

**College Curriculum Committee Meeting Agenda**  
**Tuesday, March 18, 2014**  
**2:00 p.m. - 3:30 p.m.**  
**President's Conference Room**

Item	Action	Attachment	Presenter/Time
1. Minutes: March 4, 2014	Action	#3/18/14-1	Escoto - 3 min
2. Announcements:	Information		
a. Notification of Proposed Prerequisites/Corequisites		#3/18/14-2	Escoto - 3 min
b. Curriculum Cycle Update		#3/18/14-3	Nunez - 7 min
c. Outline Updates for 2015-16		#3/18/14-4	Escoto - 3 min
d. Report Out from Divisions			Curr Reps - 7 min
3. Consent Calendar	Action		
a. General Education Applications		#3/18/14-5 thru 9	Escoto - 5 min
4. ADTs and C-ID Updates	Information		Day - 10 min
5. COR Review	Discussion	#3/18/14-10 & 11	Nuñez - 15 min
6. Residency for Certificates	Feedback		Escoto - 7 min
7. Curricular Calendar	Discussion		Escoto - 20 min

**Consent Calendar:**

**FH General Education:**

*Area IV, Social & Behavioral Sciences (attachment #5-9): ANTH 2B, 14, 15, 20, 22*

**Attachment List:**

#3/18/14-1 Draft Minutes: March 4, 2014  
#3/18/14-2 CCC Notification of Proposed Prerequisites/Co-Requisites 3.10.14  
#3/18/14-3 Courses Remaining in C3MS - 3.4.14  
#3/18/14-4 Courses Requiring Update for 2015-16  
#3/18/14-10 COR Example for Review  
#3/18/14-11 Review Issues 3.4.14

**2013 -2014 Curriculum Committee Meetings**

**Fall 2013 Quarter:**

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

**Winter 2014 Quarter**

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

**Spring 2014 Quarter**

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

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

**2013-2014 Curriculum Deadlines**

~~12/1/13~~ Deadline to submit courses to CSU for CSU GE approval.

~~12/1/13~~ Deadline to submit courses to UC/CSU for IGETC approval.

~~12/6/13~~ COR/Title 5 Updates for Fall 2013.

~~3/3/14~~ Curriculum Sheet Updates for 2013-14.

6/1/14 Deadline to submit new/revised courses to UCOP for UC transferability

Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

## **2013-2014 Professional Development Opportunities & Conferences of Interest**

~~7/11-13/13 — [ASCCC Curriculum Institute](#), Sheraton Park Hotel, Anaheim.~~

~~11/7-9/13 — [ASCCC Fall Plenary](#), Irvine Marriott~~

~~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), Susan Gutkind (Dean, KA), Brenda Hanning (BH), Robert Hartwell (FA), Carolyn Holcroft (BH), Kay Jones (LIBR), Marc Knobel (PSME), Allison Lenkeit Meezan (BSS), Don MacNeil (KA), Kimberlee Messina (VP, Instruction, Administrator co-chair), Peter Murray (Dean, PSME), Simon Pennington (FA), Barbara Shewfelt (P E), Paul Starer (Dean, L A), Kella Svetich (L A)

## COLLEGE CURRICULUM COMMITTEE

Committee Members - 2013-14

Meeting Date: 3/18/14Co-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	cashmorebeatrice@foothill.edu
✓	Jerry Cellilo	7224	CNSL	cellilojerry@fhda.edu
✓	Bernie Day	7225	Articulation	daybernie@foothill.edu
✓	Brian Evans	7575	BSS	evansbrian@foothill.edu
			CNSL	
✓	Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
✓	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:

Bruce Jamblong (FA), Ken Horowitz (BH)

College Curriculum Committee  
Meeting Minutes  
Tuesday, March 4, 2014  
2:03 p.m. - 3:31 p.m.  
President's Conference Room

<u>Item</u>	<u>Discussion</u>
1. Minutes: February 18, 2014	Minutes as written. <b>M/S (Holcroft/Cashmore) Approved.</b> 5 abstentions
2. Announcements: a. Notification of Proposed Requisites  b. Communiqué Distribution  c. Report Out from Divisions	<b>Speaker: Isaac Escoto</b> a. Please share the list of new requisites with your constituency. b. Escoto had feedback that not all the adjunct faculty are getting the Communiqués. Please make sure that your adjuncts are included in your communications. c. FA division is discussing the merits of moving their curricular cycle to Spring. Discussions are ongoing.
3. Consent Calendar: a. General Education	<b>Speaker: Isaac Escoto</b> THTR 8 added to FH GE in Area VI, US Cultures and Communities. <b>M/S (Armstrong/Holcroft) Approved.</b>
4. Distance Learning Addendum	<b>Speaker: Isaac Escoto</b> Addendum adopted as written <b>M/S (Holcroft/Pennington) Approved.</b> Nuñez will try to have it on the website by Friday.
5. GE Conference Summary	<b>Speaker: Isaac Escoto, Carolyn Holcroft</b> The focus of the conference was on the importance of General Education. It seems as late, that the push from the State has been to get students in and out of community college with either a job or to transfer within the unit ceiling. They saw data comparing the success of students in their selected careers based on whether they completed a degree vs. a certificate. In most instances, the certificates are the major courses without the GE. Employers want to have employees that have a well-rounded education. Student equity is something to think about when looking at which of our students are getting certificates, and which are getting degrees. The comment was made that there is a difference between "training vs. education". General education is also "essential education" not just a checklist to get through so you can get a degree. What is GE's purpose in the life skills of a graduate? Armstrong made a comment regarding the pressure from the state for us to accept other institutions courses (C-ID) in place of our own. This might undermined our ideal GE package. With the new requirement of students being asked to lock into an Ed Plan when they arrive, the students might have a stronger, more rounded GE experience.
6. Content Review Form discussion	<b>Speaker: Isaac Escoto, Kathy Armstrong</b> Now that everyone has been using the form for a while, we recognize that there are some needed modifications. PSME has modified the form to 1) accommodate sequence courses (called Form S), and 2) explain the waiver of the form due to a four-year institution. We need to clarify the evidence required for 4-yr institution waiver as well. How do we handle the waiver if the course is new and it's pending articulation? The collection of evidence needs to be included in the conversation with curriculum deadlines as well, since that seems to be a timing issue for the

	<p>Institutional Researcher. Currently, we are unable to use the C-ID requirement of a requisite as justification for our requirement. Day suggested that perhaps Escoto could take the suggestion of modification of the rules to include the use of the C-ID articulation as proof for a waiver to the State-wide Academic Senate.</p> <p>Please discuss this and the general use of the form with your constituency groups. If anyone has any suggestions, please bring them to the attention of the committee. We'd like to get the form modified to as soon as possible.</p>
7. Certificate Unit Residency Requirement	<p><b>Speaker: Isaac Escoto</b></p> <p>Currently, we require students to have completed 18 units in residence for conferring a degree, however, we have no residency requirement for certificates. The 18 unit requirement comes straight from Title 5. It was suggested that we discuss and set a requirement for certificates as this question comes up in Counseling. In the degree example, 18 units is approximately 20% of the total units for the degree. Francisco offered the following: since the number of required units is lower in a certificate and usually are the core concentration courses, shouldn't the student be required to take a higher percentage than 20% as in AA/AS degrees? Discussion followed. We are focusing on Certificates of Achievement as these are the only certificates we may note on the student's transcripts. Please discuss with your divisions and provide feedback to CCC.</p>
8. Course Offering Cycles	<p><b>Speaker: Isaac Escoto</b></p> <p>We need to look at the courses we offer for degrees/certificates and ensure that we are offering them at least once every two years. Are we keeping courses on the books that are not offered? Day reminded us that if we have courses that are articulated and are considered major preparation, 4-year institutions require the student to have taken them before they transfer. If the Catalog states we have courses, the expectation of the student's is that we teach them on a regular basis. This could negatively affect our students. Are we providing our students with the most up-to-date information? If possible, it would also be helpful to share future scheduling plans, so that students may use this information in their educational plans.</p>
9. Curricular Calendar	<p><b>Speaker: Isaac Escoto</b></p> <p>PSME had push back regarding changing the curriculum deadline to Spring. BSS has concerns regarding emerging technologies and the requirement to have new courses prepared so far ahead of the course being offered. The discussion followed that there would be exceptions made by the Instruction Office on a case-by-case basis for those technologies or where outside accrediting agencies require changes. The point is that if there were a small number of exceptions, they would not cause that much of a problem. Perhaps if we move the deadline to Oct 1<sup>st</sup>, that might encourage them to work on curriculum during the summer. Perhaps adding a substantial curriculum training in the Tenure review process would be helpful.</p>

Attendees:

Minutes Recorded by:

## CCC Notification of Proposed Prerequisites/Co-Requisites

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
DMS 50A Diagnostic Medical Sonography Principles & Protocols	K. Austin, N. McSweeney	Prereq: BIOL 40A, 40B & 40C Coreq: DMS 50B, 60A & 72A
DMS 50B Sonography and Patient Care	K. Austin, N. McSweeney	Prereq: AHS 200 Coreq: DMS 50A, 60A & 72A
DMS 51A Sectional Anatomy	K. Austin, A. Sandoval	Prereq: BIOL 40A, 40B & 40C
DMS 52A Physical Principles of Diagnostic Medical Sonography I	K. Austin, A. Sandoval	Prereq: DMS 50A
DMS 52B Physical Principles of Diagnostic Medical Sonography II	K. Austin, A. Sandoval	Prereq: DMS 52A
DMS 52C Physical Principles of Diagnostic Medical Sonography II	K. Austin, A. Sandoval	Prereq: DMS 52B
DMS 53A Diagnostic Medical Sonography I	K. Austin, A. Sandoval	Prereq: DMS 50A
DMS 53B Diagnostic Medical Sonography II	K. Austin, A. Sandoval	Prereq: DMS 53A
DMS 53C Diagnostic Medical Sonography III	K. Austin, A. Sandoval	Prereq: DMS 53B
DMS 54A Gynecology	K. Austin, A. Sandoval	Prereq: DMS 50A
DMS 54B Gynecology & Obstetrics	K. Austin, A. Sandoval	Prereq: DMS 54A
DMS 55A Obstetrics I	K. Austin, A. Sandoval	Prereq: DMS 54B
DMS 55B Obstetrics II	K. Austin, A. Sandoval	Prereq: DMS 55A
DMS 56A Vascular Sonography	K. Austin, A. Sandoval	Prereq: DMS 50A
DMS 56B Advanced Applications of Vascular Sonography	K. Austin, A. Sandoval	Prereq: DMS 56A
DMS 60A Critique & Pathology I	K. Austin, N. McSweeney	Prereq: BIOL 40A, 40B & 40C Coreq: DMS 50A, 50B, 60A & 72A
DMS 60B Critique & Pathology II	K. Austin, A. Sandoval	Prereq: DMS 60A
DMS 60C Critique & Pathology III	K. Austin, A. Sandoval	Prereq: DMS 60B
DMS 60D Critique & Pathology IV	K. Austin, A. Sandoval	Prereq: DMS 60C
DMS 60E Critique & Pathology V	K. Austin, A. Sandoval	Prereq: DMS 60D
DMS 60F Critique & Pathology VI	K. Austin, A. Sandoval	Prereq: DMS 60E
DMS 70A Clinical Preceptorship I	K. Austin, A. Sandoval	Prereq: DMS 72A
DMS 70B Clinical Preceptorship II	K. Austin, A. Sandoval	Prereq: DMS 70A
DMS 70C Clinical Preceptorship III	K. Austin, A. Sandoval	Prereq: DMS 70B

	Sandoval	
DMS 70D Clinical Preceptorship IV	K. Austin, A. Sandoval	Prereq: DMS 70C
DMS 70E Clinical Preceptorship V	K. Austin, A. Sandoval	Prereq: DMS 70D
DMS 72A Diagnostic Medical Sonography Procedures & Applications	K. Austin, N. McSweeney	Prereq: BIOL 40A, 40B & 40C Coreq: DMS 50B, 60A & 72A
DMS 72E Diagnostic Medical Sonography Procedures & Applications	K. Austin, A. Sandoval	Prereq: DMS 70C
DMS 80A Advanced Sonographic Principles	K. Austin, A. Sandoval	Prereq: DMS 60D
EMTP 60A Paramedic Cognitive & Affective IA	C. King, D. Huseman, J. Wyatt	Prereq: BIOL 40A, 40B & 40C
EMTP 60B Paramedic Cognitive, Psychomotor & Affective IB	C. King, D. Huseman, J. Wyatt	Coreq: EMTP 60A
EMTP 61A Paramedic Cognitive & Affective IIA	C. King, D. Huseman, J. Wyatt	Prereq: EMTP 60A and 60B Coreq: EMTP 61B and 63A
EMTP 62A Paramedic Cognitive & Affective IIIA		Prereq: EMTP 61A, 61B and 63A Coreq: EMTP 62B
R T 54B Law & Ethics in Medical Imaging	R. Campbell, J. Key	Prereq: R T 54A
RSPT 70A Clinical Rotation I	B. Hanning, L. Miller	Prereq: RSPT 50C and 51C
RSPT 70B Clinical Rotation II	B. Hanning, L. Miller	Prereq: RSPT 61A and 70A
RSPT 70D Clinical Rotation IV	B. Hanning, L. Miller	Prereq: RSPT 70C
THTR 20B ACTING II	T. Gough, J. Bergmann, M. Carey	Prereq: THTR 20A

DIV	CRSE	TITLE	QTR	YR	STATUS	DATE	AUTHOR
<b>ADAPTIVE LEARNING- COUNSELING</b>							
AL	ALCB 201A	BEGINNING LIP READING-SIMPLE CONSONANT SOUNDS	F	13	Edit	1/23/14 10:39	mastmanellen
AL	ALCB 201B	BEGINNING LIP READING-RECOGNIZING AND DISCRIMINATING VOWELS	W	15	Edit	1/23/14 16:03	mastmanellen
AL	ALCB 201C	BEGINNING LIP READING-RECOGNIZING AND DISCRIMINATING LESS VISIBLE CONSONANTS AND CONSONANT BLENDS	S	14	Edit	1/23/14 16:10	mastmanellen
AL	ALCB 202	SPEECHREADING CHALLENGE	F	13	Edit	1/23/14 17:16	mastmanellen
AL	ALCB 203	LITERARY LIPREADING	F	13	Edit	1/23/14 17:12	mastmanellen
AL	SPED 8	INTRODUCTION TO COLLEGE & ACCOMMODATIONS	M	14	Dean	12/12/13 11:29	cashmorebeatrix
<b>BIOLOGICAL &amp; HEALTH SCIENCES</b>							
BH	D A 50	ORIENTATION TO DENTAL ASSISTING	M	14	Proof	2/23/14 19:11	miyasakicara
BH	HLTH 55	EMERGENCY MEDICAL RESPONSE	F	13	Edit	2/28/13 13:57	hayesdiane
BH	HLTH 6	MULTICULTURAL HEALTH	F	14	Edit	11/20/13 7:37	treanorshirley
BH	NCSV 400	GERIATRIC HOME AIDE BASICS	M	14	Proof	8/21/13 13:30	holcroftcarolyn
BH	PCA 61C	PROFESSIONALISM/CULTURAL MEDICINE III	M	15	Edit	2/18/14 9:38	hirahoka
BH	R T 63D	IMPORT - RADIOGRAPHIC CLINICAL PRACTICUM	M	14	Edit	11/4/13 14:38	campbellrachel
BH	RSPT 50C	THERAPEUTICS & INTRODUCTION TO MECHANICAL VENTILATION	M	14	Edit	11/21/13 17:21	hanningbrenda
BH	V T 51	INTRODUCTION TO VETERINARY TECHNOLOGY	M	15	Edit	11/18/13 9:46	peterkm
BH	V T 53A	VETERINARY MEDICAL TERMINOLOGY	M	15	Edit	11/18/13 9:47	peterkm
BH	V T 53B	VETERINARY MEDICAL CALCULATIONS	M	15	Edit	11/18/13 9:47	peterkm
BH	V T 53C	INTRODUCTION TO LARGE ANIMAL CARE	M	15	Edit	11/18/13 9:47	peterkm
BH	V T 61	ANIMAL DISEASES	M	15	Edit	11/18/13 9:47	peterkm
BH	V T 75A	ANIMAL CARE SKILLS I	M	15	Edit	11/18/13 9:55	peterkm
BH	V T 75B	ANIMAL CARE SKILLS II	M	15	Edit	11/18/13 9:55	peterkm
BH	V T 75C	ANIMAL CARE SKILLS III	M	15	Edit	11/18/13 9:55	peterkm
BH	V T 75D	ANIMAL CARE SKILLS IV	M	15	Edit	11/18/13 9:56	peterkm
BH	V T 87A	ADVANCED ANIMAL CARE SKILLS I	M	15	Edit	11/18/13 9:56	peterkm
BH	V T 87B	ADVANCED ANIMAL CARE SKILLS II	M	15	Edit	11/18/13 9:56	peterkm
BH	V T 87C	ADVANCED ANIMAL CARE SKILLS III	M	15	Edit	11/18/13 9:57	peterkm
BH	V T 88A	CLINICAL PRECEPTORSHIP I	M	15	Edit	11/18/13 9:57	peterkm
BH	V T 88B	CLINICAL PRECEPTORSHIP II	M	15	Edit	11/18/13 9:57	peterkm
BH	VITI 90A	WINE APPRECIATION	F	13	Edit	5/14/13 17:39	sauterdavid
BH	VITI 90E	BASIC WINEMAKING	F	13	Edit	5/14/13 17:39	sauterdavid
<b>FINE ARTS &amp; COMMUNICATIONS</b>							
FA	ART 1	INTRODUCTION TO ART	M	14	Edit	11/20/13 10:44	reidrobbie
FA	ART 15C	DIGITAL PAINTING	M	14	Edit	4/2/13 10:18	rageyjoe
FA	ART 2E	A HISTORY OF WOMEN IN ART	M	14	Edit	11/20/13 10:44	reidrobbie
FA	ART 2J	AMERICAN ART	M	14	Edit	11/20/13 10:43	reidrobbie
FA	ART 47C	WATERCOLOR III	M	14	Edit	5/13/13 11:04	rageyjoe
FA	COMM 58	HEALTH COMMUNICATION	M	14	Edit	11/6/13 12:02	josselyncarol
FA	GID 50	GRAPHIC DESIGN STUDIO I	F	12	Edit	11/1/12 13:50	browncarolyn

DIV	CRSE	TITLE	QTR	YR	STATUS	DATE	AUTHOR
FA	GID 70	GRAPHIC DESIGN DRAWING	F	14	Edit	12/5/12 17:46	rageyjoe
FA	LINC 56	SEMINAR IN TEACHING MATHEMATICS WITH TECHNOLOGY	M	14	Proof	2/27/14 10:02	mcgriffsteven
FA	LINC 59A	EDUCATIONAL TECHNOLOGY AND COMMON CORE STATE STANDARDS	F	14	Edit	10/22/13 8:43	mcgriffsteven
FA	LINC 59B	ELA COMMON CORE STANDARDS AND TECHNOLOGY	F	14	Edit	11/18/13 22:12	mcgriffsteven
FA	LINC 59C	MATH COMMON CORE STANDARDS AND TECHNOLOGY	F	14	Edit	10/29/13 11:50	mcgriffsteven
FA	LINC 73H	ADOBE ILLUSTRATOR OVERVIEW	M	14	Proof	12/20/13 8:19	davisjanet
FA	LINC 97A	IPADS AND THE COMMON CORE	F	14	Edit	10/1/13 11:54	mcgriffsteven
FA	MUS 11A	JAZZ & SWING	M	14	Edit	10/24/13 9:14	tamblingbruce
FA	MUS 11B	FUNK, FUSION & HIP-HOP	M	14	Edit	10/24/13 9:37	tamblingbruce
FA	MUS 12A	BEGINNING CLASS PIANO	M	13	Edit	4/17/12 6:26	barkleyelizabeth
FA	MUS 12B	INTERMEDIATE CLASS PIANO	M	13	Edit	4/17/12 6:26	barkleyelizabeth
FA	MUS 12C	ADVANCED CLASS PIANO	M	13	Edit	4/17/12 6:26	barkleyelizabeth
FA	MUS 18	MUSIC PUBLISHING FOR SONGWRITERS	M	10	Edit	10/22/13 10:34	songclass
FA	MUS 2F	HISTORY OF AMERICAN MUSICAL THEATRE	M	13	Artic	2/10/14 10:38	careymilissa
FA	PHOT 8	PHOTOGRAPHY OF MULTICULTURAL AMERICA	M	14	Rev	2/26/14 14:20	hermanron
FA	PHOT 8H	HONORS PHOTOGRAPHY OF MULTICULTURAL AMERICA	M	14	Rev	2/26/14 14:21	hermanron
FA	THTR 21A	SCENERY & PROPERTY CONSTRUCTION	M	14	Edit	8/20/13 17:32	mcleodbruce
FA	THTR 21B	INTERMEDIATE SCENERY & PROPERTY CONSTRUCTION	M	13	Edit	8/20/13 17:34	mcleodbruce
FA	THTR 21C	ADVANCED SCENERY & PROPERTIES CONSTRUCTION	M	13	Edit	8/20/13 17:35	mcleodbruce
FA	THTR 2A	HISTORY OF DRAMATIC LITERATURE - CLASSICAL TO MOLIÈRE	M	14	Rev	2/17/14 14:20	mcleodbruce
FA	THTR 39	LEADERSHIP PROJECTS IN THEATRE WORKSHOP	F	13	Edit	3/8/12 10:27	goughtom
FA	THTR 39X	LEADERSHIP PROJECTS IN THEATRE WORKSHOP	F	13	Edit	3/8/12 10:27	goughtom
FA	THTR 45	THEATRE SUMMER STOCK WORKSHOP	F	13	Edit	3/8/12 10:28	careymilissa
FA	THTR 45X	THEATRE SUMMER STOCK WORKSHOP	F	13	Edit	3/8/12 10:29	careymilissa
FA	THTR 57	ACTOR MARKETING STRATEGIES	M	14	Rev	2/17/14 14:31	bergmannjanis
FA	THTR 63A	FILM & TELEVISION ACTING WORKSHOP	M	14	Rev	2/17/14 14:38	bergmannjanis
FA	THTR 8	MULTICULTURAL THEATRE ARTS IN MODERN AMERICA	M	14	Edit	12/2/13 10:00	mcleodbruce
<b>COUNSELING</b>							
GU	ALLD 211	ENHANCING COLLEGE SUCCESS WITH THE SMARTPEN	M	14	Proof	9/13/13 10:05	millerjess
GU	ALTW 201	BASIC ENGLISH FOR THE DISABLED STUDENT	M	14	Curr Rep	12/9/13 14:06	urrutialopezbeckie
GU	ALTW 205	OFFICE SKILLS FOR THE DISABLED STUDENT	M	14	Curr Rep	12/9/13 14:08	urrutialopezbeckie

DIV	CRSE	TITLE	QTR	YR	STATUS	DATE	AUTHOR
GU	ALTW 208	JOB TRAINING/INTERNSHIP FOR THE DISABLED STUDENT	M	14	Curr Rep	12/9/13 14:16	urrutialopezbeckie
GU	ALTW 208A	JOB TRAINING/INTERNSHIP FOR THE DISABLED STUDENT	M	14	Edit	9/13/13 10:13	ongteresa
GU	ALTW 208B	JOB TRAINING/INTERNSHIP FOR THE DISABLED STUDENT B	M	14	Edit	9/16/13 10:18	ongteresa
GU	ALTW 208C	JOB TRAINING/INTERNSHIP FOR THE DISABLED STUDENT C	M	14	Edit	9/16/13 10:21	ongteresa
GU	ALTW 209	SOCIAL SKILLS FOR THE DISABLED STUDENT	F	12	Proof	2/26/13 15:30	ongteresa
GU	ALTW 212	JOB SEARCH SKILLS: THE RESUME FOR THE DISABLED STUDENT	W	11	Proof	12/13/13 11:20	urrutialopezbeckie
GU	ALTW 213	WORK ATTITUDES & BEHAVIOR FOR THE DISABLED STUDENT	M	14	Curr Rep	12/9/13 14:32	urrutialopezbeckie
GU	ALTW 216	DISABILITY & THE LAW FOR THE DISABLED STUDENT	M	14	Proof	12/13/13 11:20	urrutialopezbeckie
GU	ALTW 218	CURRENT EVENTS FOR THE DISABLED STUDENT	M	14	Curr Rep	12/9/13 14:24	urrutialopezbeckie
<b>KINESIOLOGY</b>							
KA	ATHL 22F	INTERCOLLEGIATE SOCCER II (WOMEN)	M	14	Rev	3/4/14 9:35	flanneryowen
KA	ATHL 32	INTERCOLLEGIATE SWIMMING I (MEN & WOMEN)	M	14	Rev	2/12/14 15:47	bisselljeff
KA	ATHL 45F	INTERCOLLEGIATE TENNIS II (WOMEN)	M	14	Rev	2/24/14 20:22	hickeylauren
KA	DANC 15	MUSICAL THEATRE DANCE	M	14	Edit	10/29/13 9:51	gongiiibubba
KA	DANC 16	LYRICAL JAZZ DANCE	M	14	Edit	12/4/12 16:18	gongiiibubba
KA	DANC 17	DANCE COMPOSITION	M	14	Edit	12/4/12 16:28	gongiiibubba
KA	KINS 17	INTRODUCTION TO WELLNESS FOR SPECIAL POPULATIONS	F	17	Edit	1/4/14 21:28	O'loughlinRita
KA	KINS 6	PERFORMANCE ENHANCING SUBSTANCES IN SPORT & EXERCISE	M	14	Edit	3/25/13 12:02	shewfeltbarbara
KA	KINS 85	PRINCIPLES OF ADAPTIVE WATER EXERCISE	M	14	Rev	2/19/14 21:20	O'loughlinRita
KA	PHDA 64	MODIFIED AEROBIC EXERCISE	M	14	Dean	12/10/13 15:06	O'loughlinRita
KA	PHDA 65	MODIFIED STRETCHING & FLEXIBILITY	M	14	Curr Rep	12/5/13 16:44	O'loughlinRita
KA	PHDA 67	BALANCE & FUNCTIONAL MOVEMENT	M	14	Dean	12/10/13 15:07	O'loughlinRita
KA	PHED 86X	MODIFIED BALANCE & FUNCTIONAL MOVEMENT	M	14	Edit	4/2/13 11:11	O'loughlinRita
<b>LANGUAGE ARTS</b>							
LA	CRWR 41A	POETRY WRITING	M	14	Rev	1/9/14 8:49	robbsindoren
LA	CRWR 41B	ADVANCED POETRY WRITING	M	14	Proof	1/12/14 19:46	robbsindoren
LA	ENGL 11	INTRODUCTION TO POETRY	M	14	Rev	1/9/14 8:28	robbsindoren
LA	ENGL 17	INTRODUCTION TO SHAKESPEARE	M	14	Rev	1/9/14 8:41	robbsindoren
LA	ENGL 3	TECHNICAL WRITING	S	12	Edit	2/3/12 13:21	fongvalerie
LA	ENGL 43A	SURVEY OF BRITISH LITERATURE 1: BEOWULF TO THE LATE 18TH CENTURY	M	15	Edit	2/21/14 12:58	svetichkella
LA	ENGL 45A	SURVEY OF AMERICAN LITERATURE 1	F	16	Edit	2/20/14 9:37	finneganjordana
LA	ENGL 45B	SURVEY OF BRITISH LITERATURE 2: THE ROMANTIC PERIOD TO THE PRESENT	M	15	Edit	2/21/14 13:28	svetichkella

DIV	CRSE	TITLE	QTR	YR	STATUS	DATE	AUTHOR
LA	ENGL 46B	REASON, REBELLION & ROMANTICISM: ENGLISH LITERATURE FROM 1660 - 1830	M	13	Edit	5/12/13 7:15	svetichkella
LA	ENGL 49	MODERN CALIFORNIA LITERATURE	M	14	Edit	1/31/14 15:42	finneganjordana
LA	ESLL 226	HIGH-INTERMEDIATE GRAMMAR	M	13	Edit	1/3/14 6:53	morascirichard
LA	ESLL 26	ADVANCED COMPOSITION & READING	M	15	Edit	3/3/14 12:32	prattkeith
LA	HUMN 3	WORLD MYTHS IN LITERATURE ARTS & FILM	M	14	Rev	1/30/14 18:12	camminfalk
LA	HUMN 4	TRAUMA & THE ARTS	M	14	Rev	1/30/14 18:13	camminfalk
LA	JAPN 192A	COMMUNITY SERVICE LEARNING FOR JAPANESE: NOVICE	F	14	Edit	12/3/12 9:10	rakowikuko
LA	JAPN 192B	COMMUNITY SERVICE LEARNING FOR JAPANESE: ELEMENTARY	F	14	Edit	12/3/12 9:10	rakowikuko
LA	JAPN 192C	COMMUNITY SERVICE LEARNING FOR JAPANESE: INTERMEDIATE	F	14	Edit	12/3/12 9:10	rakowikuko
LA	JAPN 192D	COMMUNITY SERVICE LEARNING FOR JAPANESE: ADVANCED	F	14	Edit	12/3/12 9:11	rakowikuko
<b>PHYSICAL SCIENCES, MATH &amp; ENGINEERING</b>							
PS	ASTR 10BH	HONORS GENERAL ASTRONOMY: STARS, GALAXIES, COSMOLOGY	M	14	Rev	1/8/14 13:54	fraknoiandrew
PS	ASTR 54H	HONORS INSTITUTE SEMINAR IN ASTRONOMY	M	14	Rev	2/27/14 10:41	fraknoiandrew
PS	C S 49	FOUNDATIONS OF COMPUTER PROGRAMMING	M	14	Rev	1/14/14 14:14	haightelaine
PS	CHEM 12AH	HONORS ORGANIC CHEMISTRY	M	15	Edit	12/3/13 11:35	armstrongkathy
PS	CHEM 1A	GENERAL CHEMISTRY	M	14	Rev	1/16/14 13:45	daleyrichard
PS	CHEM 9	CHEMISTRY OF COOKING	F	15	Edit	12/27/13 11:04	tamvictor
PS	ENGR 38	COMPUTING SYSTEMS AND ASSEMBLY LANGUAGE	M	15	Edit	12/5/13 9:04	pantchenkooxana
PS	ENGR 47	DYNAMICS	M	14	Rev	2/24/14 8:22	Parikhsarah
PS	ENGR 83D	INTRODUCTION TO QUALITY ASSURANCE	M	14	Rev	2/19/14 21:13	pantchenkooxana
PS	MATH 1AH	CALCULUS	M	13	Edit	2/26/14 12:03	georgiouion
<b>BUSINESS &amp; SOCIAL SCIENCE</b>							
SS	ACTG 64B	COMPUTERIZED ACCOUNTING PRACTICE USING EXCEL	M	14	Artic	2/27/14 1:32	seyedinsara
SS	ANTH 12LX	APPLIED ANTHROPOLOGY FIELD METHODS: CULTURAL	M	15	Edit	1/28/14 15:59	connellsamuel
SS	ANTH 22	THE AZTEC, MAYA, INCA & THEIR PREDECESSORS: CIVILIZATIONS OF THE AMERICAS	M	14	Curr Rep	2/28/14 10:37	connellsamuel
SS	ANTH 51	ARCHAEOLOGY SURVEY	F	12	Artic	2/28/14 10:36	connellsamuel
SS	ANTH 8	INTRODUCTION TO ARCHAEOLOGY	M	11	Curr Rep	2/28/14 10:36	connellsamuel
SS	APPT 166	WELDING/OXY-ACETYLENE TRAINING	F	12	Edit	1/9/14 10:17	mario
SS	APPT 185	PIPE MATERIALS, SAFETY & TOOLS, SOLDERING & BRAZING	M	15	Edit	3/3/14 13:06	mario
SS	APPT 186	MATHEMATICS/RIGGING & SIGNALING	W	13	Edit	12/10/12 13:48	mario
SS	APPT 187	DRAWING INTERPRETATION & PLAN READING/SCIENCE	W	13	Edit	12/10/12 8:10	mario
SS	APPT 188	ADVANCED PLAN READING/CAD	W	13	Edit	12/10/12 8:13	mario

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SS	APPT 189	WELDING/OXYGEN-ACETYLENE	W	13	Edit	1/9/14 10:20	mario
SS	APPT 190	PIPE FITTING WITH CALCULATOR	W	13	Edit	12/10/12 10:37	mario
SS	APPT 191	PLUMBING CODE APPLICATION, PLUMBING FIXTURES	W	13	Edit	12/10/12 11:39	mario
SS	APPT 192	NATURAL GAS INSTALLATION, DRAINAGE	W	13	Edit	12/10/12 12:47	mario
SS	APPT 193	WATER SUPPLY, PATTERNS	W	13	Edit	12/10/12 13:44	mario
SS	APPT 194	MEDICAL GAS, REVIEW EXIT EXAM/FINAL EXAM	W	13	Edit	12/10/12 14:27	mario
SS	APRT 189	PRECAST CONCRETE BUILDINGS	M	15	Edit	2/27/14 10:41	nunezcori
SS	APSM 101	SMQ-1 TRADE INTRODUCTION	M	14	Dean	1/13/14 13:46	cuneofrancis
SS	APSM 102	SMQ-2 CERTIFIED SAFETY & BEGINNING TRADE MATH	M	14	Dean	1/13/14 13:47	cuneofrancis
SS	APSM 103	SMQ-3 SHEET METAL TOOLS & SHOP	M	14	Dean	1/13/14 13:48	cuneofrancis
SS	APSM 104	SMQ-4 SOLDERING & COMMON SEAMS	M	14	Dean	1/13/14 13:48	cuneofrancis
SS	APSM 105	SMQ-5 DRAFTING INTRODUCTION & VIEWS	M	14	Dean	1/13/14 13:49	cuneofrancis
SS	APSM 106	SMQ-6 BEGINNING DUCT FITTINGS	M	14	Dean	1/13/14 13:07	cuneofrancis
SS	APSM 107	SMQ-7 PARALLEL LINE FITTINGS	M	14	Dean	1/13/14 13:07	cuneofrancis
SS	APSM 108	SMQ-8 TRIANGULATION FITTINGS	M	14	Dean	1/13/14 13:08	cuneofrancis
SS	APSM 109	SMQ-9 RADIAL LINE LAYOUT & OGEE OFFSETS	M	14	Dean	1/13/14 13:08	cuneofrancis
SS	APSM 110	SMQ-10 BASICS OF ARCHITECTURAL SHEET METAL	M	14	Dean	1/13/14 13:09	cuneofrancis
SS	APSM 111	SMQ-11 ARCHITECTURAL SHEET METAL	M	14	Dean	1/24/14 11:26	cuneofrancis
SS	APSM 112	SMQ-12 FIELD INSTALLATION	M	14	Dean	1/13/14 13:10	cuneofrancis
SS	APSM 113	SMQ-13 WELDING 1: PROCESS & SAFETY OVERVIEW	M	14	Dean	1/13/14 13:11	cuneofrancis
SS	APSM 114	SMQ-14 WELDING 2: GMAW	M	14	Dean	1/13/14 13:12	cuneofrancis
SS	APSM 116	SMQ-16 PLANS & SPECIFICATIONS	M	14	Dean	1/13/14 13:12	cuneofrancis
SS	APSM 117	SMQ-17 SUBMITTALS & SHOP DRAWINGS	M	14	Dean	1/13/14 13:25	cuneofrancis
SS	APSM 118	SMQ-18 INDUSTRIAL & STAINLESS STEEL INTRODUCTION	M	14	Dean	1/13/14 13:30	cuneofrancis
SS	APSM 119	SMQ-19 HVAC AIR SYSTEMS & DUCT DESIGN	M	14	Dean	1/13/14 13:31	cuneofrancis
SS	APSM 120	SMQ-20 MEASURING & SKETCHING	M	14	Dean	1/13/14 13:31	cuneofrancis
SS	APSM 121	SMQ-21 FABRICATION & SHORTCUTS	M	14	Dean	1/13/14 13:32	cuneofrancis
SS	APSM 122	SMQ-22 CODES & STANDARDS	M	14	Dean	1/13/14 13:32	cuneofrancis
SS	APSM 123	SMQ-23 RESIDENTIAL SHEET METAL	M	14	Dean	1/13/14 13:33	cuneofrancis
SS	APSM 124	SMQ-24 METAL ROOFING	M	14	Dean	1/13/14 13:33	cuneofrancis
SS	APSM 125	SMQ-25 DETAILING	M	14	Dean	1/13/14 13:34	cuneofrancis
SS	APSM 126	SMQ-26 FOREMAN TRAINING	M	14	Dean	1/13/14 13:04	cuneofrancis
SS	APSM 127	SMQ-27 BASIC AUTOCAD	M	14	Dean	1/13/14 13:36	cuneofrancis
SS	APSM 128	HVAC ENERGY CONSERVATION & ENVIRONMENTAL TECHNOLOGY	M	14	Dean	1/13/14 13:41	cuneofrancis
SS	APSM 130	SMQ-30 ADVANCED WELDING	M	14	Dean	1/13/14 13:43	cuneofrancis
SS	APSM 131	SMQ-31 CAD DETAILING (BEGINNING CAD DUCT)	M	14	Dean	1/13/14 13:45	cuneofrancis

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SS	APSM 132	SMQ-32 INTERMEDIATE CAD DETAILING 3RD PARTY	M	14	Dean	1/13/14 13:57	cuneofrancis
SS	APSM 133	SMQ-33 ADVANCED ARCHITECTURAL	M	14	Dean	1/13/14 13:59	cuneofrancis
SS	APSM 134	SMQ-34 ADVANCED LAYOUT FABRICATION	M	14	Dean	1/13/14 14:04	cuneofrancis
SS	APSM 135	SMQ-35 PROJECT MANAGEMENT, TAKEOFFS & ESTIMATES	M	14	Dean	1/13/14 14:49	cuneofrancis
SS	APSM 136	SMQ-36 SERVICE BASICS	M	14	Dean	1/13/14 14:53	cuneofrancis
SS	APSM 137	SMQ-37 FINAL HVAC PROJECT	M	14	Dean	1/13/14 14:55	cuneofrancis
SS	APSM 138	SMQ-38 FINAL ARCHITECTURAL, INDUSTRIAL & ORNAMENTAL PROJECT	M	14	Dean	1/13/14 14:56	cuneofrancis
SS	BUSI 84	BUSINESS ENGLISH	M	11	Edit	11/29/12 18:51	violettglen
SS	CHLD 62A	TOPICS IN CURRICULUM & PROGRAM PRACTICE	F	13	Edit	1/27/12 16:05	thomasjeanne
SS	CHLD 62B	TOPICS IN CURRICULUM & PROGRAM PRACTICE	F	13	Edit	2/15/12 14:24	thomasjeanne
SS	CHLD 62C	TOPICS IN CURRICULUM & PROGRAM PRACTICE	F	13	Edit	1/27/12 16:06	thomasjeanne
SS	CHLD 71	PLANNING CREATIVE ART ACTIVITIES FOR CHILDREN	M	11	Edit	10/11/13 19:29	thomasjeanne
SS	CHLD 91A	TOPICS IN CHILD DEVELOPMENT PROGRAM MANAGEMENT AND LEADERSHIP	F	13	Edit	1/27/12 16:07	thomasjeanne
SS	CHLD 91B	TOPICS IN CHILD DEVELOPMENT PROGRAM MANAGEMENT AND LEADERSHIP	F	13	Edit	1/27/12 16:07	thomasjeanne
SS	CHLD 91C	TOPICS IN CHILD DEVELOPMENT PROGRAM MANAGEMENT AND LEADERSHIP	F	13	Edit	1/27/12 16:07	thomasjeanne
SS	GEOG 9	CALIFORNIA GEOGRAPHY	F	12	Artic	1/28/14 12:15	meezankaren
SS	JRYM 105	PROJECT MANAGEMENT DEVELOPMENT FOR COMMERCIAL CONSTRUCTION	M	14	Proof	2/10/14 14:42	paulerica
SS	JRYM 107	LEADERSHIP, MEDIATION, NEGOTIATION & CONFLICT RESOLUTION	M	14	Proof	2/10/14 14:42	paulerica
SS	JRYM 158	HAZARDOUS MATERIALS RECERTIFICATION FOR THE TRADES	M	14	Proof	1/9/14 11:16	cuneofrancis
SS	JRYQ 100	APPLICANT INTRODUCTION TO SHEET METAL	M	14	Edit	1/13/14 15:09	cuneofrancis
SS	JRYQ 113	JOURNEY WELD INTRO	M	14	Edit	1/13/14 15:05	cuneofrancis
SS	JRYQ 114	WELDING 2: GMAW	M	14	Edit	1/13/14 15:23	cuneofrancis
SS	JRYQ 123	JOURNEY RESIDENTIAL SHEET METAL	M	14	Dean	1/13/14 15:24	cuneofrancis
SS	JRYQ 125	JOURNEY DETAILING INTRODUCTION	M	14	Dean	1/13/14 15:24	cuneofrancis
SS	JRYQ 126	JOURNEY FOREMAN TRAINING	M	14	Dean	1/13/14 15:25	cuneofrancis
SS	JRYQ 127	JOURNEY BASIC AUTOCAD	M	14	Dean	1/13/14 15:26	cuneofrancis
SS	JRYQ 128	JOURNEY HVAC ENERGY CONSERVATION & ENVIRONMENTAL TECHNOLOGY	M	14	Edit	1/13/14 15:29	cuneofrancis
SS	JRYQ 130	JOURNEY ADVANCED WELD	M	14	Edit	1/13/14 15:32	cuneofrancis
SS	JRYQ 131	CAD DETAIL WITH 3RD PARTY SOFTWARE	M	14	Dean	1/13/14 15:34	cuneofrancis

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SS	JRYQ 132	INTERMEDIATE CAD DETAIL 3RD PARTY	M	14	Edit	1/13/14 15:36	cuneofrancis
SS	JRYQ 133	JOURNEYPerson ADVANCED ARCHITECTURAL	M	14	Dean	1/13/14 15:39	cuneofrancis
SS	JRYQ 134	JOURNEYPerson ADVANCED LAYOUT	M	14	Dean	1/13/14 15:40	cuneofrancis
SS	JRYQ 135	PROJECT MANAGEMENT FOR JOURNEYPersonS	M	14	Dean	1/13/14 15:42	cuneofrancis
SS	JRYQ 136	SERVICE BASICS FOR SHEET METAL WORKER JOURNEYPersonS	M	14	Dean	1/13/14 15:46	cuneofrancis
SS	JRYQ 137	JOURNEYPerson HVAC PROJECT	M	14	Dean	1/13/14 15:48	cuneofrancis
SS	JRYQ 138	JOURNEYPerson ARCHITECTURAL-INDUSTRIAL PROJECT	M	14	Dean	1/13/14 15:51	cuneofrancis
SS	JRYQ 139	INTERMEDIATE AUTOCAD FOR JOUIRNEYPersonS	M	14	Edit	1/13/14 15:53	cuneofrancis
SS	POLI 15	INTERNATIONAL RELATIONS/WORLD POLITICS	F	11	Artic	2/9/14 21:11	woolcockjoe
SS	POLI 15H	HONORS INTERNATIONAL RELATIONS/WORLD POLITICS	F	14	Artic	2/9/14 21:20	woolcockjoe
SS	POLI 3	INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY	F	11	Artic	2/9/14 18:40	woolcockjoe
SS	POLI 3H	HONORS INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY	F	11	Artic	2/9/14 18:47	woolcockjoe
SS	POLI 54H	HONORS INSTITUTE SEMINAR IN POLITICAL SCIENCE	F	12	Proof	11/16/12 8:58	heisermeredith
SS	POLI 9	POLITICAL ECONOMY	F	14	Artic	2/9/14 19:21	woolcockjoe
SS	POLI 9H	HONORS POLITICAL ECONOMY	F	14	Artic	2/10/14 21:37	woolcockjoe
SS	PSYC 25	INTRODUCTION TO ABNORMAL PSYCHOLOGY	M	14	Curr Rep	1/13/14 15:55	LinEta
SS	PSYC 54H	HONORS INSTITUTE SEMINAR IN PSYCHOLOGY	M	12	Edit	6/6/12 11:22	LinEta
SS	SOC 1H	HONORS INTRODUCTION TO SOCIOLOGY	M	14	Curr Rep	2/3/14 6:43	foxjohn
SS	SOSC 20	CROSS-CULTURAL PERSPECTIVES FOR A MULTICULTURAL SOCIETY	F	12	Proof	11/29/11 10:24	RodgersJo
SS	SPED 65	FUNDAMENTALS OF ATTENTION DEFICIT DISORDERS	M	14	Rev	1/27/14 16:16	cashmorebeatrix

<b>DIV</b>	<b>CRSE</b>	<b>TITLE</b>	<b>LAST UPDATE</b>
GU	ALCB 231	CAREER PLANNING & PERSONAL ASSESSMENT	2004 Summer
GU	ALCB 403Y	CHANGING GENERATIONS	2004 Winter
GU	ALTW 213	WORK ATTITUDES & BEHAVIOR FOR THE DISABLED STUDENT	2010 Summer
SS	APEL 120	ORIENTATION TO THE ELECTRICAL TRADE	2010 Summer
SS	APEL 121	ELECTRON THEORY; BASIC BLUEPRINT READING; DC THEORY; NATIONAL ELECTRICAL CODE INTRODUCTION	2010 Summer
SS	APEL 122	CODEOLOGY; TEST EQUIPMENT; PIPE BENDING; BLUEPRINTS	2010 Summer
SS	APEL 123	AC THEORY; TRANSFORMERS; INTERMEDIATE NATIONAL ELECTRICAL CODE	2010 Summer
SS	APEL 124	DC/AC THEORY REVIEW; ELECTRONICS; INDUSTRIAL BLUEPRINTS	2010 Summer
SS	APEL 125	NEC GROUNDING; OVERCURRENT PROTECTION; TRANSFORMER CONNECTIONS	2010 Summer
SS	APEL 126	MOTORS; MOTOR CONTROL; LIGHTING PROTECTION	2010 Summer
SS	APEL 127	DIGITAL ELECTRONICS; MOTOR SPEED CONTROL; ADVANCED NATIONAL ELECTRICAL CODE	2010 Summer
SS	APEL 128	PROGRAMMABLE LOGIC CONTROLLERS; LOW VOLTAGE SYSTEMS & HIGH VOLTAGE SYSTEMS	2010 Summer
SS	APEL 129	NATIONAL ELECTRICAL CODE REVIEW	2010 Summer
SS	APPR 164	TRANSIT; SOLAR; SPECIAL PURPOSE INSTALLATIONS; SERVICE WORK & HUMAN RELATIONSHIP; HYDRONIC HEATING & COOLING	2010 Summer
SS	APPR 188A	ORIENTATION; SAFETY & BEGINNING RESIDENTIAL SHEET METAL INSTALLATION (SPECIALIST 1A)	2010 Summer
SS	APPR 188B	RESIDENTIAL COMPONENTS IDENTIFICATION & INSTALLATION (SPECIALIST 1B)	2010 Summer
SS	APPR 189A	RESIDENTIAL SYSTEMS; DUCT & HVAC SYSTEMS (SPECIALIST 2A)	2010 Summer
SS	APPR 189B	PLANS & ARCHITECTURAL APPLICATIONS FOR RESIDENTIAL SHEET METAL (SPECIALIST 2B)	2010 Summer
SS	APPT 161	SAFETY/TOOLS/HERITAGE/SERVICE	2010 Summer
SS	APPT 171	BASIC REFRIGERATION/HERITAGE/CFC	2010 Summer
SS	APRT 107A	ADVANCED SHEET METAL SERVICE I	2010 Summer
SS	APRT 107B	ADVANCED SHEET METAL SERVICE II	2010 Summer
SS	APRT 144A	INTRODUCTION TO MARINE SHEET METAL TRAINING FOR APPRENTICES I	2010 Summer
SS	APRT 144B	INTRODUCTION TO MARINE SHEET METAL TRAINING FOR APPRENTICES II	2010 Summer
SS	APRT 151A	INTERMEDIATE MARINE SHEET METAL TRAINING FOR APPRENTICES I	2010 Summer
SS	APRT 189	PRECAST CONCRETE BUILDINGS	2009 Summer
SS	APSM 101	SMQ-1 TRADE INTRODUCTION	2010 Summer
SS	APSM 102	SMQ-2 CERTIFIED SAFETY & BEGINNING TRADE MATH	2010 Summer
SS	APSM 103	SMQ-3 SHEET METAL TOOLS & SHOP	2010 Summer
SS	APSM 104	SMQ-4 SOLDERING & COMMON SEAMS	2010 Summer
SS	APSM 105	SMQ-5 DRAFTING INTRODUCTION & VIEWS	2010 Summer
SS	APSM 106	SMQ-6 BEGINNING DUCT FITTINGS	2010 Summer
SS	APSM 107	SMQ-7 PARALLEL LINE FITTINGS	2010 Summer
SS	APSM 108	SMQ-8 TRIANGULATION FITTINGS	2010 Summer

SS	APSM 109	SMQ-9 RADIAL LINE LAYOUT & OGEE OFFSETS	2010 Summer
SS	APSM 110	SMQ-10 BASICS OF ARCHITECTURAL SHEET METAL	2010 Summer
SS	APSM 111	SMQ-11 ARCHITECTURAL SHEET METAL	2010 Summer
SS	APSM 112	SMQ-12 FIELD INSTALLATION	2010 Summer
SS	APSM 113	SMQ-13 WELDING 1: PROCESS & SAFETY OVERVIEW	2010 Summer
SS	APSM 114	SMQ-14 WELDING 2: GMAW	2010 Summer
SS	APSM 115	SMQ-15 WELDING 3: GMAW	2010 Summer
SS	APSM 116	SMQ-16 PLANS & SPECIFICATIONS	2010 Summer
SS	APSM 117	SMQ-17 SUBMITTALS & SHOP DRAWINGS	2010 Summer
SS	APSM 118	SMQ-18 INDUSTRIAL & STAINLESS STEEL INTRODUCTION	2010 Summer
SS	APSM 119	SMQ-19 HVAC AIR SYSTEMS & DUCT DESIGN	2010 Summer
SS	APSM 120	SMQ-20 MEASURING & SKETCHING	2010 Summer
SS	APSM 121	SMQ-21 FABRICATION & SHORTCUTS	2010 Summer
SS	APSM 122	SMQ-22 CODES & STANDARDS	2010 Summer
SS	APSM 123	SMQ-23 RESIDENTIAL SHEET METAL	2010 Summer
SS	APSM 124	SMQ-24 METAL ROOFING	2010 Summer
SS	APSM 125	SMQ-25 DETAILING	2010 Summer
SS	APSM 126	SMQ-26 FOREMAN TRAINING	2010 Summer
SS	APSM 127	SMQ-27 BASIC AUTOCAD	2010 Summer
SS	APSM 131	SMQ-31 CAD DETAILING (BEGINNING CAD DUCT)	2008 Winter
SS	APSM 132	SMQ-32 INTERMEDIATE CAD DETAILING	2008 Winter
SS	APSM 133	SMQ-33 ADVANCED ARCHITECTURAL	2008 Winter
SS	APSM 134	SMQ-34 ADVANCED LAYOUT FABRICATION	2008 Winter
SS	APSM 135	SMQ-35 PROJECT MANAGEMENT, TAKEOFFS & ESTIMATES	2008 Winter
SS	APSM 136	SMQ-36 SERVICE BASICS	2008 Winter
SS	APSM 137	SMQ-37 FINAL HVAC PROJECT	2008 Winter
SS	APSM 138	SMQ-38 FINAL ARCHITECTURAL, INDUSTRIAL, ORNAMENTAL PROJECT	2008 Winter
FA	ART 6	COLLAGE & COMPOSITION	2010 Summer
FA	COMM 1B	ARGUMENTATION & PERSUASION	2010 Summer
FA	COMM 1BH	HONORS ARGUMENTATION & PERSUASION	2010 Summer
FA	COMM 3	FUNDAMENTALS OF ORAL COMMUNICATION	2010 Summer
FA	COMM 4	GROUP DISCUSSION	2010 Summer
KA	DANC 10	TOPICS IN DANCE HISTORY	2010 Summer
KA	DANC 6	BEGINNING COUNTRY-WESTERN LINE DANCING	2008 Summer
FA	GID 64A	GRAPHIC & INTERACTIVE DESIGN EXPERIENTIAL INTERNSHIP	2010 Summer
SS	JRYM 101A	BASIC ELECTRICITY FOR SHEET METAL AIR CONDITIONING SERVICE	2010 Summer
SS	JRYM 101B	ADVANCED ELECTRICITY FOR SHEET METAL AIR CONDITIONING SERVICE	2010 Summer
SS	JRYM 102A	BASIC REFRIGERATION FOR SHEET METAL AIR CONDITIONING SERVICE	2010 Summer
SS	JRYM 102B	ADVANCED REFRIGERATION FOR SHEET METAL AIR CONDITIONING SERVICE	2010 Summer
SS	JRYM 103A	PROPERTIES OF AIR DISTRIBUTION FOR SHEET METAL AIR CONDITIONING SERVICE	2010 Summer
SS	JRYM 103B	REFRIGERATION THEORY FOR SHEET METAL AIR CONDITIONING SERVICE	2010 Summer

SS	JRYM 104	SHEET METAL JOURNEY LEVEL UPGRADE	2010 Summer
SS	JRYM 152A	HVAC BASIC SYSTEMS FOR SHEET METAL JOURNEYPersons	2010 Summer
SS	JRYM 153A	AIR BALANCE TEST EQUIPMENT & INSTRUMENTS FOR JOURNEYPersons (FIRST YEAR)	2010 Summer
SS	JRYM 153B	TEMPERATURE MEASUREMENT INSTRUMENTS & DUCT SYSTEMS FOR JOURNEYPersons (FIRST YEAR)	2010 Summer
SS	JRYM 154	RECIPROCATING REFRIGERATION	2010 Summer
SS	JRYM 155A	BASIC ELECTRICITY FOR SHEET METAL A/C SERVICE	2010 Summer
SS	JRYM 157	HAZARDOUS MATERIALS TRAINING FOR THE TRADES	2010 Summer
SS	JRYM 158	HAZARDOUS MATERIALS RECERTIFICATION FOR THE TRADES	2006 Fall
SS	JRYM 165	PRE-APPRENTICE INTRODUCTION TO SHEET METAL	2010 Summer
SS	JRYM 168B	JOURNEYLEVEL DIGITAL SYSTEMS II	2010 Summer
SS	JRYM 169A	FIELD MEASUREMENT & LAYOUT FOR SHEET METAL JOURNEYMEN I	2010 Summer
SS	JRYM 170A	ADVANCED SHEET METAL SERVICE I	2010 Summer
SS	JRYM 170B	ADVANCED SHEET METAL SERVICE II	2010 Summer
SS	JRYM 172A	ELECTRICAL SYSTEM OPERATION, CONTROLS & DEVICES FOR JOURNEYPersons (SECOND YEAR)	2010 Summer
SS	JRYM 172B	HVAC TESTING & BALANCING PROCEDURES FOR JOURNEYPersons (SECOND YEAR)	2010 Summer
SS	JRYM 173A	AIR DISTRIBUTION & MANUFACTURING SYSTEMS FOR JOURNEYPersons (THIRD YEAR)	2010 Summer
SS	JRYM 173B	SYSTEMS INSTALLATION & TROUBLESHOOTING FOR JOURNEYPersons (THIRD YEAR)	2010 Summer
FA	LINC 62A	MICROSOFT WORD II	2009 Summer
FA	LINC 73D	ADOBE PHOTOSHOP ELEMENTS OVERVIEW	2010 Summer
SS	LINC 73E	ADOBE PHOTOSHOP ELEMENTS I	2008 Summer
SS	LINC 73F	ADOBE PHOTOSHOP ELEMENTS II	2008 Summer
FA	LINC 73H	ADOBE ILLUSTRATOR OVERVIEW	2010 Summer
SS	LINC 73I	ADOBE ILLUSTRATOR I	2008 Summer
SS	LINC 73J	ADOBE ILLUSTRATOR II	2008 Summer
FA	LINC 74	ADOBE DREAMWEAVER OVERVIEW	2010 Summer
SS	LINC 74A	ADOBE DREAMWEAVER I	2008 Summer
SS	LINC 76	CREATING EDUCATIONAL WEBSITES	2008 Summer
FA	LINC 81B	ADOBE FIREWORKS OVERVIEW	2010 Summer
FA	LINC 81D	ADOBE FIREWORKS II	2010 Summer
SS	LINC 83A	ADOBE PREMIER	2008 Summer
FA	LINC 85A	ADOBE FLASH I	2010 Summer
FA	LINC 85B	ADOBE FLASH II	2010 Summer
FA	MUS 11A	JAZZ & SWING	2010 Summer
FA	MUS 11B	FUNK, FUSION & HIP-HOP	2010 Summer
FA	MUS 11C	SALSA & LATIN JAZZ	2010 Summer
LA	NCBS 400	LANGUAGE & LIFE SKILLS LITERACY	2009 Summer
LA	NCEL 400	BRIDGE TO COLLEGE	2009 Fall
GU	NCP 400	STRONG START FOR CHILDREN	2009 Summer
GU	NCP 401	NURTURING HEALTHY CHOICES	2009 Summer

GU	NCP 402	PARENT INVOLVEMENT: THE IMPORTANCE OF FAMILY IN THE LIVES OF CHILDREN	2009 Summer
GU	NCP 403	BUILDING BRIDGES, OPENING DOORS, RAISING EMOTIONALLY HEALTHY CHILDREN	2009 Summer
GU	NCSV 400	GERIATRIC HOME AIDE BASICS	2010 Winter
GU	NCSV 401	GERIATRIC HOME AIDE - NUTRITION	2010 Winter
GU	NCWP 400	BLUEPRINT FOR WORKPLACE SUCCESS	2009 Summer
GU	NCWP 401	BLUEPRINT FOR CUSTOMER SERVICE	2009 Fall
GU	NCWP 402	30 WAYS TO SHINE AS A NEW EMPLOYEE	2009 Summer
GU	NCWP 403	JOB CLUB	2009 Summer
KA	PHED 22B	PILATES & YOGA	2008 Summer
KA	PHED 39	INDOOR SOCCER	2008 Summer
FA	PHOT 68A	DARKROOM TOPICS IN PHOTOGRAPHY	2010 Summer
FA	PHOT 68B	DIGITAL TOPICS IN PHOTOGRAPHY	2010 Summer
FA	PHOT 68E	LECTURE TOPICS IN PHOTOGRAPHY	2010 Summer
FA	PHOT 68F	EXHIBITION TOPICS IN PHOTOGRAPHY	2010 Summer
FA	PHOT 8	PHOTOGRAPHY OF MULTICULTURAL AMERICA	2009 Summer
FA	PHOT 8H	HONORS PHOTOGRAPHY OF MULTICULTURAL AMERICA	2009 Summer
SS	SOSC 79	INTRODUCTION TO COMMUNITY SERVICE	2009 Fall
SS	SPED 52	POSITIVE AGING	2010 Summer
SS	SPED 65	FUNDAMENTALS OF ATTENTION DEFICIT DISORDERS	2010 Summer
SS	SPED 80	INTRODUCTION TO COLLEGE & ACCOMMODATIONS	2009 Spring
FA	THTR 97	ACTORS' ENSEMBLE	2010 Summer
FA	THTR 97X	ACTORS' ENSEMBLE	2010 Summer
FA	THTR 97Y	ACTORS' ENSEMBLE	2010 Summer
FA	THTR 97Z	ACTORS' ENSEMBLE	2010 Summer
FA	VART 31	DIGITAL VIDEO EDITING II	2010 Summer
SS	WMN 11	WOMEN IN GLOBAL PERSPECTIVE	2010 Summer

## General Education Review Request

### AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: ANTH 2B: Patterns of Culture \_\_\_\_\_

#### **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 IV-Social & Behavioral Sciences:**

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Course Number & Title:** ANTH 2B: Patterns of Culture \_\_\_\_\_

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:**

**S1. Explain the interactions of people as members of societies, cultures and social subgroups;**

**Matching course component(s):**

2.Course objectives

The student will be able to:

- A. acquire a broad perspective of human behavior.
- B. construct a view of culture that will add to an understanding of our own culture.
- C. gain an insight into the meaning of science, the scientific method, and anthropology as a science.
- D. gain a sense of the cultural diversity existing throughout the world.
- E. reduce bias and prejudice.
- F. understand and apply current anthropological methods and theories.

Pertinent Course Content:

**C.2:** Language and communication.

- a. The Sapir-Whorf Hypothesis: Worlds Shaped by Words.
- b. How To Ask For a Drink.
- c. Body Art as Visual Language.
- d. Conversation Styles.

**C.6:** Identity, roles, and groups.

- a. Symbolizing Roles: Behind the Veil.
- b. Society and Sex Roles.
- c. A Woman's Curse?
- d. Mixed Blood.

**S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;**

**Matching course component(s):**

The student will be able to:

- 2A. acquire a broad perspective of human behavior.
- 2B. construct a view of culture that will add to an understanding of our own culture.
- 2C. gain an insight into the meaning of science, the scientific method, and anthropology as a science.
- 2D. gain a sense of the cultural diversity existing throughout the world.
- 2E. reduce bias and prejudice.
- 2F. understand and apply current anthropological methods and theories.

**Methods of Evaluation**

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

- A. Class discussion.
- C. Field investigation.
  - a. In-depth ethnographic study of current day culture in the region consisting of research steps, such as informant interviews.
  - b. Student will set up research questions, work with others in the class, do field research, and analyze data collected.
- D. Research paper.
  - a. 10-15 page paper covering the field investigation.
- E. Oral reports.

**S3.** Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

**Matching course component(s):**

The student will be able to:

- 2C. gain an insight into the meaning of science, the scientific method, and anthropology as a science.
- 2F. understand and apply current anthropological methods and theories.

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

**S4.** Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

**Matching course component(s):**

The student will be able to:

- 2A. acquire a broad perspective of human behavior.
- 2B. construct a view of culture that will add to an understanding of our own culture.
- 2D. gain a sense of the cultural diversity existing throughout the world.
- 2E. reduce bias and prejudice.

Pertinent Course Content:

**C.1 Culture and Ethnography**

- a. Examples of Ethnography and Cultural Analysis.
  - 1. Eating Christmas in the Kalahari.
  - 2. Shakespeare in the Bush.
  - 3. Fieldwork on Prostitution in the Era of AIDS.
- b. Lessons from the Field.

**S5.** Explain world development and global relationships;

**Matching course component(s):**

The student will be able to:

- 2D. gain a sense of the cultural diversity existing throughout the world.
- 2E. reduce bias and prejudice.

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**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

Pertinent Course Content:

**C.10 Globalization.**

- a. The Kayapo Resistance.
- b. Medical Anthropology: Improving Nutrition in Malawi.
- c. Using Anthropology.
- d. Career Advice for Anthropology Undergraduates

**S6. Recognize the rights, duties, responsibilities, and opportunities of community members;**

**Matching course component(s):**

- 2D. gain a sense of the cultural diversity existing throughout the world.
- 2E. reduce bias and prejudice.

**Pertinent course content:**

**C3 Ecology and subsistence.**

- a. The Hunters: Scarce Resources in the Kalahari.
- b. Adaptive Failure: Easter's End.
- c. Forest Development The Indian Way.

**C4 Economic systems.**

- a. Reciprocity and the Power of Giving.

**C.6 Identity, roles, and groups.**

- a. Symbolizing Roles: Behind the Veil.
- b. Society and Sex Roles.
- c. A Woman's Curse?
- d. Mixed Blood.

**C.7 Law and politics.**

Cross-Cultural Law: The Case of the Gypsy Offender.

- f. Notes From an Expert Witness
- g. Life Without Chiefs.

**S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;**

**Matching course objective(s):**

**S8. Assess the distribution of power and influence;**

**Matching course component(s):**

**S9. Analyze current events and global issues in the context of historic, ethical and social patterns;**

**Matching course component(s):**

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**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**S10.** Comprehend and engage in social, economic and political issues at the local, national and global level;

**Matching course component(s):**

- 2A. acquire a broad perspective of human behavior.
- 2B. construct a view of culture that will add to an understanding of our own culture.
- 2C. gain an insight into the meaning of science, the scientific method, and anthropology as a science.
- 2D. gain a sense of the cultural diversity existing throughout the world.
- 2E. reduce bias and prejudice.
- 2F. understand and apply current anthropological methods and theories.

**Pertinent course content**

C4 Economic systems.

- a. Reciprocity and the Power of Giving.
- b. Cocaine and the Economic Deterioration of Bolivia.
- c. Office Work and the Crack Alternative.

C.10 Globalization.

- a. The Kayapo Resistance.
- b. Medical Anthropology: Improving Nutrition in Malawi.
- c. Using Anthropology.
- d. Career Advice for Anthropology Undergraduates.

**S11.** Display knowledge of human motivations, behaviors and relationships;

**Matching course component(s):**

**S12.** Understand the evolutionary origins of humanity and how this relates to present day human interactions;

**Matching course component(s):**

**S13.** Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

**Matching course component(s):**

**S14.** Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**Matching course component(s):**

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

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

**Matching course component(s):**

- B. Class discussion.
- C. Field investigation.
- D. In-depth ethnographic study of current day culture in the region consisting of research steps, such as informant interviews.
- E. Student will set up research questions, work with others in the class, do field research, and analyze data collected.
- F. Research paper.

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- G. 10-15 page paper covering the field investigation.  
H. Oral reports.

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

**Matching course component(s):**

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

**Matching course component(s):**

- A. Class discussion.  
C. Field investigation.  
a. In-depth ethnographic study of current day culture in the region consisting of research steps, such as informant interviews.  
b. Student will set up research questions, work with others in the class, do field research, and analyze data collected.  
D. Research paper.  
a. 10-15 page paper covering the field investigation.  
E. Oral reports.

**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):**

- 2A. acquire a broad perspective of human behavior.  
2B. construct a view of culture that will add to an understanding of our own culture.  
2D. gain a sense of the cultural diversity existing throughout the world.  
2E. reduce bias and prejudice.  
2F. understand and apply current anthropological methods and theories.

**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):**

**6.C** Field investigation.

1. In-depth ethnographic study of current day culture in the region consisting of research steps, such as informant interviews.
2. Student will set up research questions, work with others in the class, do field research, and analyze data collected.

Requesting Faculty: Sam Connell \_\_\_\_\_

Date: 11/26/13 \_\_\_\_\_

Division Curr Rep: K. Allison Lenkeit Meezan \_\_\_\_\_

Date: 11/26/13 \_\_\_\_\_

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Approved by Roseann Berg and Kay Thornton, 2/27/14

Comments:

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

## General Education Review Request

### AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Anth 14: Linguistic Anthropology \_\_\_\_\_

#### 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 IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Course Number & Title:** Anth 14: Linguistic Anthropology \_\_\_\_\_

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:**

**S1. Explain the interactions of people as members of societies, cultures and social subgroups;**

**Matching course component(s):**

**2. Course Objectives -**

The student will be able to:

- A. Identify and discuss the key differences between the fields of linguistic anthropology and linguistics.
- B. Differentiate the various fieldwork methods used by linguistic anthropologists.
- C. Compare and contrast human and animal communication systems.
- D. Explain the biological basis for speech and origins of language in humans.
- E. Identify and describe the branches of linguistics dealing with sound, meaning and structure of language.
- F. Differentiate between the cultural and biological factors contributing to language acquisition.
- G. Describe the premise behind the Sapir-Whorf hypothesis and assess the criticisms against it.
- H. Analyze and compare cognates (words historically derived from the same source) from various related languages using techniques of lexical reconstruction.
- I. Assess and discuss how language is correlated with social factors such as gender, ethnicity and class.
- J. Compare and contrast dialects, hybrid languages, slang, pidgins and creoles, and identify the cultural significance of each.
- K. Identify and contrast among the cultural, historical and political factors that lead to language change in a society.
- L. Assess the components of Hymes' model.
- M. Compare and contrast kinesics, proxemics and other aspects of nonverbal communication in various societies.
- N. Relate language to the development of writing systems.
- O. Examine the various cultural factors that contribute to language loss and evaluate the preservation efforts applied to languages targeted for extinction.
- P. Compare the role of linguistic anthropologists to that of the roles of state and government agencies in dealing with a society's language use problems.

**S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;**

**Matching course component(s):**

2.J Compare and contrast dialects, hybrid languages, slang, pidgins and creoles, and identify the cultural significance of each.

2.K Identify and contrast among the cultural, historical and political factors that lead to language change in a society.

**6. Methods of Evaluation -**

- A. Oral presentations
- B. Cooperative learning assignments
- C. Research papers
- D. Term or other papers
- E. Lab or field report

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**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

- F. Projects
- G. Computational work
- H. Field work

**S3.** Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

**Matching course component(s):**

**2. Course Objectives -**

The student will be able to:

- A. Identify and discuss the key differences between the fields of linguistic anthropology and linguistics.
- B. Differentiate the various fieldwork methods used by linguistic anthropologists.
- C. Compare and contrast human and animal communication systems.

**Course content**

**4.A: Field Methodologies**

- A. Introduction to Linguistic Anthropology
  - 1. Linguistic Anthropology vs. Linguistics
    - a. Differences in Methodology
    - b. Differences in Perspective
  - 2. History and Paradigm Shifts
  - 3. Field Methodologies
    - a. Methods of Studying Language Variation such as the Prescriptivist Approach and the Descriptivist Approach.
    - b. Data Collecting Techniques such as Direct Eliciting and Collection of Texts.

**9. Method of Instruction -**

- A. Classroom discussion using language of anthropology.

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

**S4.** Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

**Matching course component(s):**

2F Differentiate between the cultural and biological factors contributing to language acquisition.

**S5.** Explain world development and global relationships;

**Matching course component(s):**

**S6.** Recognize the rights, duties, responsibilities, and opportunities of community members;

**Matching course component(s):**

**S7.** Analyze the relationship of business and economic activities to the functioning of society as a whole;

**Matching course objective(s):**

**S8.** Assess the distribution of power and influence;

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**Matching course component(s):**

**S9. Analyze current events and global issues in the context of historic, ethical and social patterns;**

**Matching course component(s):**

2.J Compare and contrast dialects, hybrid languages, slang, pidgins and creoles, and identify the cultural significance of each.

2.O. Examine the various cultural factors that contribute to language loss and evaluate the preservation efforts applied to languages targeted for extinction.

**S10. Comprehend and engage in social, economic and political issues at the local, national and global level;**

**Matching course component(s):**

2.J Compare and contrast dialects, hybrid languages, slang, pidgins and creoles, and identify the cultural significance of each.

2.O. Examine the various cultural factors that contribute to language loss and evaluate the preservation efforts applied to languages targeted for extinction.

**S11. Display knowledge of human motivations, behaviors and relationships;**

**Matching course component(s):**

**S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;**

**Matching course component(s):**

**S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;**

**Matching course component(s):**

**S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.**

**Matching course component(s):**

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

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

**Matching course component(s):**

**6. Methods of Evaluation -**

- A. Oral presentations
- B. Cooperative learning assignments
- C. Research papers
- D. Term or other papers
- E. Lab or field report
- F. Projects
- G. Computational work

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H. Field work

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

**Matching course component(s):**

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

**Matching course component(s):**

**6. Methods of Evaluation -**

- A. Oral presentations
- B. Cooperative learning assignments
- C. Research papers
- D. Term or other papers
- E. Lab or field report
- F. Projects
- G. Computational work
- H. Field work

**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.M** Impact of globalization on world languages: globalization as Englishization.

1. Examine the impact of English as an international lingua franca, marginalization of national languages, and coping with the dilemma of language as a symbol of national identity.
2. Assess the rise of global languages and their impact on minority and endangered languages
3. Discuss the development of medialects via chat rooms, text messaging, and so forth.
4. Assess media as an instrument of standardization and Englishization.
5. Communication in the digital age, the impact of the internet and Youtube.

**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):**

**4.L:** Applied Linguistics

1. Role of Linguistic Anthropologist in Dealing with Language Use Issues and Problems
2. Language Planning
  - a. Achieving National Unity
  - b. Enhancing Literacy Programs
  - c. Designating Official Language (in Multilingual Nations)

**6. Methods of Evaluation -**

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

- Research papers
- Term or other papers
- Lab or field report
- Projects
- Computational work
- Field work

Requesting Faculty: Sam Connell \_\_\_\_\_ Date: 11/26/13 \_\_\_\_\_

Division Curr Rep: K. Allison Lenkeit Meezan \_\_\_\_\_ Date: 11/26/13 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Approved by Roseann Berg and Kay Thornton, 2/27/14

Comments:

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

## General Education Review Request

### AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Anth50 - Medical Anthropology: Methods & Practice (will be Anth15 next year) \_\_\_\_\_

#### 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 IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Course Number & Title:** Anth15 - Medical Anthropology: Methods & Practice \_\_\_\_\_

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

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

**S1.** Explain the interactions of people as members of societies, cultures and social subgroups;

**Matching course objective(s):**

**2. Course Objectives -**

The student will be able to:

- A. Describe the history of the field of medical anthropology and how it is organized today, including career paths.
- B. Compare and contrast theories and methods utilized by researchers and practitioners within the field of medical anthropology.
- C. Recognize the role of culture, biology and ecology in the origins and social construction of illness or disease and in the culture specific production of health.
- D. Describe symptoms, diagnosis and therapies of different medical systems across cultures.
- E. Distinguish between the training, and contrast the authority, of non-Western and Western healing professionals.
- F. Evaluate the role of applied medical anthropology in national and international health development programs and the development of public health policy.
- G. Develop intercultural sensitivity and skills that promote cultural competency in a healthcare setting.

**S2.** Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

**Matching course objective(s):**

2B Compare and contrast theories and methods utilized by researchers and practitioners within the field of medical anthropology.

2F Evaluate the role of applied medical anthropology in national and international health development programs and the development of public health policy.

**S3.** Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

**Matching course objective(s):**

2B Compare and contrast theories and methods utilized by researchers and practitioners within the field of medical anthropology.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

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

**S4.** Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

**Matching course objective(s):**

2G Develop intercultural sensitivity and skills that promote cultural competency in a healthcare setting.

2F. Evaluate the role of applied medical anthropology in national and international health development programs and the development of public health policy.

**S5.** Explain world development and global relationships;

**Matching course objective(s):**

2F Evaluate the role of applied medical anthropology in national and international health development programs and the development of public health policy.

**S6.** Recognize the rights, duties, responsibilities, and opportunities of community members;

**Matching course objective(s):**

2C. Recognize the role of culture, biology and ecology in the origins and social construction of illness or disease and in the culture specific production of health.

2G Develop intercultural sensitivity and skills that promote cultural competency in a healthcare setting.

**S7.** Analyze the relationship of business and economic activities to the functioning of society as a whole;

**Matching course objective(s):**

**S8.** Assess the distribution of power and influence;

**Matching course objective(s):**

**4.D** Medical systems across cultures

1. Naturalistic medical systems
2. Supernaturalistic and magical medical systems
3. Power and organization in medical systems across cultures
  - a. Resource control and decision-making

**S9.** Analyze current events and global issues in the context of historic, ethical and social patterns;

**Matching course objective(s):**

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

2C. Recognize the role of culture, biology and ecology in the origins and social construction of illness or disease and in the culture specific production of health.

**S10.** Comprehend and engage in social, economic and political issues at the local, national and global level;

**Matching course objective(s):**

**S11.** Display knowledge of human motivations, behaviors and relationships;

**Matching course objective(s):**

**S12.** Understand the evolutionary origins of humanity and how this relates to present day human interactions;

**Matching course objective(s):**

**S13.** Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

**Matching course objective(s):**

**S14.** Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**Matching course objective(s):**

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

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

**Matching course objective(s):**

**6. Methods of Evaluation -**

Methods of evaluation may include in-class objective examinations including multiple choice, completion, matching items and true/false; in-class and out-of-class writing assignments including essays and short papers; oral presentations and/or papers presenting individual or group research or fieldwork; assessment of participation in class discussions and exercises.

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

**Matching course objective(s):**

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

**Matching course objective(s):**

**6. Methods of Evaluation -**

Methods of evaluation may include in-class objective examinations including multiple choice, completion, matching items and true/false; in-class and out-of-class writing assignments including essays and short papers; oral presentations and/or papers presenting individual or group research or fieldwork; assessment of participation in class discussions and exercises.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**12. Examples of Required Reading and Writing and Outside of Class Assignments -**

C Preparing an oral presentation or written research paper based on individual or group research or fieldwork.

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

**Matching course objective(s):**

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

**Matching course objective(s):**

**12. Examples of Required Reading and Writing and Outside of Class Assignments -**

D Conducting research based on secondary sources.

E Conducting ethnographic fieldwork in a local setting.

Requesting Faculty: Sam Connell \_\_\_\_\_ Date: 11/26/13 \_\_\_\_\_

Division Curr Rep: K. Allison Lenkeit Meezan \_\_\_\_\_ Date: 11/26/13 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Approved by Kay Thornton and Roseann Berg, 2/27/14

Comments:

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

## General Education Review Request

### AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: ANTH20 - NATIVE PEOPLES OF CALIFORNIA \_\_\_\_\_

#### 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 IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Course Number & Title:** ANTH20 - NATIVE PEOPLES OF CALIFORNIA \_\_\_\_\_

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

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

**S1.** Explain the interactions of people as members of societies, cultures and social subgroups;

**Matching course objective(s):**

**2. Course Objectives -**

The student will be able to:

- A. evaluate the unique, major culture areas of Native California, the environment of each, the ecological adaptations and the major cultural features which distinguish those areas.
- B. compare and contrast Native California social and cultural systems with at least one other major Native North American cultural area.
- C. analyze the linguistic diversity and complexity of Native California.
- D. demonstrate an awareness of the archaeological record of Native Peoples of California.
- E. compare and contrast Native Californian and Western European systems of categorization.
- F. demonstrate an understanding of the history and methods of anthropological study of California Native Peoples.
- G. evaluate the positive and negative values, such as ethnocentrism and cultural integrity, of the relationship of Native Californians to Spanish, Mexican and American immigrants based on archaeological, folklorical (first person accounts from original culture) and historical evidence.
- H. critically assess from an anthropological perspective, the continuities and current issues among Native Californians within tribal groups and cross-tribally. Examples include: racial politics; bias; cultural assumptions; cultural tolerance regarding class, gender and age.
- I. using applied anthropological techniques, examine and analyze a source of present day culture conflicts between native peoples and the dominant Euro-American culture and explore alternative solutions.

**S2.** Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

**Matching course objective(s):**

**2H** critically assess from an anthropological perspective, the continuities and current issues among Native Californians within tribal groups and cross-tribally. Examples include: racial politics; bias; cultural assumptions; cultural tolerance regarding class, gender and age.

**6A** Students demonstrate an understanding of the cultural variety and richness of the Native Californians through oral and written examinations.

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**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**S3.** Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

**Matching course objective(s):**

**2A** evaluate the unique, major culture areas of Native California, the environment of each, the ecological adaptations and the major cultural features which distinguish those areas.

**2F** demonstrate an understanding of the history and methods of anthropological study of California Native Peoples.

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

**S4.** Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

**Matching course objective(s):**

**2B** compare and contrast Native California social and cultural systems with at least one other major Native North American cultural area.

**2C** analyze the linguistic diversity and complexity of Native California.

**2E** compare and contrast Native Californian and Western European systems of categorization.

**S5.** Explain world development and global relationships;

**Matching course objective(s):**

**S6.** Recognize the rights, duties, responsibilities, and opportunities of community members;

**Matching course objective(s):**

**2G** evaluate the positive and negative values, such as ethnocentrism and cultural integrity, of the relationship of Native Californians to Spanish, Mexican and American immigrants based on archaeological, folklorical (first person accounts from original culture) and historical evidence.

**S7.** Analyze the relationship of business and economic activities to the functioning of society as a whole;

**Matching course objective(s):**

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**S8.** Assess the distribution of power and influence;

**Matching course objective(s):**

**S9.** Analyze current events and global issues in the context of historic, ethical and social patterns;

**Matching course objective(s):**

2G evaluate the positive and negative values, such as ethnocentrism and cultural integrity, of the relationship of Native Californians to Spanish, Mexican and American immigrants based on archaeological, folklorical (first person accounts from original culture) and historical evidence.

**S10.** Comprehend and engage in social, economic and political issues at the local, national and global level;

**Matching course objective(s):**

**S11.** Display knowledge of human motivations, behaviors and relationships;

**Matching course objective(s):**

**S12.** Understand the evolutionary origins of humanity and how this relates to present day human interactions;

**Matching course objective(s):**

**S13.** Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

**Matching course objective(s):**

**S14.** Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**Matching course objective(s):**

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

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

**Matching course objective(s):**

**6. Methods of Evaluation -**

- A. Students demonstrate an understanding of the cultural variety and richness of the Native Californians through oral and written examinations.
- B. Students select with the assistance of the instructor an appropriate topic related to Native Californian culture, research it and present term paper and summarize as a class presentation.
- C. Students display their knowledge through discussion and dialogue throughout the course

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

**Matching course objective(s):**

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

**Matching course objective(s):**

**6. Methods of Evaluation -**

- A. Students demonstrate an understanding of the cultural variety and richness of the Native Californians through oral and written examinations.
- B. Students select with the assistance of the instructor an appropriate topic related to Native Californian culture, research it and present term paper and summarize as a class presentation.
- C. Students display their knowledge through discussion and dialogue throughout the course

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

**Matching course objective(s):**

**6. Methods of Evaluation -**

- A. Students demonstrate an understanding of the cultural variety and richness of the Native Californians through oral and written examinations.
- B. Students select with the assistance of the instructor an appropriate topic related to Native Californian culture, research it and present term paper and summarize as a class presentation.
- C. Students display their knowledge through discussion and dialogue throughout the course

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

**Matching course objective(s):**

**6B** Students select with the assistance of the instructor an appropriate topic related to Native Californian culture, research it and present term paper and summarize as a class presentation.

Requesting Faculty: Sam Connell \_\_\_\_\_ Date: 11/26/13 \_\_\_\_\_

Division Curr Rep: K. Allison Lenkeit Meezan \_\_\_\_\_ Date: 11/26/13 \_\_\_\_\_

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**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Approved by Kay Thornton and Roseann Berg, 2/27/14

Comments:

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

## General Education Review Request

### AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: ANTH 22 THE AZTEC, MAYA & THEIR PREDECESSORS\_\_\_\_\_

#### 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 IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Course Number & Title:** ANTH 22 THE AZTEC, MAYA & THEIR PREDECESSORS \_\_\_\_\_

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

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

**S1.** Explain the interactions of people as members of societies, cultures and social subgroups;

**Matching course objective(s):**

**2. Course Objectives -**

The student will be able to:

- A. understand the various factors contributing to the emergence of early pre-agricultural and village cultures in early Mesoamerica.
- B. interpret how the region's geography contributed to cultural developments.
- C. distinguish among the major cultures of the Pre-Classic period, to include the Olmecs (2500 B.C.- 200 B.C.)
- D. identify and assess the impact of some pre-Columbian agricultural, cultural and political practices on the rise of the Classic Civilizations.
- E. understand some of the characteristics of the Classic eras (200 B.C.- 900 A.D.)
- F. assess the factors that contributed to the erosion of the Classic cultures and critique the different models of Maya collapse.
- G. describe some of the major artistic and religious expressions of the Toltec and Aztecs cultures of the post-Classic eras (900 A.D. - 1521 A.D.).
- H. explain how regional and political factors contributed to the rise of the Aztec state.
- I. evaluate the impact of the Spanish Conquest and Spanish colonial institutions on the cultural, religious, and social conditions of Mesoamerica's indigenous people.
- J. assess the impact of ancient culture on modern events and practices, including the current day political uprisings and western medicine.

**S2.** Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

**Matching course objective(s):**

2I evaluate the impact of the Spanish Conquest and Spanish colonial institutions on the cultural, religious, and social conditions of Mesoamerica's indigenous people.

2J assess the impact of ancient culture on modern events and practices, including the current day political uprisings and western medicine.

**Evaluation**

6.C Oral contributions to demonstrate an understanding and provide interpretations about topics in class discussion.

6.D Annotated bibliography, outlines, and final papers on topics determined in class and which may be graded for a rewrite.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**S3.** Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

**Matching course objective(s):**

2A understand the various factors contributing to the emergence of early pre-agricultural and village cultures in early Mesoamerica.

2B interpret how the region's geography contributed to cultural developments.

6.D Annotated bibliography, outlines, and final papers on topics determined in class and which may be graded for a rewrite.

**12** Students choose a topic of interest from the class lecture or readings. Submit an annotated bibliography in the form of five summaries of peer-reviewed journal articles taken from JSTOR. Submit an outline for the paper. Exchange drafts with another students. Hand in a final paper of 10 pages in length.

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

**S4.** Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

**Matching course objective(s):**

2I evaluate the impact of the Spanish Conquest and Spanish colonial institutions on the cultural, religious, and social conditions of Mesoamerica's indigenous people.

2J assess the impact of ancient culture on modern events and practices, including the current day political uprisings and western medicine.

2. H. The "ladinoization" of Mexico, the impact of the Spanish Colonial institutions.

1. Haciendas and encomiendas.
2. Catholic church and Bishop Diego de Landa
3. The Caste Wars of the Yucatan

2.I Present day influence of ancient culture on events and practices.

1. Zapatista movement
2. Tourism
3. 2012 hysteria

**S5.** Explain world development and global relationships;

**Matching course objective(s):**

2J assess the impact of ancient culture on modern events and practices, including the current day political uprisings and western medicine.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**S6.** Recognize the rights, duties, responsibilities, and opportunities of community members;

**Matching course objective(s):**

**S7.** Analyze the relationship of business and economic activities to the functioning of society as a whole;

**Matching course objective(s):**

**S8.** Assess the distribution of power and influence;

**Matching course objective(s):**

**S9.** Analyze current events and global issues in the context of historic, ethical and social patterns;

**Matching course objective(s):**

2J assess the impact of ancient culture on modern events and practices, including the current day political uprisings and western medicine.

**S10.** Comprehend and engage in social, economic and political issues at the local, national and global level;

**Matching course objective(s):**

**S11.** Display knowledge of human motivations, behaviors and relationships;

**Matching course objective(s):**

**S12.** Understand the evolutionary origins of humanity and how this relates to present day human interactions;

**Matching course objective(s):**

**S13.** Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

**Matching course objective(s):**

**S14.** Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**Matching course objective(s):**

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

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

**Matching course objective(s):**

- 6C Oral contributions to demonstrate an understanding and provide interpretations about topics in class discussion.
- 6D Annotated bibliography, outlines, and final papers on topics determined in class and which may be graded for a rewrite.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

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

**Matching course objective(s):**

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

**Matching course objective(s):**

- 6C Oral contributions to demonstrate an understanding and provide interpretations about topics in class discussion.
- 6D Annotated bibliography, outlines, and final papers on topics determined in class and which may be graded for a rewrite.

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

**Matching course objective(s):**

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

**Matching course objective(s):**

6.D Annotated bibliography, outlines, and final papers on topics determined in class and which may be graded for a rewrite.

Requesting Faculty: Sam Connell \_\_\_\_\_ Date: 11/26/13 \_\_\_\_\_

Division Curr Rep: K. Allison Lenkeit Meezan \_\_\_\_\_ Date: 11/26/13 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Approved by Roseann Berg and Kay Thornton, 2/27/14

Comments:

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

[Bugs? Errors? Comments?](#)

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### Language Arts

## ACAD 501 PUNCTUATION IMPROVEMENT

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ACAD 501

PUNCTUATION IMPROVEMENT

Summer 2014

4 Units

**Total Contact Hours:** 84*(Total of All Lecture, Lecture/Lab, and Lab hours X 12)***Total Student Learning Hours:** 84*(Total of All Lecture, Lecture/Lab, Lab and Out of Class hours X 12)***Lecture Hours:** 4  
**Hours:****Lab Hours:** 3**Lecture/Lab:****Weekly Out of Class****Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.**Repeatability -****Statement:**

Not Repeatable.

**Status -****Course Status:** Active**Grading:** Letter Grade with P/NP option**Degree Status:** Applicable**Credit Status:** Credit**Degree or Certificate Requirement:** Foothill GE**Foothill GE Status:** English**Articulation Office Information -****C.I.D. Notation:****Transferability:****Validation:****Division Dean Information -****Seat Count:** 50**Load Factor:** .148**FOAP Code:** 141667**Instruction Office Information -****FSA Code:****Distance Learning:** no**Stand Alone  
Designation:** no**Program Title:****Program TOPs Code:**

**Program Unique Code:**

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**Need/Justification -**

This class fulfills one of the requirements necessary to complete an AA or transfer to CSU.

**1. Description -**

Computerized or text-based instruction in punctuation skills. Students begin at their own level, based on diagnostic assessment. Areas covered can include analysis and application of punctuation rules, usage and grammar. Materials available at beginning, intermediate and advanced levels.

Prerequisite: None

Co-requisite: None

Advisory: Pass/No Pass

**2. Course Objectives -**

The student will be able to:

- A. demonstrate knowledge of rules of punctuation, usage, and/or grammar, with results varying according to entry-level skills and type of material used.
- B. evaluate current skill level and progress toward stated goals.

**3. Special Facilities and/or Equipment -**

Student study desks, audio-visual and video tapes and equipment, computer hardware and software.

**4. Course Content (Body of knowledge) -**

The student will be able to:

- A. take a variety of assessments to determine skill level.
- B. conference with instructor to discuss skill level, previous coursework, and current goals.
- C. be placed into an appropriate programs according to learning styles and goals.
- D. participate in conferences and one-on-one instruction throughout duration of coursework.
- E. take mastery or post tests to demonstrate achievement.

**5. Repeatability - Moved to header area.****6. Methods of Evaluation -**

- A. Initial level, amount of coursework, and competency required to pass the course will be determined in consultation with the instructor.
- B. Materials have either built-in performance assessments or increase in difficulty, thereby confirming skill attainment with successful completion of exercises.
- C. Students may also take mastery or post tests on completion of course in order to determine if skill level goals have been achieved

**7. Representative Text(s) -**

Cain, Joyce S. Grammar for Writing 2. 2nd Ed. White Plains, NY: Pearson Longman, 2011.

Lane, Janet & Ellen Lange. Writing Clearly: An Editing Guide. 3rd Ed. Boston, MA: Heinle & Heinle, 2011.

Keys for Writers: A Brief Handbook. 7th Ed. Boston, MA.

**8. Disciplines -**

English

English As a Second Language

Reading

**9. Method of Instruction -**

Lecture and discussion.

**10. Lab Content -**

Not applicable.

**11. Honors Description -** No longer used. Integrated into main description section.**12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -**

Reading: Cain, Joyce S. Grammar for Writing 2. 2nd Ed. White Plains, NY: Pearson Longman, 201  
Writing:

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**Course status:**        *Active*

**Development status:** Edit

**Owner-Editor:**        [nunezcori@foothill.edu](mailto:nunezcori@foothill.edu)

**Edit History:**        User: Administrator - ID: nunezcori@foothill.edu - Modified: 2014-03-12 13:50:55  
User: Editor/Owner ID: nunezcori@foothill.edu Modified: 2014-03-10 15:48:57

**Comments:**

**Last updated:**        2014-03-12 13:50:55

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**ACAD 501    PUNCTUATION IMPROVEMENT**

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### Review Issues 3/4/14

DIV	Course #	Title	Modified	Action
FA	PHOT 8	PHOTOGRAPHY OF MULTICULTURAL AMERICA	2/26/14 14:20	hrs & units don't match
FA	PHOT 8H	HONORS PHOTOGRAPHY OF MULTICULTURAL AMERICA	2/26/14 14:21	hrs & units don't match
FA	THTR 2A	HISTORY OF DRAMATIC LITERATURE - CLASSICAL TO MOLIERE	2/17/14 14:20	Prereq needs correction; text missing info; needs Content Review
FA	THTR 57	ACTOR MARKETING STRATEGIES	2/17/14 14:31	Needs Content Review
FA	THTR 63A	FILM & TELEVISION ACTING WORKSHOP	2/17/14 14:38	Needs Content Review
KA	ATHL 22F	INTERCOLLEGIATE SOCCER II (WOMEN)	2/26/14 11:31	In Review 12/9; missing SLOs
KA	ATHL 32	INTERCOLLEGIATE SWIMMING I (MEN & WOMEN)	2/12/14 15:47	In Review 12/9; missing SLOs
KA	ATHL 45F	INTERCOLLEGIATE TENNIS II (WOMEN)	2/24/14 20:22	missing SLOs
KA	KINS 85	PRINCIPLES OF ADAPTIVE WATER EXERCISE	2/19/14 21:20	Needs Content Review
LA	CRWR 41A	POETRY WRITING	1/9/14 8:49	In Review 1/9
LA	ENGL 11	INTRODUCTION TO POETRY	1/9/14 8:28	In Review 1/9
LA	ENGL 17	INTRODUCTION TO SHAKESPEARE	1/9/14 8:41	In Review 1/9
LA	HUMN 3	WORLD MYTHS IN LITERATURE ARTS & FILM	1/30/14 18:12	In Review 1/30
LA	HUMN 4	TRAUMA & THE ARTS	1/30/14 18:13	In Review 1/30
PS	ASTR 10BH	HONORS GENERAL ASTRONOMY: STARS, GALAXIES, COSMOLOGY	1/8/14 13:54	Coreq under review
PS	ASTR 54H	HONORS INSTITUTE SEMINAR IN ASTRONOMY	2/27/14 10:41	Coreq under review
PS	C S 49	FOUNDATIONS OF COMPUTER PROGRAMMING	1/14/14 14:14	In Review 12/20; old text
PS	CHEM 1A	GENERAL CHEMISTRY	1/16/14 13:45	In Review 12/15; needs Content Review
PS	ENGR 47	DYNAMICS	2/24/14 8:22	Needs Content Review
PS	ENGR 83D	INTRODUCTION TO QUALITY ASSURANCE	2/19/14 21:13	new COR; text from 2008
SS	SPED 65	FUNDAMENTALS OF ATTENTION DEFICIT DISORDERS	1/27/14 16:16	In Review 1/27

### Review Issues 3/18/14

DIV	Course #	Title	Modified	Action
FA	THTR 2A	HISTORY OF DRAMATIC LITERATURE - CLASSICAL TO MOLIERE	2/17/14 14:20	Prereq needs correction; text missing info; needs Content Review
FA	THTR 57	ACTOR MARKETING STRATEGIES	2/17/14 14:31	Needs Content Review
FA	THTR 63A	FILM & TELEVISION ACTING WORKSHOP	2/17/14 14:38	Needs Content Review
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PS	ASTR 54H	HONORS INSTITUTE SEMINAR IN ASTRONOMY	2/27/14 10:41	Coreq under review
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SS	SPED 65	FUNDAMENTALS OF ATTENTION DEFICIT DISORDERS	1/27/14 16:16	In Review 1/27