFC	

Visitors: Scott Lankford (CA)

College Curriculum Committee
Meeting Minutes
Tuesday, January 21, 2014
2:10 p.m. – 3:43 p.m.
President's Conference Room

Item	Discussion
1. Minutes: December 3, 2013	Correction in section #2: regarding the BSS report, change the wording to "some of which need changes". **M/S** (Hartwell/Evans) **Approved.**
2. Announcements: a. New Course Proposals	**Speaker: Isaac Escoto** a. New courses introduced. JRYM has mention of the learning types in the description. Suggested that the wording be removed.
b. Notification of Proposed Prequisites/Corequisites	b. Prereq/Coreqs list: This new list is for the purpose of notification to the divisions as outlined in the new Content Review forms. Svetich informed the committee that when ENGL 1A is used as a prereq/coreq, it should also include ENGL 1AH and 1T as they satisfy the same requirement.
c. Requisite Forms Timing	c. All supplementary forms should be finished when the CORs are presented to the division cc. As the forms are approved by the division, CCC reps will forward them to the Instruction office. There has been some misunderstanding as to which courses are required to complete Content Review Forms this cycle. Any course that has been modified for any reason this cycle, and has a prerequisite or co-requisite, must complete the appropriate form. Armstrong noticed in her own division that there seems to be some inconsistencies in stating math or English placement as an equivalent. Nunez informed the group that once the departments make decisions on those items and forward a memo to her with very specific instructions regarding which courses should be modified, she will make the corrections for the 2014-15 Catalog.
d. Academic Academy - GE Information	d. Conference Feb 21st & 22nd in Napa. Where does GE fall in the push to get students out in 2 years and with a 90 unit ceiling? CCC, CSU as well as UC will be represented. For those interested in attending, check staff development funds.
e. Report Out from Divisions	e. Report Out: **BSS**: GIST took 3 certificates and 1 degree to PaRC. **BH:** Interventional Pulmonology program in the works. **KA:** Kinesiology ADT has been approved by our Board and is ready to send. **Please remember the next meeting will be in 8330.**
3. Consent Calendar a. Stand Alone Forms	**Speaker: Isaac Escoto** Armstrong asked about what may appear to be the "tacking on" of courses to AA/AS/CAs so that they are not Stand Alone. In particular, she noted workforce courses. Messina assured the committee that we have state approval for a number of Career Technical degrees and certificates. Discussion followed. GIST 101 series: The titles of these courses include the reference "for K-12 Teachers". As these courses are open to the general public, it was suggested that the titles be changed. LINC faculty will be contacted with the suggestion.

	Courses for action: APEL 123A, 125A, APPR 159, 168, APPT 129, 135A, 135B, 137A, 137B, 153, APRT 141B, 155A, 155B, ESLL 250, GIST 90A, 90B, 90C, 101A, 101B, 101C, 101D, JRYM 100, 105, 107, MDIA 30, 31, 51, 52, SPAN 51. **M/S** (Knobel/Murray) **Approved.**
4. CCC Structure	**Speaker: Isaac Escoto** Escoto explained the thought process for the proposal/draft curriculum flow chart created by the Curriculum Team. Discussion included: • Does this process need to be specific review of every single course or give everyone the opportunity to review the CORs as informational items? • Sometimes the COR proposal may morph from it's original concept as an informational item on the agenda, to something very different towards the end of the approval process. Should we care? Does that make a difference? • Are the details of courses what we want to consider later in the curriculum approval process? We don't want to begin picking apart courses but rather rely on the discipline experts to determine the content. • Why is administration accepting courses if they are turned in after the due date? They should be turned away. • One of the things that could be handled at the CCC is discussion about the appropriate discipline for each course. • Armstrong recommended that the review at CCC be Consent Calendar items. This topic will be discussed further.

Attendees: Shawna Aced (Instr), Micaela Agyare (LIBR), Kathy Armstrong (PSME), Jerry Cellilo (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Marnie Francisco (PSME), Konnilyn Fieg (BSS), Hilary Gomes (FA), Brenda Hanning (BH), Robert Hartwell (FA), Carolyn Holcroft (BH), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Allison Lenkeit Meezan (BSS), Kimberlee Messina (VP, Instruction, Administrator co-chair), Peter Murray (Dean, PSME), Barbara Shewfelt (P E), Paul Starer (Dean, L A), Kella Svetich (L A)
Minutes Recorded by: C. Nuñez

CCC Notification of Proposed Prerequisites/Co-Requites

The following courses are currently undergoing review for requisite additions or changes. Please contact the Division Curr Rep if you have any questions or comments.

Target Course Number & Title	Editor	Requisite Course Number & Title	IR Data (Y or N)
EMTP 63A-Paramedic Hospital Specialty Rotations	D. Huseman	Prereq: EMTP 60A & 60B; Coreq: EMTP 61A & 61B	
EMTP 63B- Paramedic Hospital Emergency Department Rotations	D. Huseman	Prereq: EMTP 62A & 62B: Coreq: Completion of, or concurrent enrollment in EMTP 63A	
EMTP 64A- Paramedic Ambulance Field Internship I	D. Huseman	Prerq: EMTP 63B	

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ART 20B Color II

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic 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: Art 20B Color II

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

Depth Map: Must include the following:

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

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

Matching course component(s):

1. Description -

An intermediate study of the principles, theories, and applications of subtractive color in two dimensions. Topics will include researching major art historical color systems, art works and color symbolism. Topics will also include application of applied color, simultaneous contrast, color transparencies and color proportions in creative designs.

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

Matching course component(s):

4. Course Content (Body of knowledge) -

The student will be able to:

A. Examine the major art historical color notations systems and color organizing systems
   1. Albert H Munsell Color Notation System
      a. History of the Munsell Color System
      b. Munsell color order, rules and ideas
   2. Wilhelm Ostwald Color Notation System
   a. History of the Ostwald color system
      b. Rules and ideas of harmonious color
   3. Josef Alber's Color Notation System

History of the Josef Alber's color system
      b. Interaction of Color

c. Rules and ideas of the Alber's color system

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

Matching course component(s):

4. Course Content (Body of knowledge) -

J. Color, Meaning and Context
2. Psychological color and meaning- Example-Warm colors will suggest a feeling of heat and cool colors suggest cool feelings.
3. Cultural and Symbolic- color meanings may vary between countries and historical times. Example- Brides- US White, Hindu Yellow and China
   a. Cultural and indigenous color
   b. Color meaning and evolution through history- cave art, medieval art
4. Intuitive and non-verbal response to color
5. Expressive and emotional response to color- Creates strong emotional response in the viewer. Example-blue and green colors may express melancholy and depressing reactions while warm colors may express cheerful reactions.

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

General Education Review Request
AREA I - HUMANITIES

Matching course component(s):

6.Method of Evaluation

B. Oral presentations and class critiques
1. The student may be evaluated in terms of his overall contribution to the class.
2. Participation in class critiques and discussions and demonstration of interest and overall contribution to the class.

D. Lab projects
1. Individual projects will be evaluated on the basis of some or all the following criteria:
    a. Design proficiency and originality. Appropriateness of the structure to the assignment.
    b. Craftsmanship - evidence of care in construction and execution, and in final appearance of project.

E. Project portfolio
1. Progress - evidence of individual's increased understanding and application of color design concepts and techniques.
2. Evidence of understanding principles of design.

4. Course Content (Body of knowledge) -

J. Color, Meaning and Context
2.Psychological color and meaning- Example-Warm colors will suggest a feeling of heat and cool colors suggest cool feelings.
3.Cultural and Symbolic- color meanings may vary between countries and historical times. Example- Brides- US White, Hindu Yellow and China
a. Cultural and indigenous color
b. Color meaning and evolution through history- cave art, medieval art
4.Intuitive and non-verbal response to color
5. Expressive and emotional response to color- Creates a strong emotional response in the viewer. Example-blue and green colors may express melancholy and depressing reactions while warm colors may express cheerful reactions

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

Matching course component(s):

6. Methods of Evaluation -

The following evaluation methods may include but are not limited to:

A. Portfolio of completed work
B. Oral presentations and class critiques
    1. The student may be evaluated in terms of his overall contribution to the class.
    2. Participation in class critiques and discussions and demonstration of interest and overall contribution to the class.
C. Research papers

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Copy of a master great works of Impressionist, Post Impressionist or Abstract painting and match the color with color paper or painted paper. Research the artwork, the artist, the style, subject matter, content and symbolism. Write an essay or paper describing the artwork. Write a self critique describing the process of making an artist copy or study.

B. Written summary of the color creative design project and written self-critique using appropriate terminology.

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

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

Matching course component(s):

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

Matching course component(s):

General Education Review Request
AREA I - HUMANITIES

4. Course Content (Body of knowledge) -

J.Color, Meaning and Context

4. Intuitive and non-verbal response to color

5. Expressive and emotional response to color- Creates a strong emotional response in the viewer. Example-blue and green colors may express melancholy and depressing reactions while warm colors may express cheerful reactions.

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

Matching course component(s):

B. Course Content (Body of knowledge) –

A.Examine the major art historical color notations systems and color organizing systems

1. Albert H Munsell Color Notation System
    a. History of the Munsell Color System
    b. Munsell color order, rules and ideas
2. Wilhelm Ostwald Color Notation System
. History of the Ostwald color system
    a. Rules and ideas of harmonious color
3. Josef Alber's Color Notation System
. History of the Josef Alber's color system
    a. Interaction of Color
    b. Rules and ideas of the Alber's color system

B. Evaluate color usage by major artists or movements

1. Impressionism- Claude Monet
    a. Monet's Experiments
2. Post-impressionism- Georges Seurat, Vincent Van Gogh
3. Towards Abstraction- Henri Matisse, Vasily Kandinsky, Richard Diebenkorn, Paul Klee
4. Abstraction- Mark Rothko, Ad Reinhardt, Barnett Newman
5. Contemporary Abstraction- Howard Hodgkin

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

Matching course component(s):

4. Course Content (Body of knowledge) -

J. Color, Meaning and Context

3.Cultural and Symbolic- color meanings may vary between countries and historical times. Example- Brides- US White, Hindu Yellow and China

a. Cultural and indigenous color
    b. Color meaning and evolution through history- cave art, medieval art

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

Matching course component(s):

6. Methods of Evaluation -

The following evaluation methods may include but are not limited to:

B. Oral presentations and class critiques
    1. The student may be evaluated in terms of his overall contribution to the class.
    2. Participation in class critiques and discussions and demonstration of interest and overall contribution to the class.

C. Research papers

D. Lab projects
    1. Individual projects will be evaluated on the basis of some or all the following criteria:
        a. Design proficiency and originality. Appropriateness of the structure to the assignment.
        b. Craftsmanship - evidence of care in construction and execution, and in final appearance of project.

E. Project portfolio
1. Progress - evidence of individual's increased understanding and application of color design concepts and techniques.
2. Evidence of understanding principles of design.

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

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

Matching course component(s):

6. Methods of Evaluation -

The following evaluation methods may include but are not limited to:

B. Oral presentations and class critiques
3. The student may be evaluated in terms of his overall contribution to the class.
4. Participation in class critiques and discussions and demonstration of interest and overall contribution to the class.

C.Research papers

D.Lab projects
3. Individual projects will be evaluated on the basis of some or all the following criteria:
    a. Design proficiency and originality. Appropriateness of the structure to the assignment.
    b. Craftsmanship - evidence of care in construction and execution, and in final appearance of project.

E. Project portfolio
4. Progress - evidence of individual's increased understanding and application of color design concepts and techniques.
5. Evidence of understanding principles of design.

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

Matching course component(s):

I. Use the principles and elements of design and color to create a unified composition.
1. Color and position
2. Color contrast
    a. Color range
    b. Contrast and value
    c. Color optical vibrations
3. Color proportion
. Grids
    a. Asymmetrical proportions and balance
4. Color and focal point
5. Color and space
6. Color and harmony

J. Color, Meaning and Context
1. Science of color and meaning
    a. Chemistry of color pigments
    b. Synthetic material
    c. Paint color calculations and chemistry
    d. Traditional organic color materials

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

Matching course component(s):

General Education Review Request
AREA I - HUMANITIES

4. Course Content (Body of knowledge) -

K. Creating creative design works based on environmental sources or non-proportional color inventory

1. Natural objects
2. Manufactured Objects

L.Use the appropriate terminology related to color theory- achromatic Grays, additive Color, afterimage, analogous, bridge tones, chromatic darks, chromatic grays, color harmony, color interaction, color symbolism, color temperature, color wheel, CMYK, complementary hues, co-primaries, dark transparency, earth tone primary, GAMUT, grayscale, high key, hue, hue continuum, inherent light, keyed, low key, luminosity, median transparency, monochromatic, muted colors, non-proportional color inventory, optical mixing, overtone, primary triad, prismatic colors, proportional color inventory, RGB, saturation, saturation continuum, secondary triad, shade, simultaneous contrast, subtractive color, tertiary colors, tin, tones, triadic, value.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

B.Written summary of the color creative design project and written self-critique using appropriate terminology.

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

Matching course component(s):

4. Course Content (Body of knowledge) -

J. Color, Meaning and Context

3. Cultural and Symbolic- color meanings may vary between countries and historical times. Example- Brides- US White, Hindu Yellow and China

a. Cultural and indigenous color

b. Color meaning and evolution through history- cave art, medieval art

10. Lab Content -

C. Create a collage or painting based on a historical or contemporary great works of color.

F. Research and collect color images, color symbols or cultural artifacts.

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

Matching course component(s):

7. Methods of Evaluation

G. Computer assignments.

3. Special Facilities and/or Equipment -

B. When taught via Foothill Global Access: on-going access to computer with Email software and capabilities; Email address; Java-script enabled Internet browsing software.

4. Course Content (Body of knowledge) -

L. Use the appropriate terminology related to color theory- achromatic Grays, additive Color, afterimage, analogous, bridge tones, chromatic darks, chromatic grays, color harmony, color interaction, color symbolism, color temperature, color wheel, **CMYK**, complementary hues, co-primaries, dark transparency, earth tone primary, **GAMUT,** grayscale, high key, hue, hue continuum, inherent light, keyed, low key, luminosity, median transparency, monochromatic, muted colors, non-proportional color inventory, optical mixing, overtone, primary triad, prismatic colors, proportional color inventory**, RGB,** saturation, saturation continuum, secondary triad, shade, simultaneous contrast, subtractive color, tertiary colors, tin, tones, triadic, value.

General Education Review Request
AREA I - HUMANITIES

Requesting Faculty: Hilary Gomes_____ Date:_____

Division Curr Rep:_____ Date:_____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Kay Thornton

Comments:

recommended for CCC approval.

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

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: ENGL 50C Technical Writing

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.

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 V – Communication & Analytical Thinking:

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement ***must*** offer students the opportunity to:

C1. Apply the analytical skills learned in the course to other disciplines;
C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
C6. Identify goals when applying analytical skills;
C7. Recognize limitations of applicable methodologies;
C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: ENGL 50C Technical Writing

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

Depth Map: Must include the following:

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

Matching course component(s):

The course focuses on the effective communication in workplace contexts, and thus, all of the course objectives can be applied to workplace environments in any discipline in which written communication is required. The following objective is particularly relevant:

A. Text formats designed to address audience needs and expectations
D. Assessing audience needs and expectations
1. Researching and comparing available formats
2. Assessing the expected level of technical knowledge in the target audience
3. Assessing and addressing audience needs and expectations

C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills

Matching course component(s):

The following course objectives require students to evaluate the rhetorical context for communication, interpret the needs of the audience, and apply the appropriate technical skills to present information in a range of written genres, including the effective use of visuals and document design.

A. Text formats designed to address audience needs and expectations
B. Visual Document Design
1. Page layout and font selection
2. Effective design and strategic placement of graphics, charts, and illustrations
3. Overall integration of text and graphics for enhanced communications
C. Assessing audience needs and expectations
1. Researching and comparing available formats
2. Assessing the expected level of technical knowledge in the target audience
3. Assessing and addressing audience needs and expectations
4. Peer editing procedures
5. Focus groups and field testing
6. Awareness of voice and tone
D. Recognizing and avoiding offensive and inappropriate language
1. Recognizing and avoiding inappropriate technical jargon
2. Recognizing and avoiding clichés
3. Recognizing and avoiding sexist language
4. Recognizing and avoiding negative cultural stereotypes and expressions
5. Effective communication in a multicultural environment

C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

Matching course component(s):

B. Visual Document Design
1. Page layout and font selection
2. Effective design and strategic placement of graphics, charts, and illustrations
3. Overall integration of text and graphics for enhanced communications

E. Creating effective definitions
1. Necessary vs. unnecessary definitions
2. Metaphors, similes, and analogies
3. Icons, graphics, and illustrations

C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

A. Text formats designed to address audience needs and expectations
1. Letters and memos
2. Proposals and applications
3. Presentations and reports
4. User manuals and handbooks
5. Newsletters and brochures
6. Email and internet web sites

B. Visual Document Design
1. Page layout and font selection
2. Effective design and strategic placement of graphics, charts, and illustrations
3. Overall integration of text and graphics for enhanced communications

C. Editing for accuracy and accessibility
1. Sequential logic of sentence, paragraph, and document development
2. Definition of key terms
3. Reducing redundancy and unnecessary information

F. Drafting, revising, and generating ideas
1. Brainstorming, mind-mapping, and other idea-generation techniques
2. Outlining and organizing information
3. Drafting and revision process

Depth Map: should include some or all:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

Matching course component(s):

D. Assessing audience needs and expectations
1. Researching and comparing available formats
2. Assessing the expected level of technical knowledge in the target audience
3. Assessing and addressing audience needs and expectations
4. Peer editing procedures
5. Focus groups and field testing
6. Awareness of voice and tone

F. Drafting, revising, and generating ideas
1. Brainstorming, mind-mapping, and other idea-generation techniques
2. Outlining and organizing information
3. Drafting and revision process

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

C6. Identify goals when applying analytical skills

Matching course component(s):

Because communication skills are applied toward conveying information effectively to particular audiences in particular rhetorical contexts, writers must identify goals at all stages of the process. They must determine what information they must convey, what they want the audience to do with it, and how best to achieve that through genre, organization, vocabulary choices, syntax, visuals, document design. For that reason, all of the course objectives for 50C ask students to "identify goals when applying analytical skills":

A. Text formats designed to address audience needs and expectations
   1. Letters and memos
   2. Proposals and applications
   3. Presentations and reports
   4. User manuals and handbooks
   5. Newsletters and brochures
   6. Email and internet web sites

B. Visual Document Design
   1. Page layout and font selection
   2. Effective design and strategic placement of graphics, charts, and illustrations
   3. Overall integration of text and graphics for enhanced communications

C. Editing for accuracy and accessibility
   1. Sequential logic of sentence, paragraph, and document development
   2. Definition of key terms
   3. Reducing redundancy and unnecessary information

D. Assessing audience needs and expectations
   1. Researching and comparing available formats
   2. Assessing the expected level of technical knowledge in the target audience
   3. Assessing and addressing audience needs and expectations
   4. Peer editing procedures
   5. Focus groups and field testing
   6. Awareness of voice and tone

E. Creating effective definitions
   1. Necessary vs. unnecessary definitions
   2. Metaphors, similes, and analogies
   3. Icons, graphics, and illustrations
   4. Indexes, glossaries, appendices, and other supporting references

F. Drafting, revising, and generating ideas
   1. Brainstorming, mind-mapping, and other idea-generation techniques
   2. Outlining and organizing information
   3. Drafting and revision process

G. Recognizing and avoiding offensive and inappropriate language
   1. Recognizing and avoiding inappropriate technical jargon
   2. Recognizing and avoiding clichés
   3. Recognizing and avoiding sexist language
   4. Recognizing and avoiding negative cultural stereotypes and expressions
   5. Effective communication in a multicultural environment

C7. Recognize limitations of applicable methodologies

Matching course component(s):

D. Assessing audience needs and expectations
   1. Researching and comparing available formats

2. Assessing the expected level of technical knowledge in the target audience
3. Assessing and addressing audience needs and expectations
4. Peer editing procedures
5. Focus groups and field testing
6. Awareness of voice and tone

G. Recognizing and avoiding offensive and inappropriate language
1. Recognizing and avoiding inappropriate technical jargon
2. Recognizing and avoiding clichés
3. Recognizing and avoiding sexist language
4. Recognizing and avoiding negative cultural stereotypes and expressions
5. Effective communication in a multicultural environment

C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

Matching course component(s):

A. Text formats designed to address audience needs and expectations
1. Letters and memos
2. Proposals and applications
3. Presentations and reports
4. User manuals and handbooks
5. Newsletters and brochures
6. Email and internet web sites

B. Visual Document Design
1. Page layout and font selection
2. Effective design and strategic placement of graphics, charts, and illustrations
3. Overall integration of text and graphics for enhanced communications

D. Assessing audience needs and expectations
1. Researching and comparing available formats
2. Assessing the expected level of technical knowledge in the target audience
3. Assessing and addressing audience needs and expectations
4. Peer editing procedures
5. Focus groups and field testing
6. Awareness of voice and tone

F. Drafting, revising, and generating ideas
1. Brainstorming, mind-mapping, and other idea-generation techniques
2. Outlining and organizing information
3. Drafting and revision process

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

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

Matching course component(s):

All stated Course Objectives match B1 Communication.

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

Matching course component(s):

B. Visual Document Design
1. Effective design and strategic placement of graphics, charts, and illustrations

Explanation: The effective design of graphics, charts, and illustrations requires analysis of numerical data to determine the most appropriate graphic for presenting the data.
D. Assessing audience needs and expectations
1. Focus groups and field testing

B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).

Matching course component(s):

A. Text formats designed to address audience needs and expectations
B. Visual Document Design
1. Page layout and font selection
2. Effective design and strategic placement of graphics, charts, and illustrations
3. Overall integration of text and graphics for enhanced communications
C. Editing for accuracy and accessibility
1. Sequential logic of sentence, paragraph, and document development
2. Definition of key terms
3. Reducing redundancy and unnecessary information
D. Assessing audience needs and expectations
1. Researching and comparing available formats
2. Assessing the expected level of technical knowledge in the target audience
3. Assessing and addressing audience needs and expectations
4. Peer editing procedures
5. Focus groups and field testing
6. Awareness of voice and tone
E. Creating effective definitions
1. Necessary vs. unnecessary definitions
2. Metaphors, similes, and analogies
3. Icons, graphics, and illustrations
4. Indexes, glossaries, appendices, and other supporting references
F. Drafting, revising, and generating ideas
1. Brainstorming, mind-mapping, and other idea-generation techniques
2. Outlining and organizing information
3. Drafting and revision process
G. Recognizing and avoiding offensive and inappropriate language
1. Recognizing and avoiding inappropriate technical jargon
2. Recognizing and avoiding clichés
3. Recognizing and avoiding sexist language
4. Recognizing and avoiding negative cultural stereotypes and expressions
5. Effective communication in a multicultural environment

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

Matching course component(s):

G. Recognizing and avoiding offensive and inappropriate language
1. Recognizing and avoiding inappropriate technical jargon
2. Recognizing and avoiding clichés
3. Recognizing and avoiding sexist language
4. Recognizing and avoiding negative cultural stereotypes and expressions

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

5. Effective communication in a multicultural environment

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

Matching course component(s):

All of the stated course objectives for 50C match B5 requirement:

A. Text formats designed to address audience needs and expectations
   1. Letters and memos
   2. Proposals and applications
   3. Presentations and reports
   4. User manuals and handbooks
   5. Newsletters and brochures
   6. Email and internet web sites

B. Visual Document Design
   1. Page layout and font selection
   2. Effective design and strategic placement of graphics, charts, and illustrations
   3. Overall integration of text and graphics for enhanced communications

C. Editing for accuracy and accessibility
   1. Sequential logic of sentence, paragraph, and document development
   2. Definition of key terms
   3. Reducing redundancy and unnecessary information

D. Assessing audience needs and expectations
   1. Researching and comparing available formats
   2. Assessing the expected level of technical knowledge in the target audience
   3. Assessing and addressing audience needs and expectations
   4. Peer editing procedures
   5. Focus groups and field testing
   6. Awareness of voice and tone

E. Creating effective definitions
   1. Necessary vs. unnecessary definitions
   2. Metaphors, similes, and analogies
   3. Icons, graphics, and illustrations
   4. Indexes, glossaries, appendices, and other supporting references

F. Drafting, revising, and generating ideas
   1. Brainstorming, mind-mapping, and other idea-generation techniques
   2. Outlining and organizing information
   3. Drafting and revision process

G. Recognizing and avoiding offensive and inappropriate language
   1. Recognizing and avoiding inappropriate technical jargon
   2. Recognizing and avoiding clichés
   3. Recognizing and avoiding sexist language
   4. Recognizing and avoiding negative cultural stereotypes and expressions
   5. Effective communication in a multicultural environment

Requesting Faculty: VALERIE FONG Date: October 28, 2013

Division Curr Rep: _____ Date: _____

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Simon Pennington, Marnie Francisco

Comments:

Recommend approval.

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

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: GEOG/GIST11 Introduction to Mapping and Spatial Reasoning

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 V – Communication & Analytical Thinking:

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement ***must*** offer students the opportunity to:

C1. Apply the analytical skills learned in the course to other disciplines;
C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
C6. Identify goals when applying analytical skills;
C7. Recognize limitations of applicable methodologies;
C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title:GEOG/GIST11 Introduction to Mapping and Spatial Reasoning

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

Depth Map: Must include the following:

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

Matching course component(s):

- **2F** *Demonstrate the use of geographic technologies to analyze real world problems and make informed, data driven decisions*
- **2H** *Identify, explain, and interpret spatial patterns and relationships, such as how places are linked at local, regional and/or global scales*
- **4B-1** *Introduction to Spatial Reasoning: Identify, explain, and interpret spatial patterns and relationship, such as how places are similar and different, the nature of transition between places, and how places are linked at local, regional and/or global scales.*
- **4G-4** *Methods of spatial analysis: Demonstrate the use of web mapping tools to study and develop possible solutions to real world problems.*

C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills

Matching course component(s):

- **2D** *Interpret maps and mapped data*
- **2F** *Demonstrate the use of geographic technologies to analyze real world problems and make informed, data driven decisions*
- **4D-1***Cartography: Demonstrate proficiency in map reading and interpretation.*
- **4D-2***Cartography: Demonstrate how the selection of data classification and/or symbolization techniques affects the message of the thematic map.*
- **4D-3***Cartography: Critique the design of a given map in light of its intended audience and purpose.*
- **4D-4***Cartography***:** *Analyze the relationship between scale and the level of geographic detail in a representation.*
- **4D-5***Cartography: Employ cartographic design principles to create and edit visual representations of geospatial data, including maps, graphs and diagrams.*
- **4G-3***Methods of spatial analysis: Use geospatial software tools to perform basic GIS analysis functions*
- **4G-4** *Methods of spatial analysis: Demonstrate the use of web mapping tools to study and develop possible solutions to real world problems.*

C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

Matching course component(s):

- **2F** *Demonstrate the use of geographic technologies to analyze real world problems and make informed, data driven decisions*
- **4D-1***Cartography: Demonstrate proficiency in map reading and interpretation.*
- **4D-5***Cartography: Employ cartographic design principles to create and edit visual representations of geospatial data, including maps, graphs and diagrams.*
- **12C** *Map analysis based project*

C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Matching course component(s):

- **2F** *Demonstrate the use of geographic technologies to analyze real world problems and make informed, data driven decisions*
- **4D-5***Cartography: Employ cartographic design principles to create and edit visual representations of geospatial data, including maps, graphs and diagrams.*
- **12C** *Map analysis based project*

Depth Map: should include some or all:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

Matching course component(s):

- **2E** *Evaluate cartographic products in terms of their aesthetic design and ability to communicate information*
- **2F** *Demonstrate the use of geographic technologies to analyze real world problems and make informed, data driven decisions*
- **4B-1** *Introduction to spatial reasoning: Identify, explain, and interpret spatial patterns and relationship, such as how places are similar and different, the nature of transition between places, and how places are linked at local, regional and/or global scales.*
- **4B-2** *Introduction to spatial reasoning: Discuss how people, places and regions are linked by global networks and processes (for example, globalization, international trade, immigration, sustainability, internet technology, global climate system).*
- **4D-3** *Critique the design of a given map in light of its intended audience and purpose.*
- **4D-5** *Cartography: Employ cartographic design principles to create and edit visual representations of geospatial data, including maps, graphs and diagrams.*

C6. Identify goals when applying analytical skills

Matching course component(s):

C7. Recognize limitations of applicable methodologies

Matching course component(s):

- **2E** *Evaluate cartographic products in terms of their aesthetic design and ability to communicate information*

C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

Matching course component(s):

- **2F** *Demonstrate the use of geographic technologies to analyze real world problems and make informed, data driven decisions*
- **4G-3***Methods of spatial analysis: Use geospatial software tools to perform basic GIS analysis functions*
- **4G-4** *Methods of spatial analysis: Demonstrate the use of web mapping tools to study and develop possible solutions to real world problems.*

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

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

Matching course component(s):

- **2E** *Evaluate cartographic products in terms of their aesthetic design and ability to communicate information*

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

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Matching course component(s):

- **2F** *Demonstrate the use of geographic technologies to analyze real world problems and make informed, data driven decisions*
- **2G** *Describe how to access different sources of data, describe the process of creating data with different geographic technologies, and discuss the fundamental concepts of data quality.*

B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).

Matching course component(s):

- **2E** *Evaluate cartographic products in terms of their aesthetic design and ability to communicate information*
- **2F** *Demonstrate the use of geographic technologies to analyze real world problems and make informed, data driven decisions*
- **2H** *Identify, explain and interpret spatial patterns and relationships, such as how places are similar and different, the nature of transitions between places, and how places are linked at local, regional, and/or global scales.*

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

Matching course component(s):

- **4E-7** *Geospatial data: Give examples of how GIS has been used in the modeling of physical and human processes including environmental and sustainability 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).

Matching course component(s):

- **4A-9***Introduction to Geospatial technology: Discuss codes of professional ethics and rules of conduct for geospatial professionals.*
- **4G-3***Methods of spatial analysis: Use geospatial software tools to perform basic GIS analysis functions*
- **4G-4** *Methods of spatial analysis: Demonstrate the use of web mapping tools to study and develop possible solutions to real world problems.*

Requesting Faculty:K. Allison Lenkeit Meezan _____ Date:2/20/13_____

Division Curr Rep:John Fox _____ Date:2/21/13

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Simon Pennington, Marnie Francisco

Comments:

Recommend approval.

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

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: MDIA 3 Introduction to Film and Media Criticism

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 V – Communication & Analytical Thinking:
Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement ***must*** offer students the opportunity to:

C1. Apply the analytical skills learned in the course to other disciplines;
C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
C6. Identify goals when applying analytical skills;
C7. Recognize limitations of applicable methodologies;
C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: **MDIA 3 Introduction to Film and Media Criticism**

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

Depth Map: Must include the following:

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

The following course objectives and content topics encompass aspects of film language and theory, philosophy, psychology, and sociology. Media theory is an interdisciplinary field.

Course objectives (section 2):

- Identify and examine contemporary media theory and analysis including reception/spectator theory, psychoanalytic, multicultural.
- Analyze and interpret motion pictures and contemporary media through the application of the concepts of media theory and analysis.
- Demonstrate an understanding of the cultural, economic, political, and technological factors that influence the media and in turn shape societies.

Course content (section 4):

Examine and critique modes of media influence and power.

- Marxist ideology in media
- Globalization and the media

- Identify and examine critical concepts of media analysis and theory.
  - Basic semiotics and levels of meaning
  - Formalism and postmodern ideology in the media
  - Hyperreality and Jean Baudrillard
  - Consumerism and the media
  - Psychoanalytical analysis
  - Post-structural theory
- Identify and examine critical concepts of film analysis and theory.
  - Auteur theory
  - Narrative and genre analysis
  - Russian montage
  - Modernism and realism
  - Critique through race and ethnicity
  - Critique through sexuality and gender

C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills

- Identify and examine major classical and contemporary film theories including postmodern, post-structural, auteur, genre, formal, sexuality.
- Identify and examine contemporary media theory and analysis including reception/spectator theory, psychoanalytic, multicultural.
- Analyze and interpret motion pictures and contemporary media through the application of the concepts of media theory and analysis.
- Demonstrate an understanding of the cultural, economic, political, and technological factors that influence the media and in turn shape societies.

Methods of Evaluation (Section 6)

- Writing assignments that require the student to construct, develop and defend an argument referencing the course media screenings and reading materials.
- Writing assignments (including research paper, homework, essay exam) that demonstrate mastery of concepts in media analysis and theory.
- Oral presentations that require students to demonstrate key concepts in media theory.

C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course objectives (section 2):
- Identify and examine major classical and contemporary film theories including postmodern, post-structural, auteur, genre, formal, sexuality.
- Identify and examine contemporary media theory and analysis including reception/spectator theory, psychoanalytic, multicultural.
- Analyze and interpret motion pictures and contemporary media through the application of the concepts of media theory and analysis.

Course content (section 4):

Examine and critique modes of media influence and power:
- Marxist ideology in media.
- Globalization and the media.

Identify and examine critical concepts of media analysis and theory.
- Basic semiotics and levels of meaning

Methods of Evaluation (Section 6)
- Writing assignments that require the student to construct, develop and defend an argument referencing the course media screenings and reading materials.

C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Methods of Evaluation (Section 6)
- Writing assignments that require the student to construct, develop and defend an argument referencing the course media screenings and reading materials.
- Writing assignments (including research paper, homework, essay exam) that demonstrate mastery of concepts in media analysis and theory.
- Oral presentations that require students to demonstrate key concepts in media theory.

Examples of required reading and writing assignments (section 12):
- Critical film analyses in the form of journals or online discussion assignments.
- Research or critical essay that requires student to select film(s) from viewing list and construct, develop and defend an argument referencing the film and the reading materials.

Depth Map: should include some or all:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

Methods of Evaluation (Section 6)

Writing assignments that require the student to construct, develop and defend an argument referencing the course media screenings and reading materials.

C6. Identify goals when applying analytical skills

Methods of Evaluation (Section 6)
- Writing assignments that require the student to construct, develop and defend an argument referencing the course media screenings and reading materials.
- Writing assignments (including research paper, homework, essay exam) that demonstrate mastery of concepts in media analysis and theory.

  Oral presentations that require students to demonstrate key concepts in media theory.

C7. Recognize limitations of applicable methodologies

Methods of Evaluation (Section 6)

Writing assignments that require the student to construct, develop and defend an argument referencing the course media screenings and reading materials.

C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

Needed facilities and/or equipment (section 3)

When taught via Foothill Global Access: on-going access to computer with e-mail software and capabilities; e-mail address, Java-script enabled internet browsing software.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Method of instruction (section 9)
Screenings of media that illustrate a variety of media theories and techniques for analysis.
Lab content (section 10)
- Screenings of films and videos either on-campus or via the internet, including narrative fiction, fine art, and documentary for completion of written assignments and exams.
- Feedback on tests and assignments either in person or or online via chat rooms, list-servers.

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

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

Methods of Evaluation (Section 6):
- Writing assignments that require the student to construct, develop and defend an argument referencing the course media screenings and reading materials.
- Writing assignments (including research paper, homework, essay exam) that demonstrate mastery of concepts in media analysis and theory.
- Oral presentations that require students to demonstrate key concepts.

Method of instruction (section 9)
- Discussion and critique of assigned reading and representative media.
- Cooperative learning exercises that require students to apply core concepts in media.
- Group project presentation followed by in-class discussion and evaluation.

Lab content (section 10)
- Screenings of films and videos either on-campus or via the internet, including narrative fiction, fine art, and documentary for completion of written assignments and exams.
- Feedback on tests and assignments either in person or online via chat rooms, list-servers.
- Preparation and collaborative work on group projects.

Examples of required reading and writing assignments (section 12):
- Critical film analyses in the form of journals or online discussion assignments.
  Research or critical essay that requires student to select film(s) from viewing list and construct, develop and defend an argument referencing the film and the reading materials.

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

Matching course component(s):

B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).

Course objectives (section 2):
Analyze and interpret motion pictures and contemporary media through the application of the concepts of media theory and analysis.
Course content (section 4):
Examine and critique modes of media influence and power:
- Marxist ideology in media
- Globalization and the media

Identify and examine critical concepts of media analysis and theory:
- Basic semiotics and levels of meaning
- Formalism and postmodern ideology in the media
- Hyperreality and Jean Baudrillard
- Consumerism and the media
- Psychoanalytical analysis
- Post-structural theory

Identify and examine critical concepts of film analysis and theory:
- Auteur theory
- Narrative and genre analysis
- Russian montage
- Modernism and realism

- Critique through race and ethnicity
- Critique through sexuality and gender

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).

Course objectives (section 2):
Demonstrate an understanding of the cultural, economic, political, and technological factors that influence the media and in turn shape societies.
Course content (section 4):
Examine and critique modes of media influence and power.
- Marxist ideology in media
- Globalization and the media

Identify and examine critical concepts of media analysis and theory.
- Consumerism and the media

Identify and examine critical concepts of film analysis and theory.
- Critique through race and ethnicity
- Critique through sexuality and gender

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).

Needed facilities and/or equipment (section 3)
When taught via Foothill Global Access: on-going access to computer with e-mail software and capabilities; e-mail address, Java-script enabled internet browsing software.
Lab content (section 10)
- Screenings of films and videos either on-campus or via the internet, including narrative fiction, fine art, and documentary for completion of written assignments and exams.
- Feedback on tests and assignments either in person or or online via chat rooms, list-servers.

Examples of required reading and writing assignments (section 12):
- Critical film analyses in the form of journals or online discussion assignments.
- Research or critical essay that requires student to select film(s) from viewing list and construct, develop and defend an argument referencing the film and the reading materials.

Requesting Faculty: Kristin Tripp Caldwell Date: 11-25-13
Division Curr Rep: Simon Pennington Date: 12/2/13

REVIEW COMMITTEE USE ONLY:
Review Committee Members:

Simon Pennington, Marnie Francisco

Comments:

Recommend approval.

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

JANUARY 2014

Course Identification Numbering System (C-ID)

UPDATES: COURSES AND TMCS

Presently, all **112** CCCs have submitted courses into C-ID with **6256** C-ID designations approved - includes TCSU courses (as of 1/27/2014). ***Please note that all current TCSU-based approvals are set to expire in Fall 2014.***

TOP 4 Colleges by number of submissions to C-ID:

1. **Modesto Junior College (354)**
2. **Fresno City College (311)**
3. **American River College (300)**
4. **Sacramento City College (293)**

12 CSU campuses have identified **1171** CSU courses as comparable to C-ID descriptors (as of 1/27/14).

238 C-ID approved descriptors in **31** disciplines

1078 AA-T and AS-T degrees approved by the CCC Chancellor's Office as of 1/22/14.

FDRG RECRUITMENT

We need full-time CCC faculty members to serve on FDRGs for the following disciplines:

- Administration of Justice
- Computer Science
- Exercise Science
- Film/TV/Electronic Media
- Graphic Arts (CSU)
- Health Science
- Social Work (MSW preferred)
- Studio Arts

CORE RECRUITMENT

The following disciplines need additional CSU reviewers:

Anthropology, Art History, Biology, Business, Chemistry, Communication Studies, Computer Science, English, Early Childhood Education, Economics, Elementary Education, Film/TV/Electronic Media, History, Journalism, Kinesiology, Mathematics, Music, Political Science, Spanish, Studio Arts, and Theater.

Please email INFO@C-ID.NET if you have CCC faculty recommendations, or are interested in serving!

ANNOUNCEMENTS:

Proposed Descriptor Review Dates

C-ID descriptors are subject to regular review for the purpose of incorporating changes in the discipline and, potentially, to correct identified issues with descriptors. The proposed descriptor review dates are now posted on the C-ID website: http://c-id.net/descriptors.html. Each discipline's descriptors are scheduled for review approximately four years after their original approval. Descriptor review and revision will occur in year four. If resubmission of any course outlines is required, this will need to be completed by the end of year five.
Please note: *The math descriptors were divided into two groups based on their initial approval dates.*

TCSU Expiration Dates in C-ID

Courses that are currently approved through the TCSU process will expire on **December 31, 2014.** It is recommended that you submit your course outlines as soon as possible in order to support your students by maintaining consistent approval.
Please note**:** *If you have already submitted a course outline in place of a TCSU approval and received a Conditional or Not Approved for the course, the TCSU approval remains until the course outline gets approved, or the TCSU expires (whichever comes first). If you have any questions, please contact us at aohotline@c-id.net.*

Model Curriculum

The term "model curriculum" is currently being used to describe model curriculum that does not meet the SB 1440 criteria. While many majors fit well into the parameters imposed by SB 1440, work has been initiated on model curricula for transfer majors that do not fit the 60 + 60 structure, model curricula for majors with limited transferability to the CSU, and model curricula that are not intended for transfer. Presently, model curricula for nursing and ICT are vetting.

CCCCO Templates

ICW has established positions related to the posting of TMCs and the timing of the release of templates for TMC-aligned degree submissions. It is anticipated that templates will be made available on February 1 and September 1. These dates were selected to increase the predictability of template availability and to minimize curricular downtime during the 18-month period for TMC-aligned degree development established by SB 440 (Padilla, 2013). A TMC will not be recognized as finalized until the CCCCO template is made available for degree submission.

DISCIPLINE STATUS REPORT:

Agriculture

Revised descriptors are currently vetting. Please encourage your faculty to leave feedback by February 24, 2014: http://c-id.net/forum.html.

Chemistry

It is anticipated that IGETC for STEM will be available for use late in the Spring term and that the CCCCO template will be available September 1, 2014.

Child and Adolescent Development

The draft Child and Adolescent Development TMC is currently vetting. Please encourage your faculty to leave feedback by February 10, 2014: http://c-id.net/degreereview.html

Information Technology/Information Systems

The draft ICT model curriculum and its associated descriptors are currently vetting.

Information Technology/Info Systems con't.

Although not a TMC, this MC was developed intersegmentally. Please encourage your faculty to leave feedback by February 24, 2014:
http://c-id.net/degreereview.html
http://c-id.net/forum.html

Nursing

The draft Nursing model curriculum is currently vetting. Please encourage your faculty to leave feedback by February 10, 2014: http://c-id.net/degreereview.html.

Nutrition/Food Science/Dietetics

The draft Nutrition and Dietetics TMC and its associated descriptors are currently vetting. Please encourage your faculty to leave feedback by February 24, 2014:
http://c-id.net/degreereview.html
http://c-id.net/forum.html

C-ID Descriptor	# Course(s)	Course(s)	Submitted Date	Effective Date	Status	Expires
ACCT 110	2	ACTG-1A, ACTG-1B	11/6/12	8/1/11	Not Approved	28-Mar-14
ACCT 120	1	ACTG-1C	11/6/12	8/1/12	Conditional : due 01-08-2014	8-Jan-14
AG - EH 108L	1	HORT-51B	9/16/10		Submitted	
AG - EH 112L	1	HORT-51A	9/16/10		In Progress	
AG - PS 128L	1	HORT-52A	9/16/10		Submitted	
ANTH 110	1	ANTH -1	9/24/13	6/1/13	Submitted	
ANTH 110	1	ANTH-1H	9/24/13	6/1/13	Submitted	
ANTH 115L	1	ANTH-1HL	9/24/13	6/1/13	Submitted	
ANTH 115L	1	ANTH-1L	9/24/13	6/1/13	Submitted	
ANTH 120	1	ANTH-2A	11/6/12	8/1/11	In Progress	
ANTH 130	1	ANTH-14	3/4/13	6/1/13	In Progress	
ANTH 150	1	ANTH-8	11/6/12	8/1/11	In Progress	
ARTH 100	1	ART -1	6/4/12		In Progress	
ARTH 110	2	ART -2A, ART-2B	6/4/12		In Progress	
ARTH 110	2	ART -2AH, ART-2BH	11/18/13	6/1/13	Submitted	
ARTH 120	2	ART-2B, ART-2C	12/6/11	12/6/11	Expired	28-Feb-13
ARTH 120	2	ART-2BH, ART-2CH	6/4/12		In Progress	
ARTH 120	2	ART-2B, ART-2C	10/10/13	6/1/13	In Progress	
ARTH 130	1	ART -2F	10/29/12	8/1/12	In Progress	
ARTH 140	1	ART-2D	11/6/12	8/1/12	In Progress	
ARTH 150	1	ART-3	11/6/12	8/1/12	Conditional : due 12-05-2014	5-Dec-14
ARTS 100	2	ART-5A, ART-5AX	12/6/11	12/6/11	Expired	28-Feb-13
ARTS 100	1	ART-5A	11/6/12	8/1/12	Approved : 09-25-2013	
ARTS 101	1	ART -5B	11/6/12	8/1/12	In Progress	
ARTS 110	2	ART-4A, ART-4AX	12/6/11	12/6/11	Approved : 10-31-2009	30-Oct-14
ARTS 110	1	ART-4A	11/6/12	8/1/12	In Progress	
ARTS 200	2	ART-4D, ART-4E	11/6/12	8/1/12	In Progress	
ARTS 205	2	ART -4B, ART-4C	11/6/12	8/1/12	Approved : 10-23-2013	

C-ID Descriptor	# Course(s)	Course(s)	Submitted Date	Effective Date	Status	Expires
ARTS 210	2	ART-19A, ART-19B	11/6/12	8/1/12	Approved : 08-05-2013	
ARTS 220	1	GID-38	11/6/12	8/1/11	In Progress	
ARTS 230	1	ART-45A	3/4/13	8/1/12	In Progress	
ARTS 250	1	GID-41	11/6/12	8/1/12	In Progress	
ARTS 260	1	PHOT-5	11/20/12	8/1/10	In Progress	
ARTS 260	1	PHOT-1	12/2/12	8/1/12	In Progress	
ARTS 270	2	ART -20A, ART-20B	12/2/12	8/1/09	In Progress	
BIOL 115S	3	BIOL -40A, BIOL-40B, BIOL-40C	11/7/13	6/1/13	Submitted	
BUS 110	1	BUSI-22	1/4/12	6/4/12	Approved : 06-04-2012	
BUS 115	1	BUSI-53A	3/4/13	6/1/13	Approved : 07-01-2013	
BUS 120	1	BUSI -18	1/4/12	3/1/13	Approved : 03-01-2013	
BUS 125	1	BUSI-19	1/4/12		Not Approved	1-Mar-14
BUS 140	1	BUSI -11	12/6/12	8/1/12	Approved : 06-11-2013	
CDEV 100	2	CHLD -1, CHLD-2	12/6/12	1/1/14	Approved : 01-08-2014	
CDEV 110	1	CHLD-88	12/6/12	1/1/14	Approved : 01-01-2014	
CHEM 106B	1	CHEM-20	3/4/13	6/1/13	In Progress	
CHEM 120S	3	CHEM-1C, CHEM-1A, CHEM-1B	12/6/11	12/6/11	Approved : 10-31-2009	30-Oct-14
CHEM 120S	3	CHEM-1A, CHEM-1B, CHEM-1C	12/4/13	8/1/11	In Progress	
CHEM 160S	3	chem-12B, CHEM-12C, CHEM -12A	12/6/11	5/30/13	Approved : 05-30-2013	
COMM 110	1	COMM-1A	10/20/10	10/19/10	Approved : 10-19-2010	
COMM 110	1	COMM-1AH	3/4/13	8/1/12	Conditional : due 11-21-2014	21-Nov-14
COMM 120	1	COMM-1B	10/20/10	5/29/13	Approved : 05-29-2013	
COMM 120	1	COMM-1BH	3/4/13	8/1/12	In Progress	

C-ID Descriptor	# Course(s)	Course(s)	Submitted Date	Effective Date	Status	Expires
COMM 130	1	COMM-2	10/20/10	2/26/13	Approved : 02-26-2013	
COMM 140	1	COMM-4	10/20/10	1/30/13	Approved : 01-30-2013	
COMM 150	1	COMM-12	10/20/10	1/16/13	Approved : 01-16-2013	
COMM 160B	1	COMM-54A	12/6/12	8/1/12	Conditional : due 09-17-2014	17-Sep-14
COMM 160B	1	COMM-54B	12/6/12	8/1/12	Conditional : due 08-04-2014	4-Aug-14
COMM 170	1	COMM-54C	6/28/13	6/1/13	In Progress	
COMM 180	1	COMM-3	3/4/13	6/1/13	Not Approved	11-Jan-15
COMP 122	1	C S -1A	7/1/13	6/1/13	Approved : 08-11-2013	
COMP 122	1	C S -2A	7/1/13	6/1/13	Approved : 08-11-2013	
COMP 132	2	C S -2B, C S -2C	3/6/13	6/1/13	Approved : 06-02-2013	
COMP 132	2	C S-1B, C S-1C	3/19/13	6/1/13	Conditional : due 06-02-2014	2-Jun-14
COMP 132	1	C S-1M	6/25/13	6/1/13	Approved : 08-11-2013	
COMP 142	1	C S -10	3/4/13	6/1/13	Approved : 06-02-2013	
COMP 152	1	C S-18	6/25/13	6/1/13	Approved : 10-20-2013	
COMP 152	1	MATH-22	6/25/13	6/1/13	Approved : 08-11-2013	
ECE 120	1	CHLD-56N	5/24/12		Approved : 08-20-2012	
ECE 130	1	CHLD-89	5/24/12		Conditional : due 08-20-2013	20-Aug-13
ECE 200	1	CHLD-56	5/24/12		Conditional : due 08-20-2013	20-Aug-13

C-ID Descriptor	# Course(s)	Course(s)	Submitted Date	Effective Date	Status	Expires
ECE 200	1	CHLD-56	12/6/13	1/1/14	Approved : 01-13-2014	
ECE 210	1	CHLD-86B	5/24/12		Conditional : due 08-20-2013	20-Aug-13
ECE 210	1	CHLD-86B	12/6/13	1/1/14	Approved : 01-13-2014	
ECE 220	1	CHLD-95	5/24/12		Not Approved	20-Aug-13
ECE 230	1	CHLD-51A	11/6/12	1/1/14	Approved : 12-18-2013	
ECON 201	1	ECON-1B	11/6/12	8/1/11	Not Approved	30-Oct-14
ECON 202	1	ECON-1A	11/6/12	8/1/11	Not Approved	7-Nov-14
ENGL 100	1	ENGL-1A	12/13/12	6/1/12	Approved : 04-15-2013	
ENGL 100	1	ENGL-1AH	12/13/12	6/1/12	Approved : 04-15-2013	
ENGL 100	1	ESLL-26	6/20/13	6/1/13	In Progress	
ENGL 100	2	ENGL-1S, ENGL-1T	10/24/13	8/1/12	In Progress	
ENGL 105	1	ENGL-1B	12/13/12	6/1/10	Approved : 06-15-2013	
ENGL 105	1	ENGL-1BH	12/13/12	6/1/09	Approved : 06-15-2013	
ENGL 110	1	ENGL-1B	4/16/13	6/1/13	Not Approved	22-Oct-14
ENGL 110	1	ENGL-1BH	4/16/13	6/1/13	Not Approved	22-Oct-14
ENGL 120	1	ENGL-16	12/7/12	8/1/12	Approved : 06-15-2013	
ENGL 130	1	ENGL-48A	3/4/13	6/1/13	Approved : 08-29-2013	
ENGL 135	2	ENGL-48B, ENGL-48C	3/4/13	6/1/13	Approved : 10-22-2013	
ENGL 160	1	ENGL-46A	12/10/12	8/1/11	Approved : 04-07-2013	
ENGL 165	2	ENGL-46B, ENGL-46C	12/10/12	6/1/11	Approved : 03-11-2013	

C-ID Descriptor	# Course(s)	Course(s)	Submitted Date	Effective Date	Status	Expires
ENGL 180	1	ENGL-8	11/6/12	8/1/11	Approved : 04-15-2013	
ENGL 200	1	CRWR-6	12/10/12	8/1/12	Approved : 07-17-2013	
GEOG 115	1	GEOG -1	10/1/12	7/1/10	Approved : 04-10-2013	
GEOG 120	1	GEOG-2	10/1/12	1/1/11	Approved : 01-16-2013	
GEOG 125	1	GEOG-10	10/1/12	1/1/11	Approved : 01-16-2013	
GEOG 140	1	GEOG -9	10/1/12	7/1/12	Not Approved	16-Jan-14
GEOG 155	1	GEOG-12	10/1/12	1/1/11	Approved : 11-24-2012	
GEOG 155	1	GEOG-12	9/24/13	6/1/13	In Progress	
HIST 130	2	HIST-17A, HIST-17B	12/3/13	6/1/13	Submitted	
HIST 140	2	HIST-17B, HIST-17C	6/16/11	6/1/13	Re-Submitted	
HIST 170	1	HIST-4A	6/16/11		In Progress	
HIST 170	1	HIST-4B	6/16/11		In Progress	
HIST 180	1	HIST-4B	6/16/11		In Progress	
HIST 180	1	HIST-4C	6/16/11		In Progress	
HIST 180	1	HIST-4CH	6/16/11		In Progress	
ITIS 120	1	BUSI-11	3/4/13	6/1/13	Approved : 06-17-2013	
ITIS 120	1	BUSI-91L	3/4/13	8/1/12	Not Approved CoR	23-May-14
KIN 100	1	KINS-1	3/4/13	6/1/13	Approved : 04-02-2013	
KIN 101	1	HLTH-55	12/14/12	8/1/12	Approved : 01-24-2013	
MATH 110	1	MATH-10	3/4/13	8/1/12	Submitted	
MATH 130	1	MATH-11	3/4/13	8/1/12	Submitted	
MATH 160	1	MATH-22	3/4/13	6/1/13	In Progress	
MATH 210	2	MATH-1A, MATH-1B	3/11/13	6/1/13	In Progress	
MATH 220	2	MATH-1B, MATH-1C	3/11/13	6/1/13	In Progress	
MATH 230	2	MATH-1C, MATH-1D	12/6/11	12/6/11	Expired	28-Feb-13

C-ID Descriptor	# Course(s)	Course(s)	Submitted Date	Effective Date	Status	Expires
MATH 230	2	MATH-1C, MATH-1D	3/11/13	6/1/13	In Progress	
MATH 240	1	MATH-2A	12/6/11	12/6/11	Expired	28-Feb-13
MATH 240	1	MATH-2A	3/11/13	6/1/13	In Progress	
MATH 250	1	MATH-2B	12/6/11	12/6/11	Expired	28-Feb-13
MATH 250	1	MATH-2B	3/11/13	6/1/13	In Progress	
MATH 900S	3	MATH-1A, MATH-1B, MATH-1C	12/6/11	12/6/11	Expired	28-Feb-13
MATH 900S	3	MATH-1A, MATH-1B, MATH-1C	3/11/13	6/1/13	In Progress	
MUS 100	1	MUS-1	3/6/13	8/1/12	Approved : 07-25-2013	
MUS 110	1	MUS-10	3/6/13	6/1/13	Approved : 07-25-2013	
MUS 120	1	MUS -3A	3/6/13	8/1/12	Approved : 07-25-2013	
MUS 125	1	MUS-3A	3/6/13	8/1/12	In Progress	
MUS 130	1	MUS-3B	3/6/13	8/1/12	Approved : 07-25-2013	
MUS 140	1	MUS-3C	3/6/13	8/1/12	In Progress	
MUS 150	1	MUS-3C	3/6/13	8/1/12	Approved : 07-25-2013	
PHIL 100	1	PHIL-4	12/14/12	6/1/13	Approved : 12-26-2013	
PHIL 120	1	PHIL-8	12/14/12	8/1/11	Approved : 01-05-2013	
PHIL 130	1	PHIL-20A	12/14/12	6/1/13	Re-Submitted	
PHIL 130	1	PHIL-20A	2/13/13	1/1/13	Approved : 03-13-2013	
PHIL 140	1	PHIL-20B	12/14/12	8/1/11	Approved : 02-23-2013	
PHIL 210	1	PHIL-7	12/14/12	8/1/11	Approved : 02-06-2013	
PHYS 100S	3	PHYS-2A, PHYS -2B, PHYS-2C	12/3/13	6/1/11	Approved : 01-13-2014	
PHYS 110	2	PHYS-2B, PHYS-2C	12/3/13	6/1/13	Approved : 01-13-2014	
PHYS 200S	4	PHYS-4A, PHYS-4B, PHYS-4C, PHYS-4D	12/4/12	8/1/11	Approved : 02-13-2013	
PHYS 200S	5	PHYS-5A, PHYS-5B, PHYS-5C,	12/4/12	8/1/12	Approved : 02-13-2013	

C-ID Descriptor	# Course(s)	Course(s)	Submitted Date	Effective Date	Status	Expires
		PHYS-4C, PHYS-4D				
PHYS 205	1	PHYS-4A	12/4/12	8/1/11	Approved : 02-13-2013	
PHYS 205	2	PHYS-5A, PHYS-5B	12/4/12	8/1/12	Approved : 02-13-2013	
PHYS 210	1	PHYS-4B	12/4/12	8/1/11	Approved : 02-13-2013	
PHYS 210	2	PHYS-5B, PHYS-5C	12/4/12	8/1/11	Approved : 02-13-2013	
PHYS 215	2	PHYS-4C, PHYS-4D	12/4/12	8/1/11	Approved : 02-13-2013	
POLS 110	1	POLI-1	11/14/12	6/1/09	In Progress	
POLS 120	1	POLI-3	11/14/12	8/1/11	In Progress	
POLS 120	1	POLI-3H	10/7/13	6/1/13	In Progress	
POLS 130	1	POLI -2	10/7/13	6/1/13	In Progress	
POLS 130	1	POLI-2H	10/7/13	6/1/13	In Progress	
POLS 140	1	POLI-15	10/7/13	8/1/12	In Progress	
POLS 140	1	POLI-15H	10/7/13	8/1/12	In Progress	
PSY 110	1	PSYC-1	6/3/11	6/3/11	Approved : 06-03-2011	31-Dec-14
PSY 110	1	PSYC-1	1/23/14	6/1/13	In Progress	
PSY 120	1	PSYC -25	6/3/11		Conditional : due 04-23-2013	23-Apr-13
PSY 130	1	PSYC-49	5/31/12	6/27/12	Approved : 06-27-2012	
PSY 150	1	PSYC-4	6/3/11		Conditional : due 03-30-2013	30-Mar-13
PSY 170	1	PSYC-30	5/31/12	8/21/12	Approved : 08-21-2012	
PSY 180	1	PSYC -40	6/3/11		Not Approved	30-Mar-13
PSY 180	1	PSYC -40	5/31/12		Conditional : due 06-27-2013	27-Jun-13
PSY 205B	1	PSYC-10	6/3/11		Conditional : due 03-30-2013	30-Mar-13

C-ID Descriptor	# Course(s)	Course(s)	Submitted Date	Effective Date	Status	Expires
SOCI 110	1	SOC-1	9/29/10		Conditional : due 07-15-2012	15-Jul-12
SOCI 110	1	SOC-1	12/6/11	12/6/11	Expired	28-Feb-13
SOCI 110	1	SOC-1	11/14/12	8/1/11	Approved : 04-24-2013	
SOCI 115	1	SOC-20	9/29/10		Not Approved	6-Sep-12
SOCI 115	1	SOC-20	12/6/11	12/6/11	Expired	28-Feb-13
SOCI 115	1	SOC-20	11/14/12	8/1/12	Approved : 06-07-2013	
SOCI 120	1	SOC-10	3/4/13	8/1/12	Approved : 04-26-2013	
SOCI 120	1	PSYC-10	3/4/13	8/1/12	Approved : 04-26-2013	
SOCI 125	1	SOC-7	11/14/12	8/1/12	Approved : 04-24-2013	
SOCI 125	1	PSYC-7	11/14/12	8/1/12	Approved : 04-24-2013	
SOCI 130	1	SOC-40	9/29/10	3/8/11	Approved : 03-08-2011	
SOCI 140	1	SOC-28	11/20/12	8/1/12	Approved : 01-25-2013	
SOCI 150	1	SOC-23	9/29/10	9/29/10	Approved : 09-29-2010	
SOCI 160	1	SOC-14	11/20/12	6/1/13	Re-Submitted	
SPAN 100	2	SPAN-1, SPAN-2	12/7/12	8/1/12	Approved : 08-29-2013	
SPAN 110	2	SPAN-2, SPAN-3	12/7/12	8/1/12	Approved : 09-21-2013	
SPAN 200	2	SPAN-4, SPAN-5	12/7/12	8/1/12	Approved : 04-24-2013	
SPAN 200	1	SPAN-4	12/7/12	8/1/12	Approved : 08-29-2013	
SPAN 210	2	SPAN-4, SPAN-6	12/7/12	8/1/12	Approved : 09-21-2013	
SPAN 220	1	SPAN-10A	3/4/13	6/1/13	In Progress	
THTR 111	1	THTR-1	3/5/13	6/1/13	Approved : 06-25-2013	

C-ID Descriptor	# Course(s)	Course(s)	Submitted Date	Effective Date	Status	Expires
THTR 112	1	THTR-1	3/6/13	6/1/13	Approved : 06-03-2013	
THTR 113	1	THTR-2A	3/5/13	6/1/13	Conditional : due 05-29-2014	29-May-14
THTR 114	1	THTR-43A	3/6/13	6/1/13	Approved : 01-16-2014	
THTR 151	1	THTR-20A	3/5/13	6/1/13	Approved : 06-18-2013	
THTR 152	1	THTR-20B	3/5/13	6/1/13	Conditional : due 06-18-2014	18-Jun-14
THTR 171	1	THTR-21A	3/5/13	6/1/13	Approved : 05-29-2013	
THTR 173	1	THTR-27	3/5/13	8/1/12	Approved : 05-29-2013	
THTR 174	1	THTR-25	3/5/13	8/1/12	Conditional : due 05-23-2014	23-May-14
THTR 175	1	THTR-40A	3/5/13	8/1/12	Approved : 05-23-2013	
THTR 191	1	THTR-49A	3/6/13	6/1/13	Approved : 05-29-2013	
THTR 192	1	THTR-99A	3/6/13	6/1/13	Approved : 05-29-2013	