

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: <ul style="list-style-type: none"> a. Notification of Proposed Prerequisites/Corequisites b. Curriculum Cycle Update c. Outline Updates for 2015-16 d. Report Out from Divisions | Information | #3/18/14-2 #3/18/14-3 #3/18/14-4 | Escoto - 3 min Nunez - 7 min Escoto - 3 min Curr Reps - 7 min |
| 3. Consent Calendar <ul style="list-style-type: none"> a. General Education Applications | Action | #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: | Winter 2014 Quarter | Spring 2014 Quarter |
|---------------------------|----------------------------|----------------------------|
| 10/1/13 | 1/21/14 | 4/15/14 |
| 10/15/13 | 2/4/14 | 5/6/14 |
| 11/5/13 | 2/18/14 | 5/20/14 |
| 11/19/13 | 3/4/14 | 6/3/14 |
| 12/3/13 | 3/18/14 | 6/17/14 |

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

2013-2014 Curriculum Deadlines

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

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

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

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

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

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

2013-2014 Professional Development Opportunities & Conferences of Interest

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

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

11/25/13 [Tips for Writing a Great Program Review](#) - Professional Development workshop, 1:00-3:00, Toyon Rm

12/3/13 [Tips for Writing a Great Program Review](#) - Professional Development workshop, 12:00-1:30, Toyon Rm

Distribution:

Shawna Aced (Instr), Micaela Agyare (LIBR), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bea Cashmore (ALD), Jerry Cellilo (CNSL), Dolores Davison (AS President), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Connilyn 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)

| | | | |
|-------------------------------------|-------------------|------|--|
| <input checked="" type="checkbox"/> | Isaac Escoto | 7350 | Vice President, Academic Senate (tiebreaker vote only) escotoisaac@foothill.edu |
| <input checked="" type="checkbox"/> | Kimberlee Messina | 7209 | Vice President, Instruction messinakimberlee@foothill.edu |

Voting Membership-12 total; 1 vote per division

| | | | | |
|-------------------------------------|------------------------|------|--------------|-------------------------------|
| <input checked="" type="checkbox"/> | Micaela Agyare | 7086 | LIBR | agyaremicaela@foothill.edu |
| <input checked="" type="checkbox"/> | Kathy Armstrong | 7487 | PSME | armstrongkathy@foothill.edu |
| <input checked="" type="checkbox"/> | Rachelle Campbell | 7469 | BH | campbellrachelle@foothill.edu |
| <input checked="" type="checkbox"/> | Bea Cashmore | 7094 | ALD | cashmorebeatrix@foothill.edu |
| <input checked="" type="checkbox"/> | Jerry Cellilo | 7224 | CNSL | cellilojerry@fhda.edu |
| <input checked="" type="checkbox"/> | Bernie Day | 7225 | Articulation | daybernie@foothill.edu |
| <input checked="" type="checkbox"/> | Brian Evans | 7575 | BSS | evansbrian@foothill.edu |
| | | | CNSL | |
| <input checked="" type="checkbox"/> | Marnie Francisco | 7420 | PSME | franciscomarnie@foothill.edu |
| <input checked="" type="checkbox"/> | Konnilyn Fieg | 7430 | BSS | feigkonnilyn@foothill.edu |
| <input checked="" type="checkbox"/> | Hilary Gomes | 7585 | FA | gomeshilary@foothill.edu |
| <input checked="" type="checkbox"/> | Brenda Hanning | 7466 | BH | hanningbrenda@foothill.edu |
| <input checked="" type="checkbox"/> | Robert Hartwell | 7016 | FA | hartwellrobert@fhda.edu |
| <input checked="" type="checkbox"/> | Carlyon Holcroft | 7429 | BH | holcroftcarolyn@foothill.edu |
| <input checked="" type="checkbox"/> | Kay Jones | 7602 | LIBR | joneskay@foothill.edu |
| <input checked="" type="checkbox"/> | Marc Knobel | 7049 | PSME | knobelmarc@foothill.edu |
| <input checked="" type="checkbox"/> | Allison Lenkeit Meezan | 7422 | BSS | meezankaren@foothill.edu |
| <input checked="" type="checkbox"/> | Don MacNeil | 6967 | K A | macneildon@foothill.edu |
| <input checked="" type="checkbox"/> | Simon Pennington | 7015 | F A | penningtonsimon@fhda.edu |
| <input checked="" type="checkbox"/> | Barbara Shewfelt | 7658 | K A | shewfeltbarbara@foothill.edu |
| <input checked="" type="checkbox"/> | Kella Svetich | 7924 | L A | svetichkella@foothill.edu |
| <input checked="" type="checkbox"/> | Kurt Hueg | 7394 | Dean | huegjurt@foothill.edu |
| <input checked="" type="checkbox"/> | Peter Murray | 7472 | Dean | murraypeter@foothill.edu |
| <input checked="" type="checkbox"/> | Paul Starer | 7227 | Dean | starerpaul@foothill.edu |

Non-Voting Members (4)

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

Visitors:Bruce Dambury (FA), Ken Norowitz (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. M/S (Holcroft/Cashmore) Approved. 5 abstentions |
| 2. Announcements: <ul style="list-style-type: none"> a. Notification of Proposed Requisites b. Communiqué Distribution c. Report Out from Divisions | Speaker: Isaac Escoto <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> a. General Education | Speaker: Isaac Escoto THTR 8 added to FH GE in Area VI, US Cultures and Communities. M/S (Armstrong/Holcroft) Approved. |
| 4. Distance Learning Addendum | Speaker: Isaac Escoto Addendum adopted as written M/S (Holcroft/Pennington) Approved. Nuñez will try to have it on the website by Friday. |
| 5. GE Conference Summary | Speaker: Isaac Escoto, Carolyn Holcroft 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 | Speaker: Isaac Escoto, Kathy Armstrong 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 |

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| | <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>Speaker: Isaac Escoto</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>Speaker: Isaac Escoto</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>Speaker: Isaac Escoto</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 1st, 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. | Prereq: DMS 70B |

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|---|---------------------------------|--|
| | 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 |
|---|-----------|---|-----|----|--------|----------------|------------------|
| ADAPTIVE LEARNING- COUNSELING | | | | | | | |
| 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 |
| BIOLOGICAL & HEALTH SCIENCES | | | | | | | |
| 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 | campbellrachelle |
| 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 |
| FINE ARTS & COMMUNICATIONS | | | | | | | |
| 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 | brownkarolyn |

| 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 MOLIERE | 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 |

COUNSELING

| | | | | | | | |
|----|----------|---|---|----|----------|---------------|--------------------|
| 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 |

KINESIOLOGY

| | | | | | | | |
|----|----------|--|---|----|----------|----------------|-----------------|
| 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 | gongiibubba |
| KA | DANC 16 | LYRICAL JAZZ DANCE | M | 14 | Edit | 12/4/12 16:18 | gongiibubba |
| KA | DANC 17 | DANCE COMPOSITION | M | 14 | Edit | 12/4/12 16:28 | gongiibubba |
| 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 |

LANGUAGE ARTS

| | | | | | | | |
|----|----------|--|---|----|-------|---------------|-----------------|
| LA | CRWR 41A | POETRY WRITING | M | 14 | Rev | 1/9/14 8:49 | robbinsdoren |
| LA | CRWR 41B | ADVANCED POETRY WRITING | M | 14 | Proof | 1/12/14 19:46 | robbinsdoren |
| LA | ENGL 11 | INTRODUCTION TO POETRY | M | 14 | Rev | 1/9/14 8:28 | robbinsdoren |
| LA | ENGL 17 | INTRODUCTION TO SHAKESPEARE | M | 14 | Rev | 1/9/14 8:41 | robbinsdoren |
| 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 |

PHYSICAL SCIENCES, MATH & ENGINEERING

| | | | | | | | |
|----|-----------|--|---|----|------|----------------|-----------------|
| 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 | CS 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 |

BUSINESS & SOCIAL SCIENCE

| | | | | | | | |
|----|-----------|---|---|----|----------|----------------|---------------|
| 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 |

| DIV | CRSE | TITLE | QTR | YR | STATUS | DATE | AUTHOR |
|-----|----------|---|-----|----|--------|----------------|--------------|
| 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 |

| DIV | CRSE | TITLE | QTR | YR | STATUS | DATE | AUTHOR |
|-----|----------|---|-----|----|--------|----------------|--------------|
| 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 | violettglenn |
| 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 |

| DIV | CRSE | TITLE | QTR | YR | STATUS | DATE | AUTHOR |
|-----|----------|--|-----|----|----------|----------------|-----------------|
| 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 JOURNEYPERSONS | 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 |

| DIV | CRSE | TITLE | LAST UPDATE |
|-----|-----------|---|-------------|
| 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 |

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| 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 |

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| 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 | ADOBEE PHOTOSHOP ELEMENTS OVERVIEW | 2010 Summer |
| SS | LINC 73E | ADOBEE PHOTOSHOP ELEMENTS I | 2008 Summer |
| SS | LINC 73F | ADOBEE PHOTOSHOP ELEMENTS II | 2008 Summer |
| FA | LINC 73H | ADOBEE ILLUSTRATOR OVERVIEW | 2010 Summer |
| SS | LINC 73I | ADOBEE ILLUSTRATOR I | 2008 Summer |
| SS | LINC 73J | ADOBEE ILLUSTRATOR II | 2008 Summer |
| FA | LINC 74 | ADOBEE DREAMWEAVER OVERVIEW | 2010 Summer |
| SS | LINC 74A | ADOBEE DREAMWEAVER I | 2008 Summer |
| SS | LINC 76 | CREATING EDUCATIONAL WEBSITES | 2008 Summer |
| FA | LINC 81B | ADOBEE FIREWORKS OVERVIEW | 2010 Summer |
| FA | LINC 81D | ADOBEE FIREWORKS II | 2010 Summer |
| SS | LINC 83A | ADOBEE PREMIER | 2008 Summer |
| FA | LINC 85A | ADOBEE FLASH I | 2010 Summer |
| FA | LINC 85B | ADOBEE 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 |

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| 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):

General Education Review Request
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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AREA IV - SOCIAL & BEHAVIORAL SCIENCES

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

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

General Education Review Request
AREA IV - SOCIAL & BEHAVIORAL SCIENCES

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| 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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AREA IV - SOCIAL & BEHAVIORAL SCIENCES

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 dialects 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 -

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- 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 _____

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.

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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):

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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 _____

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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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):

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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

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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 _____

**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
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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.

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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.

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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):

- 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 _____

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?](#)

Submissions Course Outline Editor

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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 **Lab Hours:** 3 **Lecture/Lab Hours:** **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:

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:

Course status: Active

Development status: Edit

Owner-Editor: 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

ACAD 501 PUNCTUATION IMPROVEMENT[Edit Course Outline](#)**Submissions Course Outline Editor**[Return to Administration](#)

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 |
| 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 |
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